

Research on the Application of Information Technology in Chinese Distance Multimedia Teaching

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Abstract. With the integration of Internet technology and educational activities, it is increasingly urgent to integrate information technology into distance multimedia teaching. In order to effectively improve the quality of Chinese distance multimedia teaching, it is necessary to take the new context of intelligent teaching as the basis, to focus on enhancing and improving the learning experience of students, and to give full play to the advantages of multimedia teaching, the project of Chinese distance multimedia teaching is reconstructed actively. This paper analyzes the advantages of the application of information technology in Chinese distance multimedia teaching, and puts forward some relevant suggestions.

Keywords: Information technology; Chinese; distance multimedia teaching; applied research

Multimedia Information Technology provides a new environment for Chinese distance teaching, connecting teaching and learning as a whole. In the process of Chinese distance multimedia teaching, it is no longer just "Teaching" and "Learning", but "Teaching" and "Learning" are unified as one. In the future, how to determine the best teaching practice of Chinese teaching in different learning stages, and how the learners' learning interest changes with the passage of time are the main research directions of Chinese distance multimedia teaching. Through research and questionnaire, it is found that the knowledge of online learning is not enough. Many learners do not understand online teaching, but they think it is not as good as classroom teaching.

1 THE APPLICATION ADVANTAGE OF INFORMATION TECHNOLOGY IN CHINESE DISTANCE MULTIMEDIA TEACHING

The Communicator of Chinese international education is the basic element of Chinese international education and the starting point of this activity. The Communicator of Chinese International Education is responsible for the selection and dissemination of the content and occupies a dominant position in the process of dissemination activities. In the new process of teaching Chinese as a foreign language, in order to effectively explore new growth points, it is necessary to strengthen the subject consciousness, straighten out the subject attribution, clarify the subject status, and make it an independent interdisciplinary subject with its own characteristics, we should focus on the construction of a teaching system with the characteristics of integrating language and culture, language and education, language and technology.

In terms of teaching methods, the complexity of Chinese as a foreign language method is determined by the particularity of TCFL classes and teaching objects. Teachers should focus on teaching according to the characteristics of students themselves. In the teaching of Chinese beginners, the emphasis is placed on the teaching of phonetics. In the correction

class, the teacher can make full use of multimedia equipment, for students to play recording, as well as pronunciation methods of video. For intermediate-level Chinese students, the focus is on listening and reading, students read the articles, after the teacher's class explanation, combined with online classroom platform, so that students can directly access the electronic curriculum lesson plans, include more detailed explanations of words, paragraph analysis, text extensions, etc. The online platform allows students to post questions to teachers and interact with students in discussion forums. The teacher uses the multimedia assistant instruction, analyzes each student's personality characteristic and in the Chinese language study process appears the most error knowledge spot, the system collects student's error information, the examination information, data analysis, more intuitive understanding of each student's shortcomings, and timely for the weak link of systematic training.

On the premise of making rational use of new technology, we should pay attention to the problems that may arise in the teaching process, avoid the reversal of priorities, and keep the students in the dominant position in the teaching process, teachers should also play a leading role in teaching activities, focusing on the cultivation of students' communicative competence, and adopt diversified teaching methods. In the whole class, if the new multimedia technology is used too frequently, the lack of interaction between teachers and students will not only fail to present the whole class, but also affect students' learning Chinese knowledge. The teacher's silent language in class can not be replaced by the new technology. During the actual teaching, the teacher can grasp the students' mastery of knowledge in the first time, interact with the students more directly and answer questions easily. Therefore, the use of new technology and Chinese as a foreign language must be skillfully combined.

The application of new technology has promoted the Chinese as a foreign language to break the traditional teaching model and make the classroom more three-dimensional, thus gradually moving towards information and modernization, the rational use of new technology combined with TCSL not only broadens the organizational form of Chinese as a foreign language, but also provides the possibility for the Chinese as a foreign language model and enables teachers to clearly define their responsibilities and missions, while promoting Chinese as a foreign language education, it also provides Confucius with more options for its teaching model and further promotes the spread of China's splendid culture.

2 THE APPLICATION IDEA OF INFORMATION TECHNOLOGY IN CHINESE DISTANCE MULTIMEDIA TEACHING

The development of Internet Information Multimedia technology has promoted the development of education. Based on the premise of Big Data Age, the informationization of modern Chinese language and literature has become an important trend in the development of education and teaching. Under the network environment, the education and teaching cause of our country has obtained the rapid development, the teaching quality improves unceasingly, the Chinese language and literature, as a humanities discipline with rich connotation, can greatly enhance people's language expression ability, in order to improve people's comprehensive quality, we should innovate constantly in the later teaching practice and improve the quality of Chinese distance multimedia teaching in colleges and universities. However, it should be recognized that technology only provides the possibility to promote the effect of Chinese distance multimedia teaching, and how to maximize its effect through curriculum design is a key issue to be considered; We should take into account all kinds of factors that affect learners' distance learning, such as emotional factors in distance learning environment, individual time constraints, network learning model factors; Teachers should make full use of technical means to intervene students' learning properly, timely and effectively.

The strategy of distance multimedia teaching based on knowledge management is to ensure that explicit knowledge can be stored in order and be easily retrieved when needed. Therefore, it is necessary to establish knowledge architecture and

classify knowledge. A knowledge architecture is a conceptual framework that describes all the knowledge situations and interrelationships in an organization. This is like a set of virtual classification folder, with a unified knowledge architecture, you can store all the knowledge in the corresponding folder, in the retrieval time, can be quickly obtained from the corresponding folder. The core elements of distance multimedia teaching strategy based on knowledge management are resource database management and course management.

The resource bank management mainly aims at the collection, management, retrieval and utilization of various teaching resources. In knowledge management, according to the characteristics of knowledge, knowledge management follows three principle circles: accumulation, sharing and communication. These teaching resources can be divided into 5 categories: Media Materials, courseware resources, test questions resources, courses and case resources and online Q & a discussion. These 5 kinds of teaching resources all need to carry on the management to the knowledge. Existing knowledge management tools include knowledge acquisition tools, knowledge development tools, knowledge coding tools, knowledge sharing tools, knowledge utilization tools and knowledge evaluation tools.

Curriculum management can guarantee the realization of teaching objectives. Course management mainly includes information service function module, User System Function Module, resource center function module. The functional module structure is shown in Figure 1, C9. The system starts from the home page, and realizes the navigation of each function in the home page. If the user wants to use the functions of the system, the user needs to register in the home page first. Once registered, the user can use a series of functions of the system. Including on-line discussion, resource center and experts to answer questions and other functional modules. The function modules can be accessed through the navigation bar. In the course management, the course management of Modelem is especially representative.

The formation of a cultural atmosphere and strategy can not be achieved overnight, it depends on the formation of cooperation and sharing, equal cooperation, mutual trust atmosphere. As far as possible, the builders and managers of the resource bank should create some kind of equal collaboration opportunities and environment for the owners and Demanders of knowledge, and promote the sharing and exchange of tacit knowledge; some material incentives can be used, it can also be some kind of spiritual reward, or as a basis for individual evaluation of the resource provider. After a long time of efforts and maintenance, it is necessary to establish a good atmosphere of knowledge sharing, for the transformation of tacit knowledge sharing to provide favorable conditions to support.

3 THE APPLICATION STRATEGY OF INFORMATION TECHNOLOGY IN CHINESE DISTANCE MULTIMEDIA TEACHING

3.1 CONSTRUCT THE NETWORK LEARNING PLATFORM TO CHANGE TEACHERS' TEACHING CONCEPT

Traditional teaching is not completely without merit, we should retain the useful parts of traditional teaching and then incorporate new ideas into it. Information Multimedia is a kind of teaching mode based on video communication. If we want to guide students to watch information multimedia video, we must have a good network learning platform, to provide a carrier for students to watch information multimedia videos and online interaction between teachers and students. Therefore, after making the information multimedia video, the teacher uploads the video to the network study platform, then instructs the student to the platform to watch the study or the study completely abandons, in order to avoid too much reform and lead to difficult adaptation of students, resulting in serious impact on student learning. To introduce the information multimedia teaching model into the distance multimedia teaching of Chinese in the Open University, the

teachers must change their teaching ideas and make clear the students' main status, as a teacher, he is the organizer and guide of Students' study, and plays the role of guiding and enlightening students, strengthening students' experience and understanding in the course of study, thus stimulating students' interest and desire in study, improve their ability to learn independently, so that students can have a better future.

It is an important supplement to face-to-face teaching method and an innovation of teaching mode to create a network teaching environment with modern scientific and technological means and expand online teaching of Chinese as a foreign language in an all-round way, it is the inevitable choice that information technology promotes educational reform. Based on the advantages of network-based distance education and incorporating the internal elements of teaching Chinese as a foreign language, China's educational planning outline puts forward the idea of "running open university well".

3.2 TO OPTIMIZE TEACHING IDEAS AND STRENGTHEN TEACHING INNOVATION

The optimization of teaching ideas promotes the development and innovation of Chinese distance multimedia teaching system, and makes the development of Chinese distance multimedia teaching more smooth. In the process of teaching should be based on this, clear the future direction of student development, so that teaching and employment integration. The practice teaching of Chinese language and literature major is a systematic project in nature. The students' Chinese language professional ability should be emphasized and the students' curriculum and application level should be strengthened. The innovation of teaching method is essentially the innovation of Chinese distance multimedia teaching. "Internet +" is the key point of innovation, and the brand-new platform is the foundation of practice teaching. Therefore, based on the "Internet +" platform, the main form of practical teaching should be the combination of online and offline teaching mode, should actively establish a network teaching platform, will be rich in teaching resources into the network platform, perfect the interactive function, guarantee the practical teaching effect. In the actual teaching, teachers should first adjust the teaching content, so that students quickly adapt to this new teaching model. The advantages of the combination of online and offline teaching mode are difficult to compare with other teaching modes. The rich teaching resources on the network platform need the effective use of teachers, the two-pronged approach is effective in improving students' abilities.

3.3 TO MAKE FULL USE OF ONLINE MULTIMEDIA RESOURCES TO ENHANCE STUDENTS' INITIATIVE IN LEARNING

As a new teaching resource, network multimedia is very attractive to students. Therefore, teachers of Chinese language and literature should make full use of network multimedia resources to assist teaching, to provide students with rich and colorful information resources, so that students can learn at any time, anywhere, and thus improve the learning effect of students. As a new educational and teaching mode, network education should play a guiding role and inform students relevant learning information concisely and accurately. Teachers can make students fully aware of all kinds of media-related resources in all courses, understand and learn the necessary technology, and then develop their own learning plan.

3.4 TO ACTIVELY DEVELOP DISTANCE EDUCATION-BASED TEACHING MODELS

In order to better help students to study, in the process of Chinese distance multimedia teaching, teachers should actively develop distance education teaching model, so that students can go to class anytime and anywhere, students can also learn

through television, the Internet, face-to-face teaching and a series of ways, so that more convenient and fast. The distance education can carry on the information transmission through the network multimedia, has the openness, liberates the student from the traditional classroom teaching, has changed the teacher to transmit the teaching information to the student through the network platform, the students feedback their learning information to the teachers through the network computer, thus realizing the teaching interaction between the teachers and the students. Traditional classroom teaching is the basic input of language and character, now with the development of multimedia technology, it is a picture and Video + language and character double-coded input. The teacher's task is to simulate the natural language environment and the real language scene, to give students effective input. Teachers need to solve the following problems when they input double-coded text: the first problem to be solved in online teaching text technology and resources is the font selection problem, the choice of font should be easy to read and write, image, fun, interactive, teaching should exclude the style of calligraphy, song style, junior students recommend the use of Italic style. The use of network and multimedia can improve the teaching efficiency to a certain extent. Therefore, teachers should be familiar with multimedia, familiar with the network teaching, so that they can better understand the new generation of learners learning methods, and in the teaching activities to meet the requirements and aspirations of the new generation of learners, to motivate the learner.

4 CONCLUSION

This paper makes a small-scale and large-scale comparative study on the practice and effect of Chinese distance course with technical means in different semesters, based on a historical study of the challenges and needs faced by Chinese distance learners, the design of learning tasks and learner support is evaluated. On the basis of the deep integration of Chinese teaching and technology, the reconstruction of Chinese international education system is put on the agenda, the virtual Chinese teaching classroom is opened, and the Chinese Learning Resource Reserve is completed, establish the support of distance Chinese learning service.

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