

Design of Multimedia College English Teaching System Based on Virtual Technology

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Abstract. With the development and application of virtual technology, we should integrate it with college English teaching to construct intelligent and three-dimensional English classroom and increase the interactivity of English learning, give students more vivid learning space. By designing a multimedia college English teaching system based on virtual technology, the English teaching pattern will be vividly upgraded. Based on the types of multimedia college English teaching system based on virtual technology, this paper puts forward the design scheme and application strategy of Multimedia College English teaching system.

Keywords: Virtual Technology, multimedia, College English, teaching system, design strategy.

The innovation of information technology has attracted the attention of all circles of society, and has also attracted the attention of scientific researchers. In China, information technology can be said to be widely used, not only greatly improving the level of teaching, but also improving the ability of students to learn independently due to the continuous innovation of information technology, virtual reality technology emerges as the times require and improve the level of science and technology. Especially in college English teaching, virtual reality technology plays an important role.

1 Types of multimedia college English teaching system based on virtual technology

The traditional English distance multimedia teaching system has poor interactive ability, which leads to students' low enthusiasm for English learning. Therefore, this paper designs an English distance multimedia teaching system based on virtual reality. The system uses 3D scanner to aid modeling by 3D inspection, and 3D visual display equipment to display virtual teaching 3D scene, the interactive devices such as gloves and joysticks send learning instructions and receive feedback of teaching information, so as to upgrade the intelligence of college English teaching.

1.1 VR + Micro lessons

Compared with the traditional micro-course, the micro-course based on VR technology is superior to the traditional micro-course. First, the vast majority of VR content is 3D, with 3D animation, a strong sense of immersion, a sense of reality for the learners to experience,

it is helpful to solve the problem that the head-up effect of ordinary micro-lesson leads to the learner's lack of attention and easy to be distracted, which is also the great significance of VR to situational teaching. Secondly, compared with the traditional micro-lesson, the interaction of VR micro-lesson can arouse the learners' interest more effectively. For example, the experience of a VR course involves the interaction of knowledge points, which stimulates the learner to explore further and helps solve the problem of learning depth. In the process of teaching English, teachers can put the prepared VR content before or during the class, for example, in an English class that gives an overview of British and American culture, through VR to watch the content of the foreign life scene, feel the local folk custom. Although not abroad but can be demonstrated through VR panoramic video experience, classroom teaching to pave the way for a good cultural background.

1.2 VR + Flip the classroom

With the development of Internet technology and the rise of online classroom, the traditional classroom has been challenged. As the name implies, students learn to listen to class and take notes after class. At the same time, they put exercises, discussions and questions after class into the class, through teacher guidance, answer questions, interaction, overturned the order of the traditional classroom. VR lessons are also reversed, with students learning VR Lessons in advance according to their teachers' arrangement after class, and then spending more time face-to-face with teachers in class. Although there is not a lot of college English VR teaching content on the market, with the development of VR technology, there will be more and more courses for reference in the near future.

1.3 VR + BYOD teaching mode

A "BYOD"(Bring Your Own Device) is a Device that you use to learn on Your Own. These devices include a personal phone, computer, tablet, etc.. BYOD teaching model is a new concept, the main features: students can take their own devices anytime and anywhere learning; teachers and students in the device data and their own device data without interference. On the one hand, VR can be part of an E book, and you can put VR English content into a VR all in one box, like a VR glasses box, and you can plug your phone into that box, teachers can make it very easy for students to use VR lessons to improve their learning enjoyment. On the other hand, students will be able to access their teachers' online cloud systems directly via their mobile phones or ipads to view their teachers' pre-prepared VR lessons. English teachers can spare some time to experience VR English learning with students. Instead of just explaining grammar and vocabulary, they can "touch" knowledge with students.

2 Design of multimedia college English teaching system based on virtual technology

When constructing the multimedia network platform for English teaching, we must take into account the characteristics of English teaching itself. The characteristics of English teaching determine that more emphasis should be placed on interactivity in network-based teaching, but at present most of the network courses only have the function of presenting knowledge or content, such online courses are basically just changing the content of books in the medium of presentation, which is not fundamentally different from previous training methods such as broadcasting, reading extra-curricular books, memorizing words by oneself, and practicing oral English on one's own. In order to improve the quantity and

quality of students' English skills training, we take full account of the interactivity between students and teaching contents, students and teachers, students and students, when we build online courses, and according to the following principles to investigate: (1) whether there is an effective incentive mechanism for learning; (2) whether there is an evaluation function for learning activities, whether this evaluation function is based on a sufficient and effective record of the student's learning activities; (3) whether the student is in control of the learning process; and (4) whether there is sufficient interaction between teaching and learning, in particular, to provide real-time effective feedback to students' learning activities; (5) whether can make full use of information technology and intelligent technology, develop high-quality open practice, improve students' learning interest and learning efficiency.

In the school teaching process, through many multimedia facilities has entered the language learning integration and the new process. The main features of the multimedia teaching model designed in this paper are the use of TV channels, watching online movies, using an electronic dictionary and configuring a web log in which students can upload homework or ask questions, to get feedback from peers and teachers. Video teaching. During the production process, make sure that each class is allocated an online movie time, ask students to watch a movie related to this class, and upload the movie to the multimedia cloud beforehand, because the instructor ensures that the video information can be played in class without wasting time. After watching a part or an entire episode of the movie, students were asked to share their reading ideas (via words or pictures) . By using this model, we can activate each other's memory, share opinions, and check and compare their understanding of visual text with that of written text, students use dictionaries as a reliable source of word translation because it allows them to make certain guesses about the meaning of new words. Thus, if guided in a controlled manner, the use of dictionaries can act as facilitators of the language learning process without making the learner overly dependent on them. Based on this assumption, students can use their dictionaries wisely after guessing the meaning of words. The use of the Internet to clarify unknown subjects in pictures also helps learners to master unrecognized English words and subjects and to share them with other students. When reading English text, students are asked to guess the meaning of words and sentences first, and if the definition is not clear or if they need to check their guess, they will use an electronic dictionary on their smartphone.

Ebooks. Learn from ebooks by setting up English blogs, sharing English e-books, and sharing material discussed in class or movie reviews with pictures and new words. In addition, some assignments are assigned to students through a web log. Students can use weblogs to ask questions and share ideas and experiences. Another important feature of weblogs is a list of useful websites introduced by teachers that students can use to improve their language skills.

Data collection and analysis. The core data of the system is collected by means of network log and information click, and the classified algorithm is used to process the data and provide data support for teachers to make the next step teaching plan, the core algorithm of the module is as follows: through the above system functions can change the way students learn foreign languages. The use of multimedia and the Internet has brought a new atmosphere to the classroom, which is more interesting to the students. The electronic dictionary is fast, easy to access, user-friendly, and provides students with more information, such as the source of the word, pronunciation/pronunciation, quick access to synonyms or opposite word meaning and definition; Video instruction brings real language to the classroom and provides students with input such as words, pictures, sounds and contextual languages; Internet access in the class gives students the opportunity to search for difficult content, and learn more about them by using the information they can find. E-books (weblogs) help students connect with other students and lecturers during and after class

hours.

3 Application of multimedia college English teaching system based on virtual technology

In the process of college English teaching, curriculum resources are very important and directly related to the quality of teaching. In order to increase students' knowledge reserves and enrich teaching materials, English teachers should make good use of multimedia technology, collect and integrate English materials, and lay a good foundation for creating ecological curriculum environment. In practical teaching, teachers should analyze the curriculum resources in advance and decide the direction of developing extra-curricular English resources according to the key and difficult points in the textbooks. Then, through the Internet to find and collect relevant English materials, teaching materials and extra-curricular materials will be integrated together through multi-media tools to carry out teaching, so that students can more deeply understand the course content, it can also deepen students' understanding of English culture and improve the teaching effect.

In the process of college English teaching, in order to make the teaching environment ecological, teachers must change the traditional teaching method and make use of modern network multimedia technology to optimize and innovate. In the field of English teaching teachers can choose to flip the classroom teaching methods, in the organization of English activities, you can use multimedia tools to turn the course content into micro-class video, in this way, students can get a more intuitive understanding of the English curriculum content, and can study and explore the content independently, so as to give full play to their role as the main body. According to the video content of English micro-class, students can preview in advance, providing them with very convenient learning conditions, and can study and think on the course content independently. In addition, the teacher can also use the network multimedia, to broadcast English classics or movies to the students, which not only can enrich the English resources outside class, but also can let the students appreciate and analyze, so as to master more English expression skills, continue to deepen the understanding of the cultural connotation of English.

Classroom atmosphere is very important for language learning. A pleasant and lively atmosphere is more acceptable. In the classroom, teachers should strengthen the interaction with students, become students' friends, harmonious teacher-student relationship is easier to improve teaching results. Therefore, communication and communication in daily life are also very necessary. Teachers should give full play to their guiding role, promote the learning atmosphere in class, and infect everyone with their enthusiasm, to the student's outstanding performance must prompt encourage, between the teacher and the student harmonious relations, also has the very big influence to the student's study interest.

In the process of college English teaching, teaching evaluation plays a very important role. Teachers should use multimedia tools to optimize the evaluation system and strengthen innovation according to students' learning characteristics and needs, further promoting the ecological construction of English curriculum system. In the actual teaching, the teacher can use the multimedia, establishes the on-line appraisal system, carries on the on-line appraisal appraisal to the student's study situation. In order to optimize the teaching evaluation environment, teachers can record the whole teaching process of the course, which not only can understand students' learning performance in more detail, but also can play the recorded video to students during the evaluation activities, let the students see their own learning performance, so as to strengthen the thinking of cognition, self-analysis summary.

4 Conclusion

The teaching mode of college English course based on multi-media and network technology can improve students' learning interest, increase students' learning input, and promote students' independent and individualized learning, it is of great significance to solve the problem of less interaction between teachers and students. Since the use of multimedia technology to assist college English teaching is still in a rising and developing stage in the design, production and application of multimedia courseware, the sharing of multimedia teaching resources, the establishment of new teaching models and teaching evaluation, etc., it still needs to develop and improve itself.

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