

A Research on the Application of Multimedia Technology in Bilingual Teaching of International Politics

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Abstract: *The multimedia technology is a new modern teaching means. The flexible application of multimedia technology in the bilingual teaching of international politics, to a certain extent, will reduce the difficulty of the bilingual teaching, help the students understand professional knowledge and stimulate their enthusiasm for international politics and the related knowledge. But bilingual teaching through multimedia also has many problems. The improvement path of multimedia teaching can be found by exploring and researching, thus the teaching quality and effect of bilingual teaching in international politics will also be improved.*

Key words: *Bilingual teaching; Multimedia technology; International politics; Teaching effect*

The Multimedia technology has developed rapidly since 2000. At present it has been considered as a very dynamic teaching method. Most of the universities in China have set up multimedia teaching facilities. The multimedia teaching means has also been widely used in bilingual teaching course, which makes the bilingual teaching effect have a qualitative leap. So-called multimedia teaching means that a variety of valuable media information which should be combined with traditional teaching means will function in teaching to achieve optimal teaching results based on the design of teaching software in advance, the reasonable choice and use of modern teaching equipment according to the characteristics of teaching goal and teaching object in the teaching process. This paper aims to analyze and discuss the problems and measures in the application of multimedia technology in bilingual teaching of international politics.

1. Function of multimedia technology in bilingual teaching of international politics

1.1 Adapting to the current students' English level and making up the needs of teachers' oral English deficiency

The bilingual teaching is not a balanced use of two languages in the class, but a choice of bilingual teaching mode based on the actual receiving ability of students and the amount of information taught. According to the Longman Dictionary of applied linguistics, there are three main teaching modes in bilingual teaching: immersion, maintenance and transition. Generally speaking, the bilingual teaching mode commonly adopts the mode from “maintenance” to “transition” in China’s colleges and universities. In the bilingual teaching of some professional basic courses among freshmen and sophomores, the original English materials are clearly not acceptable because the students’ foreign language level is relatively lower in this phase. However, multimedia courseware can choose English materials and give the English word with pronunciation annotation, thereby reducing the difficulty of English learning. In addition, the multimedia courseware has the unique free conversion function, which can make the interface between Chinese and English be converted at will. Thus the bilingual teaching based on the multimedia courseware has greater selectivity and flexibility.

The teachers’ foreign language level is a key problem of bilingual teaching. In domestic universities, the teachers engaged in bilingual teaching include two types: one is that some have a strong ability of English reading and writing with weaker oral communication in English ability. The other is that others graduated from the English major in international politics, but lack of professional knowledge. It’s important to be clear that public English teaching is different from bilingual teaching. In the bilingual teaching, the students not only learn idiomatic English, but also learn professional knowledge. If teachers’ spoken language affects teaching quality, students will lose interest in bilingual teaching. As it happens, multimedia courseware can be equipped with a sound file and solve this problem temporarily. Teachers can hire foreign teachers with standard British and American pronunciation to help record sound files before class, or directly buy the original English teaching courseware with sound. Thus the English pronunciation displayed to students in class can be standardized.

1.2 Increasing the classroom information and tracking the changes of professional course contents at any time

The multimedia courseware can both transfer a large amount of teaching information in the limited time and space and make the display time of teaching contents shorten. Meanwhile, it can make macroscopic and microscopic teaching materials be expressed in a

variety of forms such as graphic animation and vivid expression to enhance students' ability in understanding and shorten the time of their understanding knowledge. As a result, students can spend more time to dabble in a wider range of new knowledge. Also, international politics is an abstract theory subject, but its teaching cases are fast in update rate and always reflect the major changes in this domain. Therefore, the teaching contents should always reflect the major changes in international relations. We can use multimedia technology and the internet to supplement classroom teaching with the latest changes in the field of international politics and diplomacy at any time, so that classroom teaching and international politics are closely integrated.

1.3 Enhancing the visualization and vitality of classroom teaching to improve the teaching and learning efficiency

The multimedia course focuses on graphics and animation. The novel color and reasonable screen design not only spread a lot of information, but also make students feel clear and lively. In this way, students' interest in learning will be enhanced, their learning consciousness will be stronger, and they can achieve better effects than traditional teaching methods in the same time. For example, when talking about the harm of international terrorism, the description in words is not as good as the picture display of the damage caused by terrorism to achieve a clearer and more intuitive effect.

1.4 Using simulation software to create a real teaching environment

In the multimedia teaching of international politics, the simulation software of international relations and world diplomacy can be used to make students go deep into the real diplomatic environment in classroom teaching. Due to the vagaries of world politics and globalization of economy, college students are required not only to adapt to this environment, but also to seek for self-development, that is, to have an international perspective when analyzing and solving problems. Take Sino-British negotiation practice software for example, in the actual simulation, the students use English completely to deal with the historical issues and its return left over from Hong Kong, thus they can combine the professional diplomatic terms and negotiation skills with the issue of Hong Kong's return. In this way, students can experience the real international diplomatic environment in class and further arouse their enthusiasm for learning professional knowledge.

1.5 Contacting with authentic case materials to make up for the lack of original textbooks

In the multimedia teaching of international politics, teachers can search the original materials of international politics theories in the internet, refine them so as to form clear and concise and prominent contents and then show them to students. Thus students can understand the abstract professional knowledge through these specific case materials. ^[1] Meanwhile, online teaching resources such as New York Times, The Wall Street Journal and Reuters etc, can also be used to expose students to the latest development of international politics or international relations, which will broad students' professional horizon and enhance their ability to understand and analyze international political problems.

2. Application of multimedia technology in bilingual teaching of international politics

2.1 Assisting bilingual teaching

In the course of classroom teaching, multimedia courseware can assist teachers in classroom teaching. Take game theory as an example to discuss the specific way of using multimedia technology to assist bilingual teaching. In the course of teaching, teachers need multimedia courseware to show the various components of game connotation, as well as the representative types of game development in mathematical economics and political science and its application value in the field of international relations. In the process, students should understand the application of game theory in the practice value through the animation demonstration in the three stages of relations after the Cold War between US and USSR, more importantly, they will learn to use game theory to analyze and solve the real problems of international politics.

2.2 Helping students to study independently

Teachers can develop independent learning courseware on the course learning website to assist students to preview and review outside the bilingual classroom, or to enrich extracurricular knowledge, which is also of great help to students. The courseware designed and made according to the textbook is like an electronic textbook, which can provide real-time learning help for students and add a lot of interest to the learning process. This kind of independent learning courseware of bilingual teaching can annotate the key and difficult language points and provide comprehensive information input for bilingual learners.

3. Problems and countermeasure in the application of multimedia technology in bilingual teaching of international politics

The use of multimedia technology in the bilingual teaching of international politics conforms to the needs of the times, but still faces many practical problems.

3.1 One-sided pursuit of multimedia teaching and denying traditional teaching

The application of multimedia means has brought new teaching methods and many advantages that traditional teaching methods cannot achieve, but teachers cannot pursue multimedia teaching unilaterally and deny traditional teaching. Some teachers have lost their distinctive teaching style over the years after using computer multimedia to assist teaching. Some universities even require teachers to use multimedia teaching and take the use of multimedia teaching as one of the evaluation criteria for teachers' teaching. Therefore, some teachers do not study the characteristics of the curriculum and teaching contents, abuse multimedia equipment and courseware, and blindly use multimedia teaching as a fashion, which does not improve the teaching effect and so will reduce teaching quality. ^[2]

In fact, the multimedia teaching is still a new thing, so there are many problems to be further studied. We can only regard it as a supplement to the traditional teaching methods. In the process of teaching, teachers should combine the modern teaching method with traditional teaching method to achieve better teaching results. For example, the multimedia teaching is mainly used to break through the key points and difficulties in bilingual teaching, display pictures and original English reading materials, while traditional teaching is mainly used for teaching basic theoretical knowledge. Thus teachers should not blindly follow the trend, but should choose appropriate media and means according to teaching needs, reasonably use multimedia and conventional media and means, and give play to their respective strengths. The appropriate choice of media form is our constant principle according to the reality of teaching contents and students.

3.2 Deficiency of courseware itself

Due to the difference in computer level, most teachers work independently, not knowing that the courseware they are making is already available in the market or other universities, which objectively results in the repeated making of courseware. In order to explain conveniently, or reduce the burden of lesson preparation, some teachers even put all the

teaching contents on the multimedia slide and just repeat what the screen says, which ignores the emotional communication between teachers and students, and so appears the phenomenon of students' staring at the screen and teachers' walking around the computer. So students cannot keep up with the pace of class explanation, meanwhile, it is difficult for students to take notes, to grasp key points and difficulties and basic knowledge points. In this case, students are prone to have reverse psychology, visual fatigue and sleepy phenomenon, which will affect the learning effect and the application of multimedia technology will lose its proper value.

When making the courseware, teachers should collect the latest progress of relevant subjects' courseware making from various ways. Teachers can also choose to download the required teaching materials and courseware or upload the courseware they made to the internet so as to fully realize the sharing of resources. In particular, the courseware making should pay attention to the beautiful interface and adapt to the teaching requirements. As a matter of fact, the more media information courseware involves, the more important it is to coordinate with each other. From the point of modern pedagogy and psychology, the teaching process with aesthetic taste can fully mobilize learners' various senses, make them receive knowledge in a relaxed and pleasant situation, enhance their interest in learning, improve their memory and achieve the best learning state. Furthermore, courseware should try to be made with pictures and texts, sounds and images and not to use long, boring paragraphs to express knowledge. In the process of multimedia teaching, teachers should pay attention to watching the reactions of students, make the class more interesting vitality through the appropriate questions to interact with students so as to inspire students' positive thinking and cultivate students' logical thinking ability. ^[3]

3.3 Unfamiliar with multimedia equipment

The multimedia teaching requires teachers to master the use of multimedia equipment, understand the characteristics of multimedia, make full use of them to analyze the teaching contents, and reasonably design the teaching process. However, some teachers cannot master such knowledge and technology proficiently, so the classroom teaching is not vivid enough, the teaching process is not smooth enough and the teaching effect will not be as expected.

Therefore, it is urgent to strengthen multimedia technical training for teachers and

improve their comprehensive quality. In order to do a good job in bilingual teaching, teachers should make personalized courseware, and integrate their own teaching ideas and teaching experience into the courseware. Also, experts should be organized to give special lectures to teachers regularly in view of the reform of teaching design and teaching organization caused by multimedia teaching.

3.4 Serious aging phenomenon of multimedia facilities

With the wide application of information technology in teaching activities, most universities have invested heavily in the construction of multimedia classrooms. However, there is a phenomenon of emphasizing construction over maintenance in the current situation of extremely tight educational funds. If these problems cannot be solved in time, they will seriously affect the teaching order and teaching effect.

In terms of multimedia equipment management, the specific management system and corresponding maintenance system should be introduced to ensure the normal operation of equipment. For example, summer or winter holidays can be used to dust or clear all the equipment to extend their service life and to ensure the important means of teaching. Also, Colleges and universities should adhere to the central position of teaching, and ensure the input of teaching funds and update and maintenance of multimedia equipment. If the investment of this capital is ignored, it is likely to lead to the waste of the previous investment.

In short, the multimedia technology has brought new technologies and means to bilingual teaching of international politics, which can broaden learners' horizons and better implement the learner-centered concept. In addition, we cannot ignore the problems of multimedia teaching, we should continue to strengthen its exploration and research. It is clear that multimedia teaching should be regarded as a new auxiliary teaching means of traditional teaching. It cannot exist independently without traditional teaching. Only by complementing the two teaching means can the teaching effect be better.

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