

PROBLEMS IN THE APPLICATION OF MULTIMEDIA COURSEWARE IN CLASSROOM TEACHING

LIU Zitong

Northwest University of Political Science and Law (Xi'an), PRC

Abstract: As a method of teaching, multimedia courses have already been widely and established. A multimedia device is a requirement for every modern classroom. However, the truth is that it also has many disadvantages. After analyzing the problems occurring in multimedia courseware in the process of classroom teaching, this paper dwells on some of them: the insufficient grasp of courseware content, the defects in courseware design, and the excessive dependence of teachers and students on multimedia courseware. The purpose of this article is to discuss these problems and to suggest practical countermeasures in order to improve the efficiency of multimedia courseware in classroom teaching.

Keywords: multimedia courseware; classroom teaching; content design

1. Overview of multimedia courseware

Multimedia courseware is multimedia computer-assisted classroom teaching software that integrates text, sound, graphics, images, animation, video, etc., with a certain degree of interaction.

The content of multimedia courseware is rich and colorful, which not only can express abstract things more intuitively, but also can present images more vividly, while featuring three-dimensional performance. All of this will simplify the representation of complex things and so on.

Nowadays, multimedia courseware is widely used in teaching classrooms, which promotes teachers' classroom work. Although multimedia courseware is intuitive, rich in resources, and large in information, there is no doubt that with the continuous application of multimedia courseware in classroom teaching, the noticeable problems are becoming more and more thought-provoking, so a correct and effective use is essential. This article discusses the problems that arise when multimedia courseware is used in classroom teaching and proposes corresponding strategies for dealing with said problems.

2. Problems of multimedia courseware in classroom teaching

2.1 Insufficient grasp of courseware content

The above mentioned is mainly reflected in the excessive pursuit of form and neglect of content, overlaying text leading to an excess of miscellaneous content, the difficult points of teaching are not prominent, and the amount of information is vast. Although the application of multimedia courseware is often to assist teaching, in order to pursue a form of beauty and ignore the teaching content the cart is often times put before the horse. At the same time, because the multimedia courseware can represent much more information than the blackboard, it is easier for teachers to put a large amount of content, which puts pressure on the students.

2.2 Defects in courseware design

The above mentioned is mainly reflected in the addition of too many elements to make the design too complicated, that is improper design and choosing inappropriate display methods. Multimedia courseware is intuitive and rich in content, which makes it a practical tool to strengthen students' memory from the cognitive field, and it is also easier to establish a logical connection with knowledge. However, it is often overused and results in an opposite effect. Too complicated courseware design may cause audio-visual fatigue, which could affect students' interest and performance in learning, at the same time because it is too intuitive it can also have an impact on the students' independent and divergent thinking.

2.3 Excessive dependence of teachers and students on multimedia courseware

The above mentioned is mainly reflected in teachers' over-reliance on courseware and relaxation of the exploration of common teaching methods, along with students' reliance on courseware and their relaxation of learning in class, and the reduced interactive communication between teachers and students is due to excessively long exposure to courseware.

3. Measures

3.1 Control the information content of multimedia courseware

When using multimedia courseware for teaching, we should emphasize on controlling of the amount of information that is presented in a teaching content.

The amount of teaching content does not depend on the speed of a classroom presentation, however, it does depend on the acceptance and understanding of students. Multimedia courseware only provides us with the possibility of speeding up the transmission of information. As for the amount of information transmission, it depends on the actual situation. Therefore, it is necessary to fully consider the students' thinking and cognitive laws, and design a lot of media courseware which could be presented in a teaching content.

3.2 Design multimedia courseware reasonably

When making multimedia courseware, teachers should always be aware that the courseware is to describe a part of the teaching content, and all its forms are to serve the teaching content. What content needs to be presented by multimedia courseware, what forms of expression (picture, animation, video and audio) need to be used, and when to present the teaching content etc... should be researched and designed according to students' interest and acceptance ability. Teachers should focus on how to use the courseware to better explain the important and difficult points when making the courseware, rather than making the courseware for the sake of making the courseware.

3.3 Clarify the status and function of multimedia courseware in classroom teaching

In classroom teaching, the main function of multimedia courseware is to show the important and difficult points of teaching in a more intuitive and three-dimensional way, to speed up the deepening of students' speed and degree of understanding, rather than just to present the content of the teacher's lecture or the content of the student's learning. Therefore, teachers should use multimedia courseware to stimulate students' learning motivation, cultivate innovative thinking, and allow students complete the construction of knowledge on their own, so that courseware can really become a tool to help students' cognition and knowledge transformation.

4. Conclusion

The advantages of multimedia courseware are outstanding, but in actual use the requirements for teachers are higher. Teachers should reasonably select the form and content of the courseware, integrate it in many aspects, and use it appropriately. Students should also enhance both their independent learning ability and their cognition and memory on this basis, so as to make the multimedia courseware serve the classroom teaching properly.

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