

## Study on the Teaching Mode of Network Multimedia English and the Cultivation of Students' Self-study Ability

Tang Linglin

Chengdu Neusoft University, Dujiangyan, Sichuan, 611844, China

**Keywords:** Network Multimedia; English Teaching; Students; Self-study Ability

**Abstract:** The goal of English teaching reform is to cultivate students' comprehensive ability to use English, especially listening and speaking ability. One of the important parts is to reform the traditional teaching mode and establish a computer network-based English multimedia teaching mode. In the network multimedia English teaching, around the goal of improving students' English self-study ability, this paper explores the effective ways of multimedia English teaching reform. Make classroom teaching more interesting and authentic, expand students' knowledge, improve students' ability to find, analyze and solve problems, as well as practical application and communication of language. This model embodies a student-centered approach to personalized learning, optimizes teaching resources, and focuses on developing students' comprehensive English practical ability and the ability to acquire English knowledge using modern information dissemination methods. The use of network multimedia mode self-study ability initiative, habits and learning methods have a positive impact; the use of network multimedia mode to develop students' self-learning ability is feasible and effective.

### 1. Introduction

With the rapid development of network technology, English teaching mode is also developing towards the direction of digitalization, informatization and networking. The English teaching mode has changed from the single cramming traditional classroom teaching to the three-dimensional and diversified direction [1]. The use of network multimedia forms can greatly enhance students' self-study ability to a certain extent, and enable students to acquire interest in English learning in classroom teaching, thus changing students' attitudes towards English learning and improving the effect of students' acceptance of classroom education [2]. Self-learning ability refers to the cultivation of students' interest in English learning through educational objectives and teachers' guidance. Under the further guidance of interest, students can determine their own learning goals according to their own learning needs and learning status quo. Network multimedia English teaching will be a good way to solve the contradiction between the requirements of the times and the current situation of English teaching. It conforms to the requirements of English teaching in the new era. [3]. It is the ability of learners to guide and control their own learning. At the same time, they choose different learning methods and learning activities for different learning tasks, monitor the learning process, and evaluate the learning results [4]. Focus on cultivating students' ability to use language and self-learning. This new teaching model is supported by multimedia and network technology. It combines computer network self-learning ability with teacher classroom teaching and tutoring. The teaching reflects the learner-centered thinking. , vigorously develop personalized learning and autonomous learning [5].

English teaching reform in the information age should combine contemporary foreign language teaching concepts and practices with cutting-edge multimedia and network technology to establish the most effective teaching model [6]. Autonomy can be formed in activities both inside and outside the classroom. Different teaching environments need different methods to promote learners' autonomy. If the goal, task, process and evaluation of learning are completely determined by students, it is full autonomy. For English course learning, the fundamental meaning of developing self-study ability is to stimulate students' interest in learning English, and then cultivate students' ability to solve problems in English learning on this basis [7]. "Change the traditional

teaching mode of reading comprehension and listening to students into the individualized and active learning mode of computer (network), teaching software and classroom comprehensive application, emphasizing individualized teaching and self-learning ability, giving full play to learners' individual learning potential [8]. Establish curriculum learning modules in different stages and chapters, and add teaching content that is consistent with the teaching objectives of the course and enhance students' practical ability, so that students can use the most commonly used mobile terminals, and they should master the classroom in an unlimited time. The content is practiced [9]. Change the role of teachers, textbooks, teaching media and their relationship with students in traditional teaching, and form a new way of teaching and learning, greatly improving the efficiency of education and teaching. Teachers from knowledge transferers to organizers, guides and solvers of student knowledge construction, which plays an important role in the role of students in multimedia network English learning, and is conducive to students' personalized learning [10].

## 2. How to Improve Students' Self-study Ability in Network Multimedia English Teaching

In the process of self-learning ability, teachers inspire, guide, point out and help the students, and the students are active and eager to learn and participate in self-learning. Emphasis is laid on the cultivation of students' autonomous learning ability. Through stereoscopic teaching of sound, image, text and animation, teaching and learning become vivid and vivid. It integrates teachers' teaching process and students' learning process, promotes teachers' new ideas on teaching, promotes fundamental changes in teaching process, and forms a new combination of teachers, students, textbooks and teaching methods. With the hyperlink function of multimedia, students can provide materials for reference in the network, expand the knowledge of students, deepen students' understanding of the background knowledge of the texts, and trigger students' multi-level and multi-angle exploration and thinking. The parameters of students' self-learning ability under the network environment are shown in Table 1. Teachers are no longer authoritative, but partners and friends who learn with students. Teachers are no longer just the imparters of knowledge, but the planners, organizers and collaborators of classroom teaching activities, and the facilitators and helpers of learning. It is the builder of the language environment and the digger of the student's potential. Teachers help students improve their ability to use language comprehensively while developing their learning autonomy. Through the training of metacognition and cognitive strategies, students have the ability to manage themselves and take responsibility for their own learning.

Table 1 The parameters of students' self-study ability under the network environment

	Analysis	Evaluate
Learning objectives	12.35	5.64
Learning plan	10.34	6.05
Curriculum requirements	9.72	5.32
Self cognition	9.05	6.22

Teachers shoulder greater responsibilities in developing self-regulated learning, which must be correctly understood. The more advanced the teaching mode is, the more challenging it is for teachers' quality, especially for self-regulated learning. According to the different learning purposes, contents and characteristics of learners, different ways of interaction can be chosen, such as interaction between teachers and student groups, interaction with individual students and interaction between students. Networked learning provides learners with a more convenient self-learning ability, and it is also a concrete manifestation of self-learning ability in learning style, which makes self-learning ability truly possible; self-learning ability is usually the most important in the process of networked teaching. Learning methods and strategies. In a sense, the process of learning is a process of solving problems. A large part of cognitive learning has no personal meaning to the students themselves. It only involves the mind, not the emotional or personal meaning, and thus has nothing to do with the individual. It is a meaningless learning. The experiential learning is centered

on the student's experience and growth. The student's spontaneity and initiative are the driving force for learning, and the learning is organically combined with the students' wishes, interests and needs.

In classroom teaching, students can input language knowledge through teaching courseware and teach them the methods of language learning, so that students can enrich their knowledge structure and improve their language application ability through self-study ability. The core content of constructing learning content emphasizes student-centered, students' active exploration of knowledge, active discovery and active construction of the meaning of the knowledge they have learned. Therefore, an interactive, free from time and space constraints, natural, friendly and open learning environment is essential for Constructivist learners. By means of modern information technology and through the effective integration of information technology and foreign language curriculum, an ideal learning environment and a brand-new learning mode can stimulate students' interest in learning and fully reflect the students' main role. The curriculum and teaching process need to be linked to the actual needs of the students, respect the students' interest in learning, help students explore themselves, and promote more comprehensive teaching. The teaching process should fully integrate students' emotions and cognition, individuals and society. To cultivate students' complete personality through teaching; finally, the curriculum setting and teaching process must respect each other. In the process of network multimedia English teaching, teachers should guide students to learn how to learn, and encourage students to form new cognitive structures through active learning activities. This self-learning ability model mainly creates information resources through teachers and students, creates learning conditions, and enables students to actively implement learning plans.

### **3. The Important Role of Network Multimedia Teaching in English Teaching**

Implementing the network multimedia English teaching mode in the digital environment can enhance students' learning enthusiasm, enhance their interest and confidence in English learning, and promote the improvement of students' listening, speaking, reading and writing abilities and comprehensive language abilities. It is beneficial for the cultivation of self-study ability to improve students' ability of self-study analysis and arrangement. To cultivate innovative talents with innovative spirit and practical ability to meet the requirements of knowledge economy in the information age, and to promote the comprehensive reform of traditional educational views, educational models and even educational organization forms. "For educational practitioners, including learners themselves, Self-learning ability refers to the learner's control over his or her own learning objectives, learning content, learning methods, and learning materials used, that is, the extent to which learners are free to choose from these aspects. In terms of grammar rules, teachers still need to give necessary guidance. Although traditional teaching methods have certain limitations in the cultivation of communicative competence, they can effectively guarantee the mastery of grammar knowledge and the improvement of reading ability, so that students can express their English Began to be accurate.

The nature of multimedia network course teaching is interactive learning between teachers and students under the guidance of teachers. The purpose of this teaching mode is to arouse and cultivate students' self-study ability consciousness and ability, and to fully stimulate students' inner potential. Establish self-study examination system on the Internet and multimedia, and self-study note checking system, etc. Establish the feedback system of self-study information, strengthen the process of self-study, let students understand and grasp the results of self-study ability in time, and evaluate the process of self-study in time. The URL of the online material that students need to refer to should be hyperlinked in a specific step to facilitate the student to find. Teachers can also ask questions to guide and help students extract, organize, and integrate the collected information. Help students to correctly understand their achievements and problems in learning attitudes, abilities, knowledge, etc., and improve their learning methods. Students' listening training can choose the appropriate listening materials according to their own listening skills, choose the number of listening content to practice, and read, especially fast reading, students can choose reading mode and speed according to their reading level. Make students become passive learning for active

learning, and receive better results. It provides a large number of multi-sensory and comprehensive stimuli, and can organize and manage various teaching information and subject knowledge according to hypertext. It is very beneficial to the formation and development of students' cognitive structure, and it is also other media or other teaching environment incomparable.

In web-based multimedia English teaching, learners should understand the corresponding cultural background knowledge of the target language, and understand the different cultural connotations implied in the target language by comparing the intermediary culture with the mother tongue culture. Most of the rich and colorful network resources are based on the English language platform. The integration of the cultivation of students' network literacy and self-regulated English learning can greatly improve students' interest in learning, teaching efficiency and teaching effect. Establish after-class network multimedia teaching channels to expand the scope of classroom teaching. Teachers of English teaching should also make use of multi-channel network multimedia to create off-line classroom teaching channels, so that students can use multimedia mobile terminals to review and practice after class based on the skills and background of classroom learning. Show the main content of the new lesson through the media courseware. After the introduction of new teaching content, teachers can show students the knowledge learning goals and ability development goals of this class to ensure that each student can understand the purpose of this class. To enable students to use online multimedia means to enhance their English conversations, English culture learning, English habits and methods in their spare time. When presenting teaching objectives, teachers should link issues and tasks related to teaching objectives so that students have clear goals when they are learning.

In the process of students' self-study and group discussion, the teacher's role is to observe and record the key issues of students' discussion and to understand the enthusiasm of each group. If the atmosphere of a group discussion is not good, the teacher should give appropriate guidance. Language and culture input, so that students can enhance the perceptual understanding of the target language culture in the process of analyzing and digging its cultural connotations such as customs, human geography, interpersonal relations, values, world outlook and non-verbal communication means. Through extensive reading, students can not only cultivate language sense, timely grasp the latest words and sentences, develop language ability, but also understand the cultures of the world, broaden their horizons and enrich their life experience. It is very important to master certain learning methods and techniques through teachers' explanations. By incorporating this concept into English teaching classes, students will be encouraged to master the skills and means of self-study ability, and classroom teaching content will be used as a model to develop good habits of self-study ability after class. According to the specific understanding of English self-learning ability, teachers should achieve the purpose of improving self-learning ability in teaching practice and promote education and teaching reform. The Internet provides a true and natural language learning environment for English learners, enabling them to break through the limitations of the classroom foreign language learning environment and promote their communication and communication with foreign language learners and target language native speakers from anywhere in the world.

#### **4. Conclusion**

This paper explores the teaching mode of network multimedia English and the cultivation of students' self-study ability. With multimedia network technology as the medium, the curriculum design integrates competition and cooperation among students, and integrates four elements of construction, such as scene, cooperation, conversation and meaning, so as to give full play to the role of students' cognitive subject. According to the students' own situation step by step, develop their self-study ability step by step, and strive to cultivate the students' initiative spirit of exploration and the ability of practical sports language, and ultimately achieve the goal of improving students' comprehensive quality. Multimedia network technology poses new challenges to teachers. Foreign language teachers must strengthen the training and improvement of their abilities and qualities, familiarize themselves with and master modern media education technology, actively carry out activities and practices in foreign language teaching using various multimedia

technologies and the conditions provided by the network, and construct a new model for foreign language teaching. The combination of network technology and English teaching not only highlights the "student-centered" teaching ideology, but also promotes the individualized development of students, so that students' personal potential can be maximized. In this mode, students' self-learning ability will enable students to acquire more knowledge of English. Teachers use this teaching style to stimulate the enthusiasm and initiative of students' English learning, and to cultivate and promote students' self-study. The ability provides a platform. It is conducive to the formation of individualized learning strategies and learning methods for students, laying the foundation for effective intercultural communication, and promoting students to achieve rapid improvement in English language skills and practical use of language.

## References

- [1] Tai Y, Ting Y L. New aspect of technology adoption: a case study of students' self-made English-learning video [J]. *Asia Pacific Education Review*, 2016, 17(4):663-675.
- [2] Smith L. ICT for English in English ITE: An investigation into the ICT component of PGCE English courses [J]. *English in Education*, 2014, 48(1):63-75.
- [3] Adrienne C, Cynthia L. Factors affecting tertiary English learners' persistence in the self-directed language learning journey [J]. *System*, 2018, 76:170-182.
- [4] Cheung, Derek. The Combined Effects of Classroom Teaching and Learning Strategy Use on Students' Chemistry Self-Efficacy [J]. *Research in Science Education*, 2015, 45(1):101-116.
- [5] Tseng S C, Liang J C, Tsai C C. Students' Self-Regulated Learning, Online Information Evaluative Standards and Online Academic Searching Strategies. [J]. *Australasian Journal of Educational Technology*, 2014, 30(1):106-121.
- [6] Baker K L, Perkins J, Comber D P. International students and their experiences of Personal Development Planning [J]. *Active Learning in Higher Education*, 2014, 15(2):129-143.
- [7] Choi E, Lee J. Investigating the relationship of target language proficiency and self-efficacy among nonnative EFL teachers [J]. *System*, 2016, 58:49-63.
- [8] Yang Y, Volet S, Mansfield C. Motivations and influences in Chinese international doctoral students' decision for STEM study abroad [J]. *Educational Studies*, 2017(1):1-15.
- [9] Hwang W Y, Huang Y M, Shadieff R, et al. Effects of using mobile devices on English listening diversity and speaking for EFL elementary students [J]. *Australasian Journal of Educational Technology*, 2014, 30(5):503-516.
- [10] Yang H Y. Does Multimedia Support Individual Differences?--EFL Learners' Listening Comprehension and Cognitive Load [J]. *Australasian Journal of Educational Technology*, 2014, 30(6):699-713.