Foreign language teaching principles in multimedia network environment

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ABSTRACT

With the rapid development of the economy, the development of information technology gets a qualitative leap, and this technology is also applied to the foreign language teaching process. In today's multimedia network environment, the teaching principle of foreign language from the original dispersion one, evolved intoa integrated teaching principle. It will combine the dominant type of independent learning principles, multiple evaluation principles and the interactive teaching principle as a whole and follows the basic rules of learning, teaching and assessment. In addition, the goal of the foreign language teaching is always the same, with the promotion of the basic guiding function, the multimedia network environment can integrate the active cognitive and the interactive experience, also coordinate and blend the internal circulation system in the original language teaching with the external network in multimedia environment, and realize the socialization and communication of the foreign language teaching process, which makes an adequate preparation for achieving the maximize efficiency and optimization quality of foreign language teaching.

Key words: Multiple Evaluation, Principles Multiple Interactive Teaching, Principles Dominate Independent Learning Principle, Multimedia Network Environment
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INTRODUCTION

THE DOMINATE INDEPENDENT LEARNING PRINCIPLES
1.1 The description of the dominate independent learning principles
The simple summary of the dominate independent learning principles was summarized as a continuous accumulate learning experience process, and this process is a purposeful leaning mode. The learners can get the teacher's guidance and regulation in the macroscopic overall teaching goal, it can help the learners to build learning objectives and to promote their learning motivation. What's more, the efficiency generated by the teacher's participation in the learners' learning process can form a virtuous cycle. In addition, you need be clear that the dominate means the teacher guide the learners to choose the learning environment; it can help the students to have a clear understanding of the surrounding environment and lead to their self-thinking and further inquiry. Initiative cognition and self-development have purpose; they are the prerequisite for students to conduct independent learning. Only with these, the students can complete the dominate independent study. As the independent, it is composed by the learner's basic attitude; it needs the students' positive attitude to get completed.

**1.2 The Relationships of the dominate with the independent learning principle**
The dominate independent leaning principles are focus on the basic understanding of the world environment as well as the integration of knowledge continuity. In order to have a positive effect, the process needs to have certain initiative and effectiveness. All these process are taking the development of learners' minds as the basic starting point. The dominate independent study means the "dominate" and the "independent" are inextricably linked. Independent study takes the dominate study as the own development direction, while, the dominate study takes the independent study as a referent, which can deepen the learner's positive learning consciousness and enable the students to actively take part in autonomous study. The research shows that if you want to maximize learners'

self-learning initiative, you must combine them together with the dominate independent study principle. In other words, it means the teacher need to strengthen its leading role, so that the basic dominate direction can be settled and then provides better foreign language learning environment for the students.

1.3 The combination of the multimedia network environment and the dominate teaching principle
The foreign language teaching mode in multimedia network environment can provide the learners with a learning environment, featured by the simulation of the real situation. Also, it can increase the development of teachers' teaching space, to create a strong learning atmosphere for the students. While, its distinctive flexible features reassign teachers' responsibilities. In the daily teaching process, the foreign language teachers need to have a great understanding of the students, including the students' learning styles, embodied cognitive mode and emotional world, as well as the learning motivation. With these understandings, the teachers can provides suitable foreign language teaching mode for each student to help their physical and mental development. Besides, the teacher need to combine the teaching content and the main teaching schedule to create an active learning environment, allows the students to actively express their personal statements, during the practice the theoretical knowledge can be demonstrated and their academic knowledge level can be improved. In the multimedia network environment, the learners can use the network resources to find the suitable targeted language learning resources. As a teacher, we can have use the network environment to supervise learners' learning process, timely reply the student's feedback and make the appropriate guidance. The Table One below is the multimedia teaching formation model.

Table.1
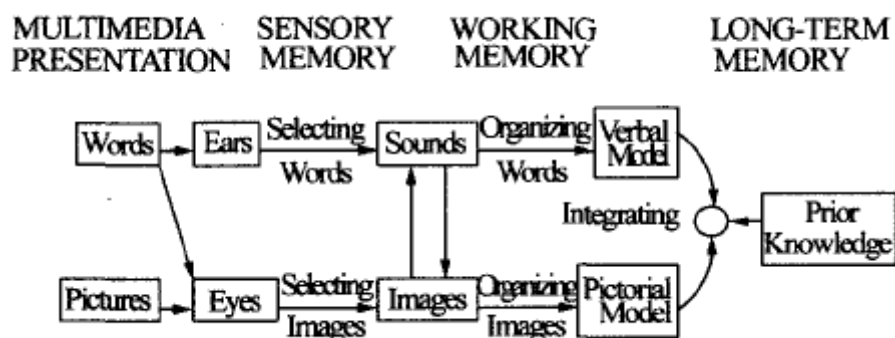
DEVELOPMENT AND VALIDATION OF RESEARCH IDEAS

MULTIPLE INTERACTIVE TEACHING PRINCIPLE

2.1 The description of the multiple interactive teaching
The teaching is a kind of communication process between teachers and students, only these two parts have interaction can be called interactive teaching and learning, and they need constantly to practice this communication patterns to complete this teaching activities. The multiple interactive teaching is generated based on the network environment and pays great attention to the impact and interaction between teachers and students. In addition, this activity is also a kind of interactive teaching mechanism that stimulate students' learning motivation and improve the autonomous cognitive about the study. Through this teaching principals, teachers、students、textbooks and media generate an interactive link between each other, through the media the information can be transmitted, and on the influence of the network environment, the learners can have a real learning reaction. Table Two below is the specific measures in the multivariate interactive teaching.

2.2 The role of multiple interactive teaching
The multiple interactive teaching means the output and input of language, focus on two-way or multiplicity information processing. This learning principle advocates the mutual reasoning and discussion between learning subjects, it is possible to have a thorough understanding of the knowledge and information. The language learning is prompted by subjective cognitive, during this process, the learner integrated the knowledge system, so as to be able to have a deeper sort out of the knowledge and master the learning content. During the language teaching process, the multiple interactive teaching is necessary in language teaching. Each teacher must grasp this teaching method to be able to explain the most basic form of language consciousness characteristics to students. In the daily language teaching, the language is worked as a knowledge system, this teaching awareness will be able to be reflected under the common sense of the teachers' and students' participation.

Table 2

The main level of English language teaching and research as an example of expanded	
Manifestations	Content
English language ontology	Knowledge structure
Theory and practice of teaching, textbooks, curricula	With the results of the implementation of specific programs
Schools and theoretical linguistics	Theory of the Origins and specific content
Language and cultural theory	Similarities and differences
Teaching methods and educational technology	Organic combination of the two
Language Testing and Assessment	Basic content
Foreign Language Learning Theory and Practice	The teaching of reading, literature teaching, vocabulary teaching, writing and teaching
Teacher Development and Teacher Behavior Theory and Practice	Theory and practice

2.3 The combination of multimedia network environment with multivariate interactive teaching principle
The foreign language teaching mode combined with the multimedia network environment making the original teaching elements need to be re-integrated, so that it can adapt to the times, and create a modern education teaching system principle. The combination of the multimedia network environment with multiple interactive teaching principles is based on the formation of the campus network, under the support of this network environment, the foreign language teaching platform be successfully established, with the students as the subject and teachers as the dominant. Combine the network information, the teacher can re-integrate the teaching contents. So, the teachers should acquire a certain network knowledge, so as to make a better use of this basic teaching principles. Due to the developed network environment information, the students can freely log on language learning websites and to achieve a dialogue with foreign friends, so that the whole foreign language teaching more international, thus providing a positive development space for the multiple interactive teaching. The students can also be a combination by their own, through language, image graphic to do language interactive. Also by this way, it can realize a wide range of interaction.

MULTIPLE EVALUATION PRINCIPLES
3.1 The introduction of multiple evaluations
The specific content of multiple evaluation spreads around the participants, including the teaching management 、 teachers and students, to evaluate this activity. And establish a variety of evaluation content, such as formative assessment, interactive evaluation and routine evaluation. Learning and teaching evaluation is set between teachers and teachers, teachers and students, as well as students and students, to evaluate with the real feel about the teaching experience. The corresponding teaching theory is the base of multiple evaluation setting; its main function is to promote the improvement of learning and teaching system. The multiple evaluation teaching principles not only focus on student scores, also concerned about the teacher' teaching achievement, the classroom content and teaching both have attention. The figure below shows the conditions and form factors of the high qualified foreign language talents in the multiple evaluation mechanism.

Individual intrinsic factors （ Motivation，Quality，Character etc.）
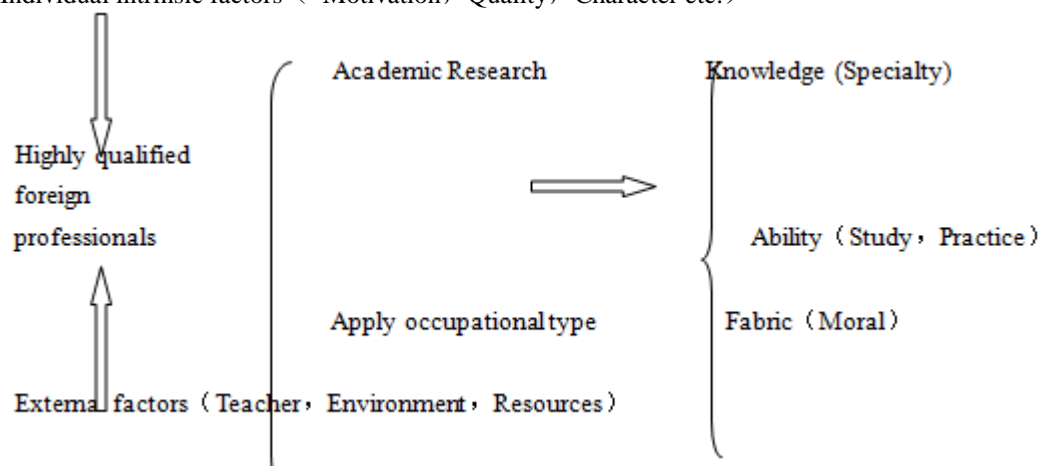
3.2 The role of multiple teaching evaluations

To supervise and urge the teachers teaching process is the main objective of the multiple teaching evaluation, as this teaching principle has the guide, diagnosis and monitoring functions, it should not only focus on the students' own characteristics development, but also the connotation improvement of teachers' dominant way of teaching. It mainly focus on the evaluation of how much the learners mastered the learning contents, and in the practice to test the feasibility of the theory, it can be said to be completely realize the integration between automated instruction, interactive teaching and multiple teaching evaluation. The value of the education and the quality of the education are complementary to each other, only in the virtuous circulation and effective interaction these two states, can the education quality be improved

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3.3 The relationship between multimedia network environment and the multiple teaching evaluations

In the multimedia network environment, you can set the appropriate evaluation mechanisms, such as the creation of the questionnaire on the internet. The evaluations between teachers and teachers, students and teachers, can help to improve the teaching standards and play a promoting effect on the improvement of teaching levels. In the teaching process, this in a network environment, the results of the final teaching process evaluation can affect the teaching effectiveness. We can say that, the multimedia network environment and the multiple teaching evaluation principle are in the complementary relationship.

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