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MAIN PROBLEMS AT INTEGRATING EDUCATIONAL INTERACTIVE MULTIMEDIA IN THE FOREIGN LANGUAGE TEACHING ON A PHONOLOGICAL LEVEL OF LANGUAGE ACQUISITION

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Abstract

Цель данного исследования является представление основные проблемы при разработке интегрированной компьютерной среде, которая поможет в процессе обучения иностранному языку на фонологическом уровне. Она позволяет модернизировать систему образования на основе использования информационных и коммуникационных технологий, которые сегодня предлагают новые перспективы и возможности для обучения. В проекте рассматриваются педагогические аспекты применения учебных мультимедиа. Он имеет дело с осознанием эффективности и критическим использованием образовательных мультимедиа, а также педагогическими и этическими аспектами их применения.

The aim of this paper is to present the main challenges in developing an integrated computer environment that will help foreigners in the process of language learning on constructing its phonological level. It allows to upgrade the education system through the use of information and communication technologies, which today offer new perspectives and opportunities for learning. The project considers educational aspects of the use of educational multimedia. It deals with the realization of efficiency and the use of critical educational multimedia, as well as pedagogical and ethical aspects of their application.

The idea of integrating computer techniques in the foreign language teaching is incorporated within many methods applied for learning new languages. In fact, it is an up-to-date and a long-term goal, considering the circumstance that with the world globalization the number of people interested in learning new languages by acquiring communicative skills but overlooking grammar rules, continually grows. Led by the ambition to fill in that niche, the teams working in the field of computer linguistics, basically focus on the lexical, syntactic and semantic level of a language. However, the appropriate attention to the phonological level as a basis for language acquisition by foreigners, has not been paid so far.

The aim of this study is to present a project for developing an integrated computer environment that will help foreigners in the process of language learning on constructing its phonological level (the Bulgarian language in particular). For implementing the project it is necessary to analyze the methodical statements, which the phonological work steps on, to outline the basic characteristics and elements of the language exercises, to reveal the challenges ahead of each scientific team that use multimedia computer systems in the formation of a foreign language hearing, and to trace out the trends for the future development of similar software systems.

On designing the program environment the basic attention is paid to the interface in order to achieve an easy, fast and convenient adaptation to the product peculiarities, despite the lack of a contact language. The technical analysis identifies the hardware and software specifications that an online course must accommodate. This includes the type of device on which the course will run, operating system(s), type and availability of Internet access, media capabilities (audio, video, graphics), authoring tools required, and the requirements of learning management system if one is being used. When constructing the language teaching scheme (e.g. for a university course in Bulgarian as a foreign language), an analysis is made in the context of contemporary methodical paradigms, leading to the conclusion that the highest efficiency is reached by the combined usage of various foreign language teaching approaches, assisted by integrated computer resources in accordance with the necessities of concrete training contexts.

An important condition is educational products and services to be tailored to people's individual needs rather than one-size-fits-all courses of fixed length, content, and pedagogy. Whether this individualization of educational products is effective depends both on the insight with which learners assess their needs and desires and on the degree to which institutions provide quality customized services rather than mixtures of learning modules.

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