Research on Conditions and Countermeasures of Elementary School Teachers' Multimedia Courseware Production Skills

Hong LI
Bohai University, Jinzhou, Liaoning, China
mlc418@163.com

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Abstract. Not many scholars research multimedia courseware production skills as a skill of new teachers. Based on the problems of the primary school teachers on some aspects of using multimedia courseware, producing courseware and training, this paper puts forward the strategies of improving the elementary school teachers' multimedia courseware production skills on the aspects of the training contents and the forms.

In the primary school teaching, compared with traditional teaching methods (blackboard and chalk), multimedia courseware, as a bridge between information technology and subject teaching, has its unique advantages. Therefore, multimedia courseware is deeply favored by teachers, and the application of multimedia technology has become a promising and exciting development field. In this paper, we disassemble primary school teachers' multimedia courseware production skills into three parts: multimedia equipment operating skills, computer skills and multimedia software operating skills, and make discussion.

The Problems Existing in the Primary School Teachers' Skills of Multimedia Courseware

The Enthusiasm Primary School Teachers Use Courseware Manufacture Skill Is not High

On the whole, primary school teachers generally affirm the importance of multimedia courseware for students' learning, and approve primary school teachers should possess the multimedia courseware production skills. But in actual teaching, the teachers poorly master multimedia courseware production skills, the attitude of improving teachers' multimedia courseware production skills is not positive. It shows: the fewer use of courseware teaching; the low improving interest of primary school teachers' multimedia skills. The survey shows that 70% of teachers in primary and secondary school teachers attend primary or secondary education skills training, and some teachers waiting for training opportunities or to a higher level of training, but there are also individual old teachers not interested in training.

Primary School Teachers' Multimedia Courseware Production Skills Are Poor

Through the survey, we found that the level of primary school teachers' multimedia courseware production skills are poor mainly through two aspects: the inadequate preparation of the common sense and poor effect of courseware production.

The common sense of producing courseware are not enough, the type of producing courseware is single, improper use of courseware manufacture technology, courseware production information is too much which is beyond elementary cognitive load, the courseware production effects on students' learning efficiency, the improper use of courseware dynamic effect.

The Training of Primary School Teachers' Multimedia Courseware Skills Lack of Pertinence

Because the task at ordinary times is heavy, some teachers attend the training in addition to teaching and researching activities. They express time and energy are inadequate, and teachers reflect after learning the skills they also cannot fully grasp. Thus it reflects the deficiency of training: (1) the diversity training is not prominent; (2) the training content is generalized.
Survey Questions and Attributions to Primary School Teachers of Multimedia Courseware Production Skills

According to the survey, analyze the causes of the primary school teachers' multimedia courseware production skills mainly in three aspects: focus on skills from the outside world, the disadvantages of training institutions as well as the education departments.

Relevant Parties Pay Insufficient Attention to Primary School Teachers' Multimedia Courseware Production Skills

Schools and teachers ignore appraisal of multimedia courseware production skills; Elementary school students lack of evaluation of consciousness to teachers' multimedia courseware production skills; Parents ignore skill levels. Above all, the enthusiasm, attitude and ascension of skills of primary school teachers' multimedia courseware, not only from themselves but also from the attention of the schools, students, parents and their assessment and supervision.

Unsatisfactory Training Quality and Level Lead to Teachers' Lack of Enthusiasm

Training content is not full, inadequately combined with the practical teaching. The training of primary school teachers' multimedia courseware production skills often pay attention to the teaching of software technology, ignore training of the multimedia equipment operation skills. Training teachers think they have basic grasp of subject standards, but whether you abide by its standards and embody in multimedia courseware, there is often less attention. Therefore, the teachers in training did not really understand the homemade multimedia courseware of curriculum implementation.

The Monitoring and Management of Education Department is not Perfect

Multimedia courseware production skills are not included in teachers' assessment indicators, and the incentive mechanism is not enough. Education departments in the multimedia courseware competition limit the number of entries in each school. It will reassure the competing interest in higher teacher's enthusiasm, and some teachers will also miss a good idea. The incentives of relevant departments to award-winning teachers are also insufficient, and it may also affect the enthusiasm of teachers. Finally, for the award-winning works or lost-winning works, the teachers often don't clearly know the advantages and disadvantages of the courseware, so they cannot get objective evaluation feedback.

Countermeasures to Improve Primary School Teachers' Multimedia Courseware Production Skills

Primary school teachers' multimedia courseware production skills training cannot do without the combination of theory with practice which can not break out of elementary school students and teachers demand to learn. Through the summary of the research into literature, investigation, interview, primary school teachers and related training institutions in the city hierarchical put forward training strategy.

Skills Upgrading Combined with Cognitive Law Development of Primary School Students

Make multimedia courseware according to the characteristics of the children. Enhance the effectiveness of the multimedia courseware by choosing the right pathways. Students get perception to the outside world through sight, hearing, smell and taste, and they mainly do receiving and processing through the auditory and visual information in the daily learning. Teachers should consider the characteristics of students, based on the characteristics of different pathways to render the media material (text, images, audio, animation, etc.), stimulate interest in learning, attracting students' attention, so as to enhance learning effect.
Promote Elementary School Teachers' Inherent Motive Force of Multimedia Courseware Production Skills

Skills cannot be formed without observation, analysis and thinking, because more important thing is hands-on and practice makes perfect. In order to avoid the teachers' negative emotions of making multimedia courseware developing skills, first of all to promote teachers' power of making courseware. Mobilize teachers’ emotion with exquisite courseware, and improve teachers' making interest with simple technology experience in order to get timely feedback to increase teachers’ production enthusiasm.

To Develop Elementary School Teachers' Stratification Teaching Training

Cross training on the basis of the teachers’ level
Together training for primary and secondary school teachers phenomenon has ignored that multimedia courseware manufacture needs to reflect the factors about student age characteristic. Primary and secondary school teachers should be separated to training, in addition to this, now we emphasize integrated information technology and subject, but it is not a subject with the multimedia courseware on the net is “integration”, the basic quality of multimedia courseware is interdisciplinary curriculum standard. If education informatization activity cannot go deep into the subject and serve subject teaching, it is difficult to achieve actual effect. So it should be subject training under the guidance of subject standards. Cross training focuses on elementary school subject principle, the theoretical guidance about multimedia courseware which is convenient in the implementation of the training in case presentation.

Longitudinal training based on the decomposition of skills
Longitudinal training aims to make multimedia courseware decomposed into three specific skills and targeted training, so it is divided into the following several aspects:

First of all, make the multimedia equipment operation skill unified training. Second, develop affordable training for computer operation skills. Finally, enhance multimedia software operation skills of primary school teachers.

In the longitudinal teaching, mainly for the teachers to solve such problems as how to do, what to do, how to choose the right software to make optimization to adapt to the students, teachers and teaching environment of the multimedia courseware.

Summary
By combining with the law of pupils' development, this paper explores the scientific methods of making courseware, enhances intrinsic motivation and hierarchical training of primary school teachers to improve multimedia courseware production skills of the primary school teachers. It has positive practical significance to improve the quality of multimedia courseware and promote elementary teachers' multimedia courseware production skills.

References