

Research on the Influence of Multimedia on Chinese Teaching in Senior High School

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Abstract

Multimedia has great positive influence on Chinese teaching in senior high schools, such as stimulating students' interest in learning; Breaking through the difficulties in teaching content; Improving the efficiency of learning; It can also expand extracurricular knowledge points and broaden students' horizons. However, excessive reliance on and abuse of multimedia will cause teachers to prepare lessons carelessly. Less classroom communication between teachers and students; The low level of courseware making by teachers affects the teaching effect. There are too many contents in the class and it is easy to lose the focus of teaching. This paper will analyze the positive and negative effects of multimedia on high school Chinese teaching based on investigation and research and teaching practice, and put forward some thoughts on the negative effects.

Keywords

Multimedia, High school Chinese, Influence of Multimedia Teaching.

1. INTRODUCTION

In recent years, multimedia has won the favor of teachers and students for its vivid, flexible, novel, intuitive, simple and convenient features. In high school Chinese teaching, teachers can use the advantages of multimedia teaching to assist teaching and improve teaching quality. However, at the same time, the function of multimedia teaching is exaggerated and multimedia is used too much, ignoring its limitations. As a result, there are many problems that cannot be ignored. These problems not only shift the dominant position of teachers, but also greatly affect the teaching effect and are not conducive to the development and progress of teaching. How to correctly view and analyze the influence of multimedia on Chinese teaching in senior high schools and put forward relevant countermeasures are very important. On September 25, 2018, I conducted a survey of Anyang city's Shenlan senior high school. The school is a private high school, which covers a relatively small area and has relatively few students, less than 500. However, the school strongly advocates small-class flat-panel multimedia integrated teaching, with complete and first-class multimedia equipment and rich corresponding multimedia teaching experience, which is very beneficial to this investigation and study.

2. PREFACE

2.1. Investigation Time

The first phase of investigation: October 8-November 2.

The second phase of investigation: November 5-November 16.

The third stage of investigation: November 19-December 29.

2.2. Place of Investigation

Anyang City Middle School (Shenlan Senior Middle School)

2.3. The Survey Object and Content

The main subjects of this survey are all language teachers from Grade One to Grade Three of Anyang Shenlan Senior High School and students from Grade Four of Grade One. The content of the survey mainly involves the school multimedia allocation, teachers' daily preparation for lessons, classroom teaching and teaching effect. For students, it is mainly to investigate students' interest, attitude and opinions on multimedia teaching.

2.4. Purpose of Investigation

First of all, through the investigation and study of the teachers, we know the situation of the Chinese teachers in the school using multimedia in their daily classes. Secondly, through the investigation and study of the students in this school, we can understand the students' interest and views on multimedia teaching. In this process, through their own practical investigations, such as taking notes of lectures and giving lectures, they analyze what positive and negative effects multimedia has brought to high school Chinese teaching. Finally, I put forward some thoughts on these negative effects.

2.5. Investigation Method

1. Questionnaire survey method: design a questionnaire. the questions mainly focus on the multimedia equipment of the school, whether the teachers are flexible in mastering multimedia, the usage of multimedia and the teaching effect after using multimedia.

2. Record method of listening to lectures: during the investigation, listen to the Chinese teacher's class of the school more and learn about the teacher's classroom teaching and students' performance.

3. Case study method: check the teaching plan and multimedia courseware of the Chinese teachers in the school to understand their preparation process.

2.6. Survey Results

The configuration of multimedia and the use of teachers

Problem	Choose	Proportion
Is the school equipped with multimedia	Yes/No	100%/0%
Is there multimedia in every classroom of the school?	Yes/No	100%/0%
Frequency of multimedia classes	Regular/occasional/unused	85%/13%/2%
Use multimedia to teach students' reactions	Very good/average/poor	54%/37%/9%
Ways to obtain courseware	Self-designed and online search/direct download/copy others	54%/37%/9%
How long does it take to make multimedia courseware	A few days/hours/a short time	54%/37%/9%
Are multimedia frequencies used frequently	Yes/No	95%/5%
Does the use of multimedia teaching reduce classroom communication between teachers and students	Yes/No	67%33%

According to the results of the questionnaire survey, the school has been equipped with multimedia and each classroom has its own, which is relatively complete, and as far as I know, each student in the school has his own tablet. In ordinary classes, teachers arrange classroom exercises or students memorize words, write homework and so on all use tablets, which is very convenient. This shows that the school has created an advanced and superior multimedia teaching environment for students' learning.

From the above table, we can see that 85% of the teachers in the questionnaire on the frequency of using multimedia for classes frequently use it, while only 13% occasionally use it and 2% do not use it. According to my investigation, the school was established in 2013. Due to its short establishment time, there are more young teachers and fewer middle-aged and elderly teachers in the school's teaching team. According to my investigation, this part of middle-aged and old teachers basically have no multimedia training and know little about multimedia. In addition, due to the influence of age and other factors, they are slow to accept multimedia and even reject it. These factors lead teachers to use less or no multimedia in class. The majority of young teachers, because they have received training and are quick to accept new things, will often use multimedia for classes.

3. THE POSITIVE INFLUENCE OF MULTIMEDIA TEACHING

According to the survey of students' reaction to the use of multimedia teaching, we can see from the table that more than half of the students still like multimedia classes very much. Once they take multimedia classes, they are very active and look happy. Therefore, many teachers also choose to use multimedia classes. According to my lectures and investigations, multimedia has a great positive impact on Chinese teaching in senior high schools, mainly in the following aspects:

3.1. Stimulate Interest in Learning

Sukhomlinski believes that "training students' interest in learning and thirst for knowledge is an important driving force for students to complete their learning tasks" [1]. Only when students are interested in learning can they want to learn, so teachers must think of various ways to improve students' interest in learning in class. However, in the traditional classroom teaching, teachers are the dominant position. Teachers only pay attention to their own lectures on the platform, and students listen with their heads tilted down. In such a class environment, students will feel very bored, have no interest in learning, do not pay attention, wander in their thoughts, and even sometimes even the teachers themselves feel boring, and some are unable to speak. This shows that it is particularly important to cultivate students' interest in learning, but students' interest in learning does not exist from the very beginning. Teachers are required to use the novelty and uniqueness of external things to arouse students' inquiry psychology in teaching. Multimedia has such characteristics that it can not only bring novelty to students, but also create vivid teaching situations to arouse students' interest in learning, so that students can enjoy learning and actively learn. For example, when I was listening to the text Xu Zhimo Farewell to Cambridge, a senior one language teacher in the school, that is, teacher Zhang, I should know that in the absence of multimedia in the past, the teacher basically read a text first, and the students sensed the emotional content of the text from the teacher's reading. However, some teachers can read out their feelings and their full emotions arouse students' interest. Some teachers read English in a very ordinary way and have no feeling. The students want to sleep as soon as they hear it. In this way, the teaching effect caused by different reading feelings is also uneven. But now with multimedia, there would be no such problem. Before he spoke the text, Mr. Zhang played professional audio about the text. the students sat there quietly one by one, listening to the people in the audio reading the text emotionally in mandarin, accompanied by background music. once the students listened, they could easily enter the situational

atmosphere of the text. after reading each text, the students were no longer sleepy, but were in high spirits, full of interest and extremely active in learning. Every time the teacher asks questions, the students raise their hands and speak. After the whole class, the teacher has almost finished what the teacher should say. The students understand what they cannot do. I feel that this is a high quality and wonderful class, which benefits me greatly. Another example is when listening to Rain Alley, Mr. Zhang uses multimedia, playing audio first, but at the same time playing some beautiful pictures about the picture description in the article with slides. Voice conveys emotion, picture renders atmosphere, and text reproduces situation, all of which are carried out at the same time, fully bringing the students into the indifferent, desolate and lonely atmosphere of rain lane. The students are like being in it, and have a strong interest in this text.

3.2. Break Through the Teaching Difficulties

The teaching focus is the most important and essential learning content in the knowledge system. From childhood to adulthood, every text we learn will have teaching emphasis. However, in the classroom teaching, there are many times when teachers are restricted by various factors and it is difficult to highlight the teaching focus. I was listening to the teacher Zhou telling the students of the high school no 1 guarding city class the text "moonlight over the lotus pond". in view of the limitations of the text in the past teaching, the teacher could say very little. Students do not know the background of the time, so it is difficult to realize the author's feeling of dissatisfaction with the dark reality and yearning for freedom and light. In the process of preparing lessons, teacher Zhou collected the story of Zhu ziqing and the writing background of the article and made it into a multimedia courseware. during the lecture, he showed the students that the students would have a deep understanding of the text through watching. later, when teacher Zhou explained the content of the text, the students would have a better understanding. The so-called teaching difficulties generally refer to the kind of knowledge points that students are difficult to understand and master. In traditional teaching, when teachers talk about these difficult knowledge points, they usually let students understand them in combination with the context, or help students understand and master them by connecting with our real life. But not all the difficulties can be solved by these methods. Now we use multimedia teaching, these teaching difficulties will be much easier to explain. For example, ancient poetry is not only the focus but also the difficulty in senior high school Chinese teaching. The monotonous explanation and boring analysis make students memorize knowledge mechanically instead of fully understanding and mastering it [2]. When I was listening to teacher Li's lecture on the ancient poem "returning to the garden and the field" (part one) to the senior high school students, teacher Li first introduced Tao Yuanming's life experience and the creation background of this poem to the students, guiding them to know Tao Yuanming correctly and clearly, to understand Tao Yuanming, and then to learn Tao Yuanming's noble virtues.

3.3. Expand Extracurricular Knowledge Points

According to my investigation and study of the few remaining middle-aged and old teachers in the school, they all said that in the past teaching, they only relied on Chinese textbooks, lecture notes and their own literary attainments for teaching, and they had very limited reference materials, not to mention expanding the novel and rich extra-curricular knowledge beyond textbooks to students. The teacher just gave an explanation casually and went down to look for books if he was interested. Moreover, the teaching time of a class is only 45 minutes. In this short period of time, teachers should not only explain knowledge, but also give attention to students' knowledge learning and mastering. Under such circumstances, the knowledge that teachers can explain is very limited, and the final result is that students have little knowledge and narrow vision. But now with multimedia, the channel of information transmission has been

increased, which can provide a variety of rich learning materials for teachers' reference, thus expanding more knowledge points for students. For example, when listening to teacher Zhang's talk about Chibi Fu, he first introduced the author to the students by using multimedia. He got to know the author from the introduction of middle school students. Because the author was Su Shi, the teacher would mention an extra-curricular knowledge point, but he had also learned it before, that is, the eight masters of Tang and Song dynasties. Then, because this article belongs to "fu", it is necessary to review the stylistic knowledge of "fu". All these knowledge are displayed by multimedia, which is convenient for students to consolidate their memory. In addition to these, teacher Zhang also displayed the author's "Houchibi Fu" with multimedia and compared it with this article. Students can find the similarities and differences between the two articles by watching the comparison. In this way, in the process of learning this text, students have learned the author's two articles, greatly improving their knowledge reserve content. In addition, teacher Zhang also said that students often encounter some extra-curricular knowledge in the process of learning Chinese, but they cannot understand and find relevant information in textbooks. Now students can use multimedia to find relevant information. In the process of finding information, students learn more, newer and more complete knowledge points to broaden their horizons [2].

3.4. Improve Learning Efficiency

The application of multimedia teaching in senior high school Chinese teaching has made corresponding scientific adjustments in saving blackboard writing planning and knowledge duplication, thus reducing the time for transferring the same amount of knowledge and improving the learning efficiency accordingly [3]. In the past teaching classes, teachers explained the important and difficult points of the text through their own mouths and writing on the blackboard. However, in order for teachers to write more knowledge on the blackboard and for students to see it as clearly as possible, the blackboard is generally tall, long and wide, and is located in the middle of a wall. Therefore, many teachers are affected by various factors such as height, physical strength and handwriting in the process of writing, which leads to the unsatisfactory effect of writing on the blackboard, and the quality of writing on the blackboard will also directly affect the classroom effect. In addition, when teachers write on the blackboard, some students often take the opportunity to do some little tricks: the front and back tables whisper to each other, whispering, and even laughing and slapstick, which all happen from time to time. The final result is not only wasting a lot of classroom time, but also not conducive to maintaining classroom discipline. In the investigation and study, the 85% teachers who choose to use multimedia teaching often said that multimedia teaching is simple, convenient, time-saving and labor-saving, which can not only improve classroom efficiency but also improve students' learning efficiency. For example, when Mr. Wang was talking about the classical Chinese text "Preface to Orchid Pavilion Collection", Mr. Wang said that for this text, students need to know a brief introduction to the style, author and works of the article, the origin of "Preface to Orchid Pavilion Collection", translation of classical Chinese texts, accumulation of key knowledge, etc. However, given the short time of a class and the limited blackboard writing, he could not explain the key point one to the students in detail with only his mouth and hands. Therefore, Mr. Wang made use of multimedia to make courseware of these key contents that need to be explained in advance, and then showed them to the students during the lecture. In this way, the students with key knowledge can see clearly and clearly, and Mr. Wang also saves a lot of time because he does not need blackboard writing. The process of a class is very simple and clear, and the class efficiency is extremely high. In addition, we will review what we learned in the previous class before each class, but blackboard writing is limited after all, and what we learned in each class cannot be fully displayed on the blackboard, so we rely on the teacher to bring the students together to recall what we learned before each class, but this inevitably leads

to knowledge omission and inconsistency. But now we can use multimedia to play back and forth through slides, which can not only emphasize the focus of knowledge, but also deepen students' memory of knowledge.

4. NEGATIVE EFFECTS OF MULTIMEDIA TEACHING

According to the investigation and study of the school, the use of multimedia has a mixed effect on Chinese teaching in senior high schools. The positive effect is great, but the accompanying negative effect cannot be ignored. For example, 95% of teachers think that they use multimedia too frequently, and 67% think that using multimedia teaching will reduce the communication between teachers and students to some extent. According to research and analysis, its negative impact mainly includes the following aspects:

4.1. Abuse of Multimedia Technology

Nowadays, multimedia has been widely used in classroom teaching and has become an indispensable part of teachers' teaching work. During the internship period, I often listen to different classes and different teachers' classes, and I find one of the problems, that is, no matter what class, what content this class is about, whether this class needs multimedia or not, teachers are used to making courseware for teaching. I asked the Chinese teacher why she likes multimedia so much. They answered me that the reason why they like multimedia so much that they use it frequently is that multimedia teaching is simple, convenient and intuitive, which can not only save a lot of classroom time, but also greatly reduce the work burden of teachers. It is true that multimedia has such advantages, but it should not be used too much. I often see teachers play a large number of slides when giving lectures. Each slide has a large amount of content, which makes it easy for students to dazzle and dazzle. Students just browse through the courseware like a cursory glance, but in fact they have little impression on the content displayed. I don't know anything about what this class is about, what's important and difficult, and what's more, during my listening period, I found that most teachers didn't write on the blackboard. I didn't write a word on the blackboard. I felt that the blackboard had become a decoration. When the students want to look back at the content of the lecture, they have nothing. In this process, the teacher has finished what he wants to say, but the students have no impression, so there is no teaching effect.

4.2. Reduce the Level of Courseware Making

It can be seen from the results of this survey that 54% of teachers said that when preparing lessons, they would look up information on the internet and design their own courseware to make more suitable and easy-to-use courseware. However, 37% of teachers choose to download ready-made courseware from the Internet to apply it to their teaching. Even 9% of teachers do not even do it and directly copy the design results of other language teachers. However, the time taken by different courseware sources is also different. It takes two to three days or even a week to prepare the courseware, and it takes very short time to download and take other people's courseware from the Internet. Those who directly download or copy others are all in order to save time, or lazy save trouble. They didn't make it by themselves, didn't add their own ideas, and didn't consider whether the content of the courseware met their teaching needs, so that in the lecture they just copied it mechanically and gave lectures according to the courseware. In addition, I often see some teachers in the office do it for hours when making courseware, but not because of the design content, but just to make the courseware beautiful, spending a lot of time on the design of plate type, theme, font color and switching effect, on the contrary, ignoring the research on teaching methods and teaching content.

4.3. Weakening Classroom Communication Between Teachers and Students

We often hear a saying like this: "For every thousand readers, there are a thousand Hamlet." Everyone has his own unique ideas, especially compared with the high school Chinese, which is a relatively flexible subject. Besides, we are also promoting the personalized development of students. In this way, in class, students may put forward their own unique and different views on a certain knowledge or problem, or even put forward all kinds of strange problems. Accordingly, teachers need to have the ability to adapt to changes at random to deal with students' various problems. In view of this situation, multimedia teaching is somewhat inadequate. In fact, according to my investigation, a large number of teachers will carefully design their courseware, but their design process is relatively dead and inflexible. The process from the introduction of the text to the lecture, the questions and answers to the questions during the lecture were designed in advance. During the lecture, the teacher is only guiding the students step by step to the courseware process that has already been made, and everything is displayed with courseware [4]. However, teachers only need to use their hands and click the mouse to show the courseware one by one. Even some teachers no longer stand there lecturing, but sit in front of the computer and operate the mouse to give lectures. Students often can only hear the sound but can't see the teacher. The whole class is dull and boring, without anger and passion, and the teachers and students lack eye contact and verbal communication, not to mention whether the students have solved the problem and learned knowledge during the show.

4.4. Content Is Multifarious, Easy to Lose Focus

For senior high school Chinese teaching, multimedia provides a lot of rich and convenient teaching resources, such as audio frequency of text reading, video of learning, vivid and intuitive images, etc., and it can display a large amount of information one by one, so that teachers can show wider and wider knowledge points to students within a limited time without laborious blackboard writing. However, due to the large amount of information, there will be too much and messy content displayed in the courseware, and the time that teachers spend on each knowledge point is very limited, some even skip it, so that students can only look at it and do not speak. As a result, students do not have enough time to understand and digest the knowledge points they have talked about, and they are easy to ignore the key points of learning and difficult to deeply understand the classroom knowledge [5]. For example, when I was listening to "Preface to Orchid Pavilion Collections" in classical Chinese, Mr. Zhang showed all the key contents such as style introduction, author and works introduction, origin of "Preface to Orchid Pavilion Collections" and accumulation of knowledge of classical Chinese on slides. In this way, although the omission of knowledge is avoided, a lot of knowledge is accumulated together, which makes it difficult for students to learn, difficult to digest for a while, and has no learning focus. Therefore, teachers should not use slides to play all the contents in large quantities when speaking. They should do so step by step, with emphasis on key points and appropriate details.

5. COUNTERMEASURES TO IMPROVE MULTIMEDIA TEACHING

The negative influence of multimedia on high school Chinese teaching cannot be ignored. We should take it seriously and reflect on it. In response to these negative impacts, I hereby propose some relevant countermeasures:

5.1. Change the Concept of Multimedia Teaching

In modern education, there are many kinds of educational methods that teachers can use, and multimedia as auxiliary teaching is only one of them. Whether multimedia or other teaching methods are the same, there is no essential difference, they are all used to help students learn knowledge. But gradually, multimedia has become the main means of modern teaching, while

other teaching methods are being slowly ignored and forgotten, which is very bad. As a teacher, in the teaching process, one cannot only use multimedia, but should integrate various teaching methods and flexibly use them to improve the teaching quality.

5.2. Improve the Level of Courseware Making

The premise of using multimedia teaching lies in the making and design of courseware [6]. In the school unit that entered this internship, the school first conducted a two-week multimedia teaching training for us interns and some newly recruited new teachers. In this training, we have learned many novel contents about multimedia that have never been touched before. For example, teachers can use multimedia to practice in class, transmit the exercises in their hands to each classmate's tablet, and then feed back their answers to themselves in time, so as to understand the learning situation of students in time. I think this kind of behavior is very good and should be strongly advocated. First of all, as the school management department, it can often organize some lectures and trainings on multimedia teaching to strengthen teachers' understanding and use of multimedia. Secondly, as a teacher, when making courseware, one should not blindly copy others or download it directly from the internet. One should combine various teaching resources to make analysis and use, so that courseware and teaching content can be closely combined, and then design one's own teaching courseware according to teaching content and students' characteristics to form one's own teaching style. In addition, the courseware design focuses on the content, and the form is only auxiliary. For example, the operation of the courseware should be simple and convenient, the theme of the background should be appropriate and generous, the color matching should be reasonable and clever, and not too fancy. The font should be moderate so that every student can see it as much as possible. Animation effect should be appropriate, not too dazzling. In addition, after taking the multimedia class, teachers should reflect and summarize in time, and improve the deficiencies in the teaching process so as to improve the operability and practicability of the courseware.

5.3. Strengthen Students' Subjectivity

In learning this activity, students are the masters of learning and the main body of teachers' classroom teaching. Teachers in the design of teaching programs and courseware is to design the teaching process of how students actively learn. They must not only speak for themselves, but also regard students as containers for instilling knowledge. In class, teachers themselves should be impassioned, actively mobilize the classroom atmosphere, encourage students to speak actively and give appropriate praise, guide students to find problems, think about problems and solve problems step by step, and try to make more communication between teachers and students, students and students. In addition, teachers can learn more about and listen to students' opinions and suggestions on multimedia teaching after class, so as to timely reflect on teaching and sum up experiences, thus improving teaching ideas and improving teaching quality.

5.4. Promote the Combination of Traditional and Multimedia Teaching

Blackboard is very important in traditional classroom teaching. The explanation of each class cannot be separated from blackboard. Although multimedia has great advantages, it cannot completely replace the blackboard. Mr. Guonong Nan also stressed: "It is absolutely necessary and necessary to attach importance to the research on the application of multimedia technology in education. However, if we think that computer multimedia can replace other teaching media and teachers, we should only pay attention to the educational application of computer multimedia instead of studying the educational application of other media. If there is such understanding, it is problematic and incorrect [7]." Therefore, multimedia teaching should be combined with traditional teaching in the teaching process. For example, key knowledge points of each class are written on the blackboard, such as the analysis of key words in classical Chinese,

and then multimedia is used appropriately and appropriately according to the needs of the class. In addition, teachers should also practice their own chalk characters to make them beautiful and elegant. Good-looking handwriting can not only bring intuitive visual feelings to students and arouse their interest in learning, but also set an example for students to practice their characters consciously and actively.

6. SUMMARY

In fact, there are always two sides to a thing. The good side and the bad side always go hand in hand. Today's multimedia Chinese teaching is just like a double-edged sword, but how to use this sword correctly to make it shine out the most dazzling light, teachers must reflect deeply and foster strengths and avoid weaknesses. In short, in the high school Chinese teaching process, we should not only vigorously carry forward the positive influence of multimedia teaching, but also avoid the negative influence.

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