Research on Art Majors' English Autonomous Learning Strategies under Multimedia Mode

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Abstract: *In the multimedia era, the Internet technology provides a favorable platform for English learning. In order to improve the autonomous English learning ability of art students under the multimedia mode, this paper will first elaborate on the advantages of cultivating the autonomous English learning ability of art students under the multimedia mode. Then it analyzes the problems existing in cultivating art students' autonomous English learning ability under the multimedia mode. Finally, it discusses the strategies of autonomous English learning for art students under the multimedia mode.*

Keywords: *Multimedia mode; Art students; English; Autonomous learning strategies; Explore*

1. Introduction

With the continuous development of education diversification, the number of art students is increasing. However, there is a common problem in the education of art majors, that is, the English achievement and learning ability of art students are not high. The main reason for this phenomenon is that when enrolling art students, schools pay more attention to their art major course scores, and do not have high requirements for English. However, under the background of modern quality education, what the society needs is all-round talents.

2. The Advantages of Cultivating Art Students' Autonomous English Learning Ability Under the Multimedia Mode

2.1 It is conducive to improving the interest of art students in learning English

The key to cultivating art students' autonomous learning ability is to first improve their interest in English learning. As the saying goes, interest is people's best teacher. The traditional English teaching mode generally adopts the one-way indoctrination teaching mode, which is relatively boring for art students with free and easy personality, and it is difficult to improve students' interest in learning. [1] Therefore, in order to enhance the interest of art students in English learning, it is necessary to understand their personality characteristics and needs. Most art majors have trendy and advanced ideas. They like new, interesting and fashionable things, and multimedia technology is something with these characteristics. For example, the powerful display function of multimedia can be used to play some interesting English videos and movies, and students can also play role playing games to imitate some scenes in the movies for English dialogue. English teaching in this way will be more acceptable to students in art majors. In this way, it can not only quickly attract the attention of art students, but also activate the classroom atmosphere. The most important thing is that this new and interesting English teaching mode is very suitable for art students, and can effectively improve the interest of art students in learning English.

2.2 It is conducive to improving the English learning efficiency of art students

In college, most of the time of art students was allocated to professional courses, leaving little time for English learning. [2] Therefore, in order to learn more English knowledge in the limited time, we must find ways to improve the English learning efficiency of art students. The traditional English teaching mode often uses blackboard writing for teaching, which often wastes a lot of time. However, if we can apply multimedia technology to the teaching of art English, we can turn the tedious blackboard writing into clear PPT slides. It can not only save a lot of blackboard writing time, but also use the powerful search function of the Internet to find more excellent English teaching materials and resources.

Therefore, applying multimedia technology to English teaching for art majors can achieve the goal of improving English teaching and learning efficiency.

2.3 It is conducive to improving the autonomous learning ability of art students in English

When multimedia is applied to English learning, the biggest feature is that it can break the limitation of space and time and realize the extension of English study. In this era of popularization of electronic equipment, students of each art major can use mobile equipment for independent learning. If the school can develop some English autonomous learning platforms such as official account, mini apps for students to use, it will certainly greatly improve the ability of art students to learn English independently. [3] On the other hand, online English learning under multimedia mode can provide students with a more relaxed and pleasant learning environment, and also help improve students' interest in learning, and ultimately improve the ability of art students to learn English independently. In short, multimedia technology has the characteristics of openness, which determines that it is a favorable tool to help students learn independently.

3. Some Problems in Cultivating Art Students' Autonomous Learning Ability in English Under Multimedia Mode

3.1 The teaching mode is generalized and teaching students in accordance with their aptitude is not achieved

Art majors often have obvious personality characteristics, and there is a certain gap between each student's English proficiency. Therefore, the methods used in English teaching cannot be generalized, but should be taught according to their personality characteristics and learning needs. However, according to the current situation of art English teaching in many colleges and universities, the teaching mode of generalizing is still adopted, without paying attention to the individualized needs of art students. Even some English teachers of art majors will also serve as teachers of other majors, and the teaching models and methods adopted are copied. In the long run, it is difficult to improve the learning enthusiasm and interest of art students, letting alone improve their independent learning ability.

3.2 The compilation of English textbooks for art majors needs to be further rationalized

Compared with other majors, students majoring in art are relatively skillful in professional skills, but their English foundation is relatively weak. Therefore, the difficulty of English textbooks for art majors should be different from that of other majors. [4] However, it is not optimistic from the perspective of the current compilation of art English textbooks in many colleges and universities. Some art English textbooks are relatively difficult, and students will struggle in learning, and even lose self-confidence, causing fear and weariness of English learning. On the other hand, English textbooks for art majors should also reflect certain artistic features. Many colleges and universities have not recognized the importance of artistic features of English textbooks, and many materials with artistic features have not been fully applied to art textbooks. In short. Two problems should be paid attention to in the compilation of English textbooks for art majors. First, the difficulty of textbook compilation should be reasonable. Second, the materials with artistic characteristics should be fully excavated and fully integrated into English textbooks.

3.3 Inadequate application of multimedia technology in art English teaching

Although many art English teachers in colleges and universities have realized the importance of multimedia technology in English teaching, the application of multimedia in English teaching is still very simple. Most teachers only use multimedia technology to make English PPT courseware, which has not been further developed. This is one of the reasons why art students cannot use multimedia to achieve autonomous English learning. [5] In this regard, art English teachers should strengthen the study of multimedia technology, and schools should also provide more technical support.

4. Strategies of Autonomous English Learning for Art Majors Under Multimedia Mode

4.1 Discard the teaching mode of generalizing and teach students in accordance with their aptitude

Teaching students in accordance with their aptitude is an educational philosophy that has been followed from ancient times to the present. Especially for students majoring in art, everyone's personality characteristics, hobbies and English proficiency are very different, so we must adopt the method of teaching students in accordance with their aptitude to achieve the best educational effect. In this regard, the author thinks there are some suggestions in the following aspects. Firstly, for those music majors who love music, they can be encouraged to listen to and sing more classical English songs, so as to improve their English listening level and oral English level. Secondly, we can organize several English song competitions to improve the enthusiasm of art students in learning English. Thirdly, for students majoring in journalism and media, they can arrange five minutes of "English News Broadcasting" every day to practice their English reading ability and pronunciation. Fourthly, for students majoring in film and television performance, we can play some classic English movies, short English videos, etc. in classes to encourage them to imitate and perform roles. We can even hold English micro film competitions to improve their English learning ability and professional skills. Fifthly, for students majoring in painting, we can guide them to know more about famous foreign painters. In a word, in order to improve the independent English learning ability of art students, it is necessary to classify art students reasonably. We should not adopt the teaching mode of generalizing, but teach students in accordance with their aptitude.

4.2 Innovate the compilation mode of English textbooks for art majors and improve the rationality

As mentioned above, many colleges and universities often have two problems when compiling English textbooks. First, the difficulty is unreasonable. Second, the artistic characteristics are not obvious. In this regard, the following measures can be taken. Firstly, reduce the difficulty of the English textbooks for art majors. Before preparing the English textbooks for art majors, a basic English test can be conducted for all art majors to control and integrate their basic English skills as a whole. On this basis, a textbook with appropriate difficulty can be prepared. Secondly, dig deeply into English materials with artistic characteristics and fully integrate them into English textbooks for art majors. For example, articles such as China's "Water Cube" can be applied to art English textbooks. By broadcasting the construction background of China Water Cube and various events of the 2008 Olympic Games through multimedia equipment, students can not only enhance their artistic understanding, but also improve their national pride and cultural self-confidence. [6] In a word, textbooks are the main tools for students to learn. They must be reasonable and high-quality, and more importantly, they must meet the needs of art students. Therefore, it is necessary to innovate the compiling mode of English textbooks for art majors and improve its rationality and artistry.

4.3 Fully applying multimedia technology to autonomous English learning for art majors

The application of multimedia technology in English teaching for art majors should not only be limited to the classroom, but also be applied to all aspects of English learning. For example, the school can use Internet technology to establish a special English learning website for art majors, and publish English learning resources on the website every day for students to use. It is also possible to establish a "network virtual classroom", which can make use of the powerful networking and communication functions of the Internet to answer questions for students, so that students can speak freely. Questions that they are embarrassed to ask can be asked in the network classroom. All of the above models have realized the effective use of multimedia technology in English teaching, enabling students to use fragmented time to learn more English knowledge. More importantly, these teaching models are separated from the classroom and teacher supervision, which is very helpful to improve students' autonomous learning ability in the long run.

5. Conclusions

To sum up, there are many advantages in cultivating the autonomous learning ability of art students under the multimedia mode. For example, students can use rich and interesting network resources to improve their interest in learning, and they can also get rid of space and time constraints, thus improving their English learning efficiency. With its open characteristics, multimedia can also improve students'

autonomous learning ability. However, this teaching mode is still in the development stage, and there is many problems. For example, the teaching mode is not perfect enough to teach students in accordance with their aptitude, the compilation of English textbooks is not reasonable enough, and the application of multimedia technology is not sufficient. However, as long as educators can face these problems and put forward solutions one by one in a responsible attitude towards students, they will certainly be able to improve the ability of art students to learn English autonomously under the multimedia mode.

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