

# Analysis on the Problems and Suggestions of Multimedia Technology in Modern Education Technology

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**Keywords:** Multimedia technology, modern educational technology.

**Abstract:** With the comprehensive popularization of multimedia technology in the field of education, the ancient teaching methods have suffered unprecedented impact. In our country, the method of multimedia teaching represents that modern education has swept through like a hurricane and has been fully applied. Doubt this has a strong impact on educational technology in schools. In modern education, multimedia teaching has become an irreplaceable important teaching method in modern education. Over the years, multimedia technology has gradually penetrated modern education technology. Through multimedia technology to promote the rapid development of modern education in China's education industry, it has gradually changed China's traditional education model, so that education gradually exhibits a non-linear network structure, multi-formation, and many other things. Features.

## 1. Overview of multimedia technology and modern educational technology

### 1.1 Multimedia Technology.

Multimedia technology is a specific application of computer technology. Computers collect and save information from a variety of media. After corresponding processing, the information is vividly displayed with the help of specialized equipment. In this series of processes, various media information can be artificially combined to establish a specific connection and form a whole. Multimedia technology can simultaneously complete the collection, processing, and display of various media information such as sound and images. It has the following characteristics: First, integration. Multimedia technology can collect and store a variety of media information. At the same time, information can be cleverly combined according to actual needs. The multimedia information formed by the combination is more in line with people's comprehensive senses and makes students easily accept new knowledge. The second is interactivity. Multimedia technology is different from the traditional media form of TV first recording and then broadcasting. It realizes online real-time communication, and the two sides can reach consensus on some aspects and make improvements. Students are no longer traditional book-style learning, but interactive learning. The third is real-time. As multimedia technology is a multi-media integration technology, in which sound and moving video images are closely related to time, this determines that multimedia technology must be able to support real-time processing. For example, during playback, neither sound nor images can be paused. The fourth is digital. Early media technologies used analog methods to store and perform media information when processing audiovisual information. However, because the attenuation and noise interference of analog signals are large, and there are gradually accumulated errors in propagation, the quality of analog signals is poor. The computer-centric multimedia technology processes and processes multimedia information in a fully digital manner with high accuracy and good playback effects [1].

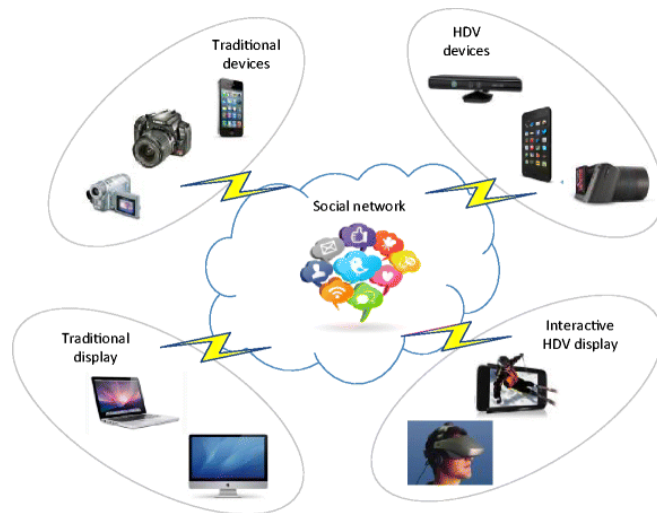


Fig. 1 Contents of multimedia technology

## 1.2 Modern Educational Technology.

Modern educational technology generally refers to education in the 20th century, especially since the 1950s and 1960s, using computer and network technology as the hardware foundation, digital forms as the software foundation, constructivism as the latent software foundation, and teacher and student as the "human software" foundation. Technology, that is, the use of modern educational theory system and technology, in the teaching process to achieve the integration and application of resources, development and design, and then to achieve the theoretical goals and practical results of educational modernization.

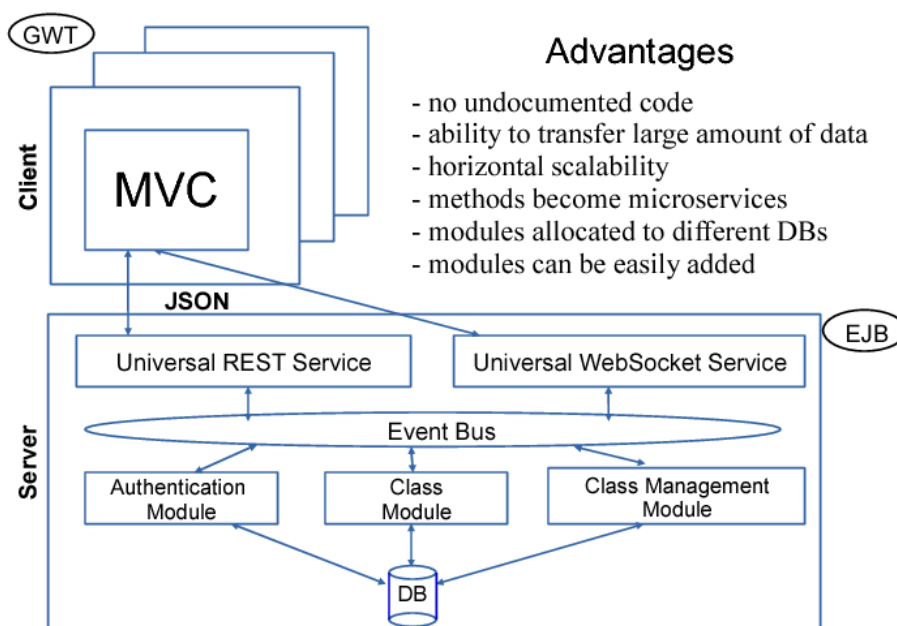


Fig. 2 Advantages and methods of multimedia teaching

## 2. Problems with multimedia technology in modern educational technology

### 2.1 The teachers themselves are insufficient.

With the reform of the new curriculum standard, many schools in China have expanded their enrollment year by year, increasing the teaching tasks and academic research tasks of teachers. Most of the teachers use multimedia teaching, but there are some teachers who are not skilled in computers and have inflexible ideas. But in the tide of reform, they were left behind, and they would only do some rigid courseware, which would make them impossible to tell vividly when

teaching, and would even curb the teacher's interest in lectures and improve the coping mentality. This almost regressed to traditional teaching methods. The problem of teachers' own teaching quality leads to the incomplete use of multimedia technology, which will also have an impact on the criteria for judging the use of multimedia technology. Therefore, it is urgent to cultivate teachers' ability in all aspects to adapt to the wave of reform, make teachers gradually adapt to multimedia teaching, and continuously summarize teaching experience, carry out teaching reform and innovation, and accelerate teaching development [2].

## 2.2 Overuse of multimedia.

At present, although the level of students in a class is often uneven, teachers can not understand the characteristics of each student in a timely manner, but today's teaching mode still adopts the traditional teaching mode, that is, a full-fledged method. In the teaching process, the teacher uniformly allows students to accept With the same knowledge, this will make some students with poor foundations unable to keep up with the progress of the teacher's lectures and study harder, thereby widening the gap and even losing interest in learning. Moreover, because multimedia teaching conveys information to students in a vocal and verbal form, for science teaching, which is so easy to disturb students' thinking, students can only be attracted on the senses but cannot understand the knowledge themselves. Therefore, not all subjects are suitable for multimedia teaching, but often many teachers and even schools ignore this problem. Some schools even require that each teacher must apply multimedia in class. This seems to put some things upside down, just for use and use. The particularities of some disciplines have not been taken into account. So it will affect the teaching effect and teaching quality to some extent.

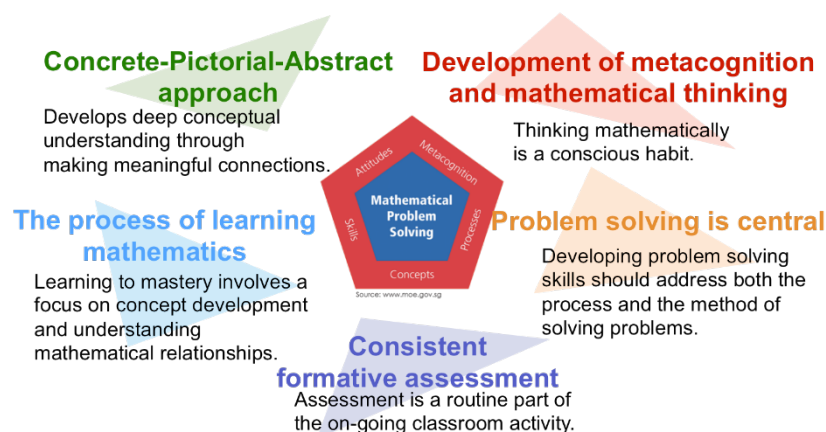


Fig. 3 Problems with multimedia teaching

## 3. Solve problems in modern educational technology

### 3.1 Enhance students' correct perception.

In the course of teaching, we must reasonably construct a corresponding learning situation for students. When teaching, the more senses students use, the more knowledge they acquire and the easier it is to understand. In the process of modern multimedia teaching, through the use of video, video, recording and other technologies, animation, sound, image, text and other methods are integrated to stimulate the senses of students, so that students can have a sense of realism, and This immersive feeling creates a better environment for students to learn independently.

### 3.2 Teachers' dominance cannot be ignored.

As a teacher, we must first grasp our leading position and role in teaching. Multimedia is a teaching tool, and teachers cannot be "narrators" and "projectors." Instead, through the design and flexible operation of the teaching process, the best teaching function of multimedia should be brought into play. At the same time, we should start from the relationship between people and multimedia, teaching content and multimedia, and explore the basic teaching rules and requirements

of multimedia in the teaching process, so that multimedia can play a targeted role under the control of teachers. In other words, teachers need to be able to judge for themselves whether the course they are teaching requires multimedia technology or which technology. Don't blindly pursue new things, but don't stand still. Multimedia teaching is inseparable from advanced modern teaching equipment such as computers, so improving the modernization consciousness of teachers of various disciplines and the application level of modern educational technology has become an important task for teachers' continuing education. Computers and modern teaching equipment should be integrated into teaching like the chalk and textbooks we use in class [3].

### **3.3 Multimedia teaching and traditional teaching complement each other.**

In reality, many teachers have taken off the chalk and blackboard when using multimedia teaching, and played the courseware from beginning to end. It seems that teachers are optional in class. However, "the ruler is short and the inch is long", there are still some places where the blackboard, which is a symbol of traditional classroom teaching, cannot be replaced by modern teaching media. A good blackboard has the function of an outline, and when students look up, they can see the focus of the lesson at a glance. The teacher's classroom image, vivid explanations, the tone of restraining the sun, and the emphasis on repetition of emphasis, the eyes, movements and expressions of communication with students, and the atmosphere of interaction between teachers and students in the classroom are irreplaceable. Therefore, the use of multimedia teaching is not the only way and means to improve teaching results. You cannot use multimedia for multimedia in teaching. You should adopt corresponding teaching methods and methods according to the teaching content, and make reasonable and comprehensive use of various teaching media, including traditional media. Only in this way can the comprehensive functions of various teaching methods be brought into play and the best teaching effect be achieved.

### **3.4 Change the form of teaching organization and create a good educational environment.**

Compared with traditional video recording software, multimedia computers can carry more content, and in the process, multimedia has a strong interaction. Through the interaction of multimedia, two-way communication of information can be achieved. In this process, computers can assist teachers to reduce their workload. Teachers do not have to prepare teaching materials repeatedly. They can use multimedia interaction to conduct teaching activities, which greatly improves the efficiency of teaching. At the same time, in the process of multimedia teaching, it is also possible to organically combine teaching information and multimedia content, not only to disseminate teaching information, but also to strengthen interaction, so that learners can ask questions about some knowledge points that they do not understand at any time, strengthen interaction, and let teaching The purpose of the program is better achieved, not only for the dissemination of knowledge content, but also for learners to control the progress of learning, to timely detect leaks and fill gaps, and to complete the teaching goals in the teaching process.

## **4. Conclusion**

With the rapid development of information technology, the application of multimedia teaching to modern educational technology is an irreversible trend. Multimedia technology has brought great convenience to teaching, greatly improved teaching efficiency and student learning effects, but also put forward higher requirements for teachers. In the process, teachers are required to have strong computer application skills and multimedia technology. The operating ability needs to gradually improve its own quality, adapt to multimedia teaching, and give full play to the role of multimedia technology in the teaching process.

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