Research on English Teaching Transition between Rural Primary Schools and Secondary Schools in Light of Computer Multimedia Technology

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Abstract. With the development of science and technology, especially the development of computer network and multimedia equipment and technology and popularization, the application of multimedia in rural primary and middle school English class is becoming more and more be taken seriously, it makes full use of images, text, practicality, sound, animation, and other forms convey information to all students, auxiliary classroom teaching and the teaching of cohesion, changed the traditional pattern of rural primary and middle school English teaching, so this article through to the analysis of the rural primary and secondary school English traditional teaching mode, called for English teachers is clever use of multimedia means, optimize English classroom teaching, such as: reasonable use of courseware, stimulate students view hearing; Using multimedia to create language scenes; Make full use of multimedia to improve students' listening and speaking ability; The method of audio-visual education is used to cultivate students' ability of independent learning and to optimize their way of thinking. However, there are also the following deficiencies in the application of multimedia: some teachers attach too much importance to multimedia and neglect the conventional teaching methods; their teaching skills are lagging behind; they misuse or abuse multimedia; their courseware contents are too flashy; and students' interests are transferred. We English teachers should learn to use multimedia correctly and combine with other teaching methods to improve teaching efficiency, which plays a positive role in the cohesion of English teaching in primary and middle schools in rural areas.

Keywords: Computer Multimedia, Rural Middle and Primary School English Teaching

1. Computer multimedia overview

1.1. Concept of computer multimedia

Multimedia is to use the computer to combine images, graphics, text, flash animation and other media to form an organic whole, which can achieve certain functions, so it is called multimedia[1]. At the same time, multimedia has many characteristics, including integration, control, interactivity, real-time,
non-linearity, interactivity, convenient use of information, dynamic information structure and so on. Because of these characteristics, multimedia is more and more widely used in junior middle school English teaching classes\[2\].

Multimedia computer assisted instruction is refers to the use of multimedia computer, comprehensive treatment and control symbols, language, text, sound, graphics, images, video and other media information, the element according to the requirements of teaching, multimedia units to have passed the projector screen or projection display, according to the need to add sound to cooperate, at the same time and the human-computer interaction between the user and the computer operation, complete the teaching or training process. Therefore, multimedia teaching usually refers to computer multimedia teaching, which is a combination of various media realized by computer, with features of interactivity, integration and controllability, and it is just one of the multiple media. It USES computer technology, network technology, communication technology and scientific and standard management to integrate, integrate and comprehensively digitize all information resources related to learning, teaching, scientific research, management and life service, so as to constitute unified user management, unified resource management and unified authority control\[3\]-\[4\]. Focusing on the convenience of students to access campus network and Internet at any time through Wifi, teachers can use the wireless network to check students' learning status at any time and anywhere, complete lesson preparation and conduct scientific research. Its core lies in the implementation of paperless teaching and the extension of wireless network in campus. As shown in Figure 1.

A complete multimedia computer system is composed of hardware and software. Its core is a computer, its peripheral is mainly audio-visual and other media equipment. The hardware of the multimedia system is the computer host and various input/output devices which can receive and play multimedia information.

![Figure 1. Paperless teaching plan](image)

1.2. Hardware structure of computer multimedia

The hardware structure of a typical multimedia system can be divided into five parts:

Main machine: the main machine is the core of multimedia computer. At present, the main board may be integrated with multimedia chip\[5\]-\[6\].

Video part: video part is responsible for multimedia computer images and video information digital ingestion and playback. Mainly includes video compression card, TV card, acceleration display card and so on. Video card mainly completes A/D and D/A conversion of video signal and the compression and decompression of digital video. The signal source can be camera head, video recorder, DVD player, etc. TV card (box): it can receive, demodulate, convert A/D and communicate with the host to watch TV programs on the computer and record TV programs in MPEG compressed format.

Acceleration display card: mainly complete video smooth output, Intel corporation to solve the problem of insufficient PCI bus bandwidth to propose a new generation of graphics acceleration port.
Audio part: audio part mainly completes the A/D and D/A conversion of audio signal and the compression, decompression and playback of digital audio. Mainly includes sound card, external speaker, microphone, headset, MIDI equipment.

Basic input/output equipment: video/audio input equipment includes camera, VCR, DVD player, scanner, microphone, recorder, laser turntable and MIDI synthesizer, etc. Video/audio output equipment includes display, TV, projection TV, speaker, stereo headset, etc. Human-computer interaction equipment includes keyboard, mouse, touch screen and light pen, etc. Data storage devices include CD-ROM, disk, printer, erasable CD, etc.

Advanced multimedia devices: as technology advances, new input/output devices such as data gloves for transmitting gesture information, digital helmets and stereoscopic glasses have emerged.

Software system: multimedia software system can be divided into system software and application software by function. Multimedia system software mainly includes multimedia operating system, media material making software and multimedia function library, multimedia creation tool and development environment, multimedia external device driving software and driver interface program. Application software is a software system designed and developed for the application domain on the multimedia creation platform.

1.3. Hierarchy of computer multimedia

The hierarchy of a multimedia system is the same as that of a computer system in principle. It consists of the underlying hardware system and the software systems on each layer.

The functions of each layer are respectively described below:

At the bottom is the driver that directly interacts with the underlying multimedia hardware, which is installed into the system RAM, resident memory, under the system initialization boot.

The second layer is the core software of multimedia computer, namely the core component of video/audio information processing, whose task is to support the processing and display of moving and still images under random moving or scanning Windows, and provide real-time task scheduling required for the synchronization of related audio and video data streams.

The third layer is the multimedia operating system. In addition to the general operating system functions, it provides the device independent media control interface for multimedia information processing. For example, the media control interface provided by the Windows operating system.

The fourth layer is the development tool/book language for developing multimedia programs, such as Authorware.

The fifth layer is multimedia applications, including some system-provided applications, such as the recorder in Windows, media player applications, and user-developed multimedia applications. As shown in Figure 2.

![Figure 2. Multimedia applications](image-url)
2. An analysis of the traditional English teaching mode in primary and secondary schools in rural areas

English is a weak subject in rural areas. At the same time, traditional English teaching has always been based on a blackboard and several pieces of colored chalk, forming the teaching mode of "one pen, one mouth, one blackboard, one book". There are few changes in the teaching style and the conditions are imperfect. In the classroom, the teacher explains on the above, the student follows the teacher to make notes, and the teacher adds appropriate blackboard writing, this kind of "spoon-feed" teaching method is with the teacher as the subject, which violates the teaching with the student as the subject. Such teaching methods are time-consuming and laborious. Meanwhile, the classroom atmosphere is not active and dull, which makes it more difficult to mobilize students' enthusiasm and interest in learning English. Students work hard and teachers work harder. It is impossible to improve students' audiovisual ability without a tape recorder, hearing little or no standard fluency in spoken English, and without powerpoint or VCD. However, with the traditional teaching method of simple preaching, it is impossible to provide students with conditions for the cultivation of audio-visual ability. This is one of the reasons why "deaf and dumb English" exists in the English teaching of primary and secondary schools in rural areas for a long time, and also one of the reasons why the English performance of primary and secondary schools in rural areas is generally low. Subject to the limitation of teaching schedule and teaching space, the teaching content is limited to the text in the teaching materials, and the teacher can only follow the books according to the outline to complete the teaching tasks according to unit and class hour. In this way, the original rich and colorful language and culture become monotonous and tasteless under the single teaching method, and students gradually lose interest in learning English, so that independent learning cannot be realized, which is also the main reason for the poor English of rural primary and secondary school students.

3. The use of computer multimedia and network technology to optimize English classroom teaching to promote English teaching in primary and middle schools

3.1. Reasonably use multimedia courseware to stimulate students' listening and vision and stimulate their learning interest and motivation

The task of the basic education English course is to stimulate and cultivate students' interest in learning English. Multimedia technology is one of the most effective ways for teachers to cultivate students' initiative and participation in learning and stimulate their interest in English learning. In the teaching process, teachers can present prepared courseware to students, such as vivid pictures and lifelike animations. Language, image and sound act on students' listening, speaking, seeing and touching all kinds of feelings at the same time, activate students' thinking, enable students to have fun in learning and acquire language knowledge to the maximum extent in a pleasant classroom atmosphere, which stimulates students' interest and also stimulates their learning motivation. The motivation is the inner psychological tendency to push the students to learn in order to achieve the learning goal. Therefore, in teaching, multimedia can more easily arouse each student's interest in learning, arouse their desire for knowledge and give full play to their potential, which is a great advantage compared with traditional teaching methods. For example, in teaching kindly version the new Unit2 Topic 2 Section A, for the main content of the course is to teach about color (see colour words, the author will appear in this paper, the color (purple, green, etc.) in combination with relevant content system make joyful colors should be bright, vivid images show students, and with sound, let the students more intuitively felt all sorts of color. Students can clearly understand the relevant meanings of various color words without explaining them in Chinese. More importantly, making relevant pictures on the computer can fully collect various colors and choose to paint any one thing at will, which is more convenient than collecting materials in real life.

3.2. Use multimedia to create language scenes

With the development and deepening of English Teaching reform, situational Teaching has become an
important Teaching method and means, that is, to create a quasi-real communication environment in the English classroom, so that students can develop their language competence in the communication activities as real as possible. If using traditional teaching methods, teachers often spend a lot of time to create scenes, and the effect may not be satisfactory. In contrast, multimedia courseware can help students to create vivid and meaningful situations and present the content of the text in the form of stories. It will help students to understand the text and develop their ability of thinking, speaking and writing in images. Taking Unit6 Topic3 in the first edition of the textbook for benevolence as an example, the teacher needs to play two or three roles when presenting the situation of asking for directions in the process of Presentation, which is not real enough and can easily make the students feel confused or even bored by various roles in the dialogue. If using multimedia, the teacher can make the scene of asking directions into animation and show it to the students in real life. It is helpful for the students to understand relevant sentence patterns and imitate them correctly. It is also helpful for students to develop good habits of thinking in English and lay a foundation for real language communication.

3.3. Give full play to the advantages of multimedia to improve students' listening and speaking abilities

Multimedia can effectively enhance the expressive power and influence of the teaching content, and improve students' listening and speaking ability by taking advantage of their good imitation. The author insists on using a tape recorder in each class to let students follow the pronunciation and intonation on the tape, and often plays interesting videos (such as the famous American children's film Harry Potter, etc.) and FLASH courseware for students to watch. The teaching means with various forms and rich contents can actively arouse students' enthusiasm for learning and enable them to experience the fun of English learning. But when broadcasting English text recording or film method should be paid more attention to, do not blindly pursue form, for some difficult to understand, to make students repeatedly aim or teachers use pause (pause) explain key stopped playing, and can be targeted according to the circumstances of the VCD film Yes - No questions or wh - questions to help students to understand enhance their sense of achievement. In addition, in qualified schools, teachers can use the advantage of the phonetic experiment class to monitor students' listening situation by using the monitor teaching system and give timely guidance. In this way, using multimedia technology can promote students' positive thinking and improve their listening and speaking ability.

3.4. Cultivate students' independent learning ability and optimize their thinking mode by means of audio-visual education

The compulsory education English course requires teachers to help students form good learning habits and develop the ability of independent learning. Comprehensively develop and cultivate students' thinking ability. Therefore, in the application of multimedia teaching, "heuristic" is often adopted to guide students to "review past knowledge and learn new knowledge", summarize and summarize old knowledge and combine new knowledge to find a reasonable and efficient learning method. For example, when learning words, the teacher can introduce the method of memorizing words to students by Powerpoint. As far as I am concerned, I am interested in different words. Retain homophones: for example, there-their. Teachers can flexibly use various methods to deepen the connections between old and new words, so as to achieve the effect of "crossing over". With the characteristic of large capacity of multimedia teaching means, all memory methods and related exercises are presented to students by means of projection, so that students can master, digest and consolidate what they have learned in class.

4. Analysis of the deficiency in the application of computer multimedia teaching methods in the English teaching connection of rural middle and primary schools

Introducing multimedia into teaching means is a comprehensive optimization of teaching principles, teaching process, teaching methods and teaching management. It is scientific and advanced. At present,
multimedia teaching has become the inevitable trend of education development. As everything has two sides, multimedia technology, as a means of teaching AIDS, has its advantages and limitations. If only pursue the form, blindly use multimedia, the effect will be counterproductive. The following problems should be paid attention to in the multimedia teaching:

1) Too much emphasis on multimedia while ignoring the many features and functions of conventional teaching methods, which cannot be compared with traditional teaching methods, cannot blindly pursue this modern teaching form in the teaching process, only paying attention to the surface, and completely abandon the traditional teaching tools. Such as the blackboard, chalk, physical objects and other regular teaching tools in the classroom teaching function should not be underestimated. Therefore, teachers should choose the most appropriate media and means according to the content of the course, and reasonably combine multimedia with regular media. Taking blackboard writing as an example, some English teachers regard the computer screen as a blackboard, which is unreasonable, because the screen can only show the teaching content one by one in a short period of time. We cannot show the content and key and difficult points of the whole class in one screen, which will inevitably affect students' grasp of the whole article. In addition, the teacher can change the blackboard contents at any time according to the students' proficiency. However, it is difficult to change the content in class if the teacher input the whole teaching steps and the content of teaching practice into the computer. Therefore, we can not have advanced teaching means to abandon the blackboard, the traditional teaching tool. Only by combining all the teaching methods that are conducive to improving classroom efficiency can we learn from each other and give full play to the teaching benefits.

2) Misuse or abuse of multimedia; the content of courseware is too flashy; transfer of students' interest; multimedia integrates text, picture, sound, image and animation, which enhances students' visual and auditory senses, enhances the immediacy and initiative of teaching, and plays a role in helping students understand the content of articles. Some teachers in order to have a more modern flavor, very anxious to put all of the performance come in handy, exquisite slides, colour is gorgeous, wonderful music, the background of the three dimensional animation, one by one a variety of information, making courseware is luxuriant very, on the surface, the student's interest seems to be very strong, in fact, the students were too much fancy information interference, the students' attention and interest to knowledge, so that the students can't be absorbed in the audio-visual media because of the teaching content, it will distract students' attention, the student to the language material for the amount is small, it is impossible to effectively train students in the limited class of language ability. All forms are for the content to serve, multimedia is also the same, must learn to use it to assist the teaching, highlights the key, the difficulty, and before the class starts to consider what kind of means to use in a certain link or for different types of classes to adopt different methods. For example, we should choose slides and projections in the teaching of concepts such as grammar and phrase. It is easier to achieve a goal by using TV and video when training a certain language skill. We must realize that English is a very practical language subject. Only through the language communication between teachers and students can we improve students' English communication ability. Therefore, in many cases, multimedia cannot replace the role of teachers. As an auxiliary tool, multimedia can only be used by teachers even if it is the most advanced and modern teaching tool. If used properly, it can achieve twice the result with half the effort, otherwise it will backfire.

3) The multimedia teaching skills of English teachers lag behind many English teachers often put forward teaching ideas when they need courseware. They ask computer teachers to make courseware and be taught by computer teachers to operate it. Computer teacher because of the specific teaching methods and materials for English teaching form is not proficient, but due to the lack of computer knowledge and English teachers can't the various functions of the multimedia play incisively and vividly, so that made the courseware is accomplished very hard both conform to the rules and fully embodies the advantages of multimedia English teaching.

5. Conclusion
Multimedia teaching is in large part to the rural primary and middle school English teaching has a
great role in promoting, at the same time he is also a double-edged sword, on the positive side, also has the negative side, the key is how to use it, to use this tool, also give us teachers put forward higher request, information technology provides us with the opportunity, also provides a challenge, we must work hard in practice, more to pay attention to study, to explore in practice, master the rule of multimedia education, develop a suitable own effective way of teaching and student learning. We are rural teachers, but we should not relax our demands on ourselves, nor should we use the backwardness and backwardness of the countryside as an excuse for us to stick to the old ways and keep our feet on the ground. We should change our point of view in time, be proactive, strive hard, strive for as many learning opportunities as possible, learn advanced education teaching concept and modern teaching means, try to enrich ourselves, and apply what we have learned to the teaching process. More importantly, we should be brave in innovation, bold in trying, diligent in summarizing, and let precious multimedia technology and teaching resources play the biggest role in the English teaching connection of primary and middle schools in rural areas.

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