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On the Innovation of College English Translation Teaching Model under Multimedia Technology

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Abstract. Information and network technology have a great impact on the traditional university teaching in our country. With the development of multimedia technology, more and more colleges and universities begin to popularize information teaching. The era of "multimedia +" provides students and teachers with a more adequate communication environment, which greatly broadens the depth and breadth of teaching in colleges and universities, and has important practical significance for the innovation of English translation education in colleges and universities.

1. Introduction

With the continuous advancement of educational informatization in China, the combination of "multimedia + English translation teaching" and the depth of course teaching has become the general trend of college teaching in China.In recent years, the rise of flipped classroom, micro-class and other teaching modes has become an important development path for teaching reform. This flipped teaching mode, which reverses in-class learning and after-class activities, improves the teaching efficiency of the classroom to a certain extent, so it is widely popular in universities in China at present. The application of "multimedia + English translation teaching" provides students with a certain learning environment. Teachers' teaching in class also allows students to combine problems with their generation, development and root causes. Students can constantly repeat the problems they encounter in learning, thus improving their learning efficiency. This paper starts with the making and application of courseware of "multimedia + English translation teaching", and adopts the method of multimedia technology integration teaching to carry out teaching design and practice, so as to provide reference for the development of software course teaching in colleges and universities [1].

2. Current situation and problems of college English teaching

2.1. The updating speed of traditional textbooks is too slow and teaching lags behind

Our country in recent years, since the education system in the development and changes, and it also gives the opportunity to study more students to continue to learn, but because more students study foundation is bad, the overall student body structure is more complex, which leads to many college students at present stage the good and bad are intermingled, traditional knowledge system and contents of the textbook upgrading speed too slow, tend to be 3 years, 5 years to make a whole change, will not be able to adapt to the development of the current era, also can't satisfy the student to the knowledge of the latest version of the curricula, and take on the characteristics of the lag of teaching [2].

2.2. Traditional teaching mode cannot meet the needs of individual differences

The body of the traditional teaching mode is based on teachers' teaching, and teachers in the mode of "teaching blackboard writing +" explanation and demonstration of teaching steps, the students in the whole process is more of a passive listening, can't very understanding every knowledge point, in the long run it is disadvantage for the development of teaching, in the long term, English education from the education popularization, quality improvement, gradually developed to the characteristics of education, and using the characteristics of multimedia education way can meet the demand of more individual differences, are shown in figure 1 below:
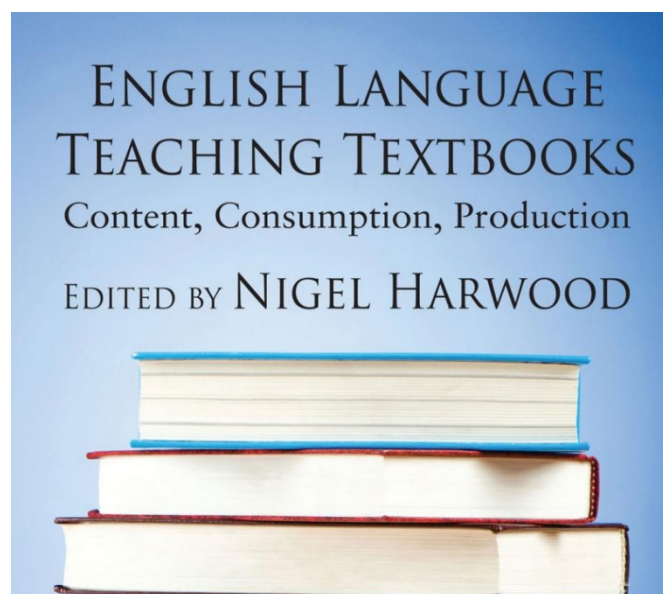

Figure 1. Paperless development of English translation education in colleges and universities

In the traditional teaching classroom, the teacher has very limited time to explain, and the demonstration and operation cannot be repeated for many times. As a result, if students are delayed or have problems in a certain step of the whole link, they may fall behind in the operation and learning of the whole class, thus interfering with the loss of interest in the class. On the whole, the effectiveness and non-repeatability of classroom time in traditional teaching model make it difficult for students to study and review smoothly [3].

2.3. The communication between teachers and students is not timely, and the learning process is blocked

In traditional classroom teaching, there is little communication between teachers and students, and most of the class time is occupied by teachers' explanation and demonstration of course knowledge and students' self-exercise. The communication between students and teachers is relatively small, so when the students of a certain knowledge point wondering after not timely feedback and consulting platform, lead to the students' learning and teachers' teaching as a whole, teachers are hard to understand to each student's learning situation, teaching as a whole no pertinence, for the development of students' learning interest and learning effect is larger [4].

3. Adjustment strategies of "multimedia + English translation teaching" in college classroom teaching

3.1. Improve the application of "multimedia + English translation teaching" to ensure the duality of teaching

First of all, in front of the classroom, the teacher in the video network teaching platform to release the corresponding courses, conducted by the students watch the video learning guide and autonomous learning, the task in front of the classroom in a timely manner and learning feedback, students can submit their own problems and puzzles, teacher can be further revised and analysis of the teaching focus, "multimedia + English translation teaching" model can guarantee the dualism of teaching, the following is shown in figure 2 is the school to carry out the ideological and political course teaching of multimedia applications:

Figure 2. Multimedia technology can make English translation education in universities more flexible

Secondly in classroom teaching, the teacher according to the problems found before class to organize students to discuss, in the interactive discussion to solve the problem, and further tasks, students can independently explore and the team cooperation, complete knowledge gradually

understand the process of internalization, teachers in the process of the whole and individual tutoring; Finally, after the end of the course, teachers can choose more excellent works to display, and students can complete the in-depth consolidation and expansion of knowledge by completing the tasks assigned by teachers [5].

3.2. Teachers upgrade their knowledge reserves and enhance their own abilities

The teaching method of "multimedia + English translation teaching" requires high computer ability of teachers, so teachers should improve their knowledge reserve before carrying out the teaching of "multimedia + English translation teaching", so as to further understand more and more effective application of "multimedia + English translation teaching". And for the effect is not significant or no actual effect of the application should be recorded and discarded. Teachers should carefully study the theoretical knowledge of teaching plan, in the teaching of the organic combination of "multimedia + English translation teaching", achieve the teaching goal of learning, adopt "multimedia + English translation teaching" can perfect do it, so that the students better grasp The Times in the learning process, teachers in the process of classroom teaching in colleges and universities can introduce cooperative teaching, guiding to participate in the teaching of the course content, to promote the coordinated development of the student individuality and group sex more, also help students to unload the traditional learning burden,Through group cooperation, competition and other ways to fully experience the joy and happiness of learning, to a greater extent to mobilize students' learning enthusiasm for the content of the course [6].

3.3. Standardize the curriculum setting and the teaching system of "multimedia + English translation teaching"

In the process of teaching, colleges and universities make reasonable adjustment according to the local actual situation and conduct standardized teaching. And in the teaching process to establish the business ability is strong, professional knowledge, rich teachers, thus seriously review has set the teaching plan, for the application of the "multimedia + English translation teaching" also needs strict screening, according to the actual situation can see work to a great extent and the gap between the teaching operation, implement the "multimedia + English translation teaching" application in teaching, the basis of the overall enhance student's quality, in the whole teaching in the teaching of colleges and universities also need to build up students' self-evaluation, group evaluation and teacher evaluation of the effective mechanism, practical teaching reflection, and improve the quality of teaching [7].

4. Use multimedia to activate students' image-thinking and innovative thinking

It is an important content of education reform to carry out quality-oriented education, and it is an important aspect of quality-oriented education to cultivate students' innovative consciousness. Students have a strong curiosity, thirst for knowledge, they have rich imagination, the use of multimedia teaching can make students give full play to their imagination [8].

4.1. Situational teaching to cultivate students' thinking in images

Image thinking is a basic form of thinking, which combines subjective cognition and emotion to identify the objective image system of image information transmission on the basis of feeling and

storing, and creates and describes images with certain forms, means and tools. The use of multimedia assisted teaching, can make the teaching content by vivid picture, sound and other forms of expression. In English teaching, such as apples, rulers and other objects can be shown to students with pictures so that students have a certain intuitive understanding. But at the same time, English is a language that ultimately enables students to communicate with each other for the purpose. Obviously, a lot of knowledge is separated from students' real life or actual environment, which is relatively abstract for students. However, by means of multimedia teaching and setting up certain scenes, students can fully perceive things, turn abstract into concrete, enrich students' image-thinking, broaden the scope of thinking and improve the flexibility of thinking. In this way, the teaching content is clearer, the image is more vivid, the method is more effective, the student grasps the speed quickly, the effect is high [9].

4.2. Knowledge transfer to stimulate innovative thinking

To develop and cultivate students' creativity is an important subject which is highly valued and widely studied by educators all over the world. In the process of teaching, we should use all available teaching means to stimulate students' innovative spirit and cultivate their innovative thinking and ability so as to cultivate more versatile and creative talents. In the classroom teaching, we use multimedia with a wide range, large capacity, more information, illustrated features, to attract students' attention, shorten the feedback time and organize students to extend and transfer the knowledge learned, stimulate their innovative thinking ability. For example, after teaching the dialogue of the text, multimedia display can be used to present the situation similar to the content of the text, encourage students to play their imagination in the simulated situation, use what they have learned to compile the dialogue and act out the dialogue, which not only consolidates the learned knowledge, but also expands and extends the knowledge [10].

Although multimedia assisted teaching has many advantages. However, it is obviously unpractical to think that multimedia technology can completely replace traditional teaching means and one-sided pursuit of sensory effect, so that some problems that could be clearly expressed in a few words should be expressed in a large number of complex multimedia forms.And a good courseware should be through the careful design, artistic works, should fully embody the teachers' teaching structure, teaching thought, rather than the simple words and pictures, all the training materials, questions and answers are input to the computer, is the multimedia teaching, in this way, not only don't work, but may also be gild the lily, to reinvent the wheel. Teachers should remember that teachers are the organizers of classroom teaching and multimedia technology can only be used as a means to serve classroom teaching. If the multimedia courseware is allowed to go its own way, and the teacher only concentrates on operating the computer, it is bound to attract the students' attention to the courseware form too much, reduce the communication between teachers and students, and thus ignore the teaching purpose. Therefore, teachers should properly use multimedia technology to assist English teaching, and should not misuse or misuse it. Otherwise, it will not play its due role.

5. Conclusion

To sum up, "multimedia + English translation teaching" is a teaching method suitable for the psychological characteristics of college students, and the application of "multimedia + English translation teaching" can achieve good results in the innovation of college English translation

education. College students have very flexible thinking. Only by activating students' interest in appropriate and reasonable ways can students learn more actively, and the efficiency of classroom teaching can be improved.

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