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THE USE OF MULTIMEDIA LINGUISTIC LABORATORIES IN FOREIGN LANGUAGE LEARNING (THE CASE STUDY OF «TRANSLATION» SPECIALTY)

Abstract. The research is devoted to the experimental verification of the effectiveness of multimedia language laboratories in foreign language learning (on the example of the specialty «Translation»). The study represents the capabilities of multimedia language laboratories in the foreign language learning and the advantages and disadvantages of their use. The article discusses the concepts of "multimedia technologies" as digital delivery of content using more than one medium which influences several perception channels of information, and "multimedia linguistic laboratories" as computer classrooms equipped with E-Presenter, multimedia projector, interactive whiteboard and peripheral equipment. Multimedia presentations, electronic studies manuals and Internet access are used to provide the future interpreters with necessary knowledge for doing translation. Modern multifunctional computer software gives the future interpreters the opportunity to form the competence in listening. The use of Skype and Viber helps to develop communicative skills providing communication and cultural interaction with native speakers. MLL's software and hardware complex provides teachers with a powerful toolkit that helps to create, edit and save tests, conduct tests and collect results, quickly assess and comment on the answers. The statistical calculations confirmed that the implementation of multimedia technology in the educational process, the correct and systematic use of MLL in the foreign language learning, can not only diversify learning process, but also help the future interpreters to achieve a high level of the foreign language competence. The use of MLL revealed a number of methodological advantages over traditional ways of teaching. The authors see the prospects for further research in the creation of appropriate pedagogical conditions for implementing information and communication technologies in the process of training future interpreters.

Keywords: multimedia technologies; multimedia language laboratories; multimedia presentations; electronic studies manuals; training software; computer tests and exercises.

1. INTRODUCTION

Statement of the problem. The entry of Ukraine into international organizations requires highly skilled professionals capable to provide a wide range of translation/interpretation services. Challenges that Ukraine faces today put forward increased requirements for the professional training of interpreters. Due to this problem looking for the new, effective methods and technologies in foreign language learning is a matter of topical interest. The growing role of information and communication technologies (ICTs) in society encourages teachers to use ICT to teach foreign languages. According to O. Bigych, it is difficult to imagine foreign language learning without the support of modern information and communication technologies, which the teacher uses for searching professionally meaningful sources of information, their accumulation, modification to design electronic tools used in foreign language learning [**Ошибка! Источник ссылки не найден.**, p.5].

Nowadays multimedia technology is one of the most rapidly developing trends in information technologies for the educational process [**Ошибка! Источник ссылки не найден.**, c.32]. As the role of multimedia technology in education is increasing, it has great potential for the future interpreters' training.

Analysis of recent research and publications. An analysis of recent research and publications on the organization, optimization and intensification of the educational process shows that Ukrainian and foreign scientists stress the importance of using ICT in education, in particular O. Fouda [**Ошибка! Источник ссылки не найден.**], O. Spirin, Y. Nosenko, A. Iatsyshyn [**Ошибка! Источник ссылки не найден.**], O. Dyshko, T. Zubekhina, N. Pavlyshyna [], B. Andresen, K. Brink [**Ошибка! Источник ссылки не найден.**] dedicated their studies to the usage of ICT in education; K. Kolos, L. Luparenko [**Ошибка! Источник ссылки не найден.**] – to the development of teachers' ICT competency; A. Avramchuk [**Ошибка! Источник ссылки не найден.**], O. Karpova [**Ошибка! Источник ссылки не найден.**], I. Taraba [**Ошибка! Источник ссылки не найден.**] – to the role of multimedia technologies in foreign languages learning; I. Stavytska [**Ошибка! Источник ссылки не найден.**], A. Klymenko, N. Zakordonets, I. Shymkiv [**Ошибка! Источник ссылки не найден.**], N. Sorokina, L. Smovzhenko [**Ошибка! Источник ссылки не найден.**] – to the usage of multimedia presentations; I. Gedrich [**Ошибка! Источник ссылки не найден.**], O. Bigych [**Ошибка! Источник ссылки не найден.**], I. Krasnyuk [**Ошибка! Источник ссылки не найден.**], I. Kukharchuk [**Ошибка! Источник ссылки не найден.**] – to the creation of electronic studies manuals and multimedia/interactive materials for foreign language training; R. Souzanzan, M. Bagheri [**Ошибка! Источник ссылки не найден.**] – to using Skype for developing foreign language speaking competence, Ya. Krapchatova [**Ошибка! Источник ссылки не найден.**] – to the computer testing application for self-assessment of listening competence etc.

At the same time the use of multimedia technologies in the foreign language learning is a theoretical and practical task, that requires the attention of scientists and teachers for further research and development.

Despite the large number of scientific studies devoted to the problem of using multimedia technologies, the problem of integrative use of multimedia linguistic laboratories in the foreign language learning of students majoring in Translation (in the field of state security), remains disregarded.

The purpose of the research is to study the capability of multimedia linguistic laboratories in the foreign language learning of students majoring in Translation and to identify the advantages and disadvantages of their use.

2. METHODS

To solve the problems set in the study, a complex of theoretical, empirical and statistical methods were used:
- theoretical: analysis, synthesis, systematization of the researches, comparative analysis;
- empirical: questionnaires, observations, surveys, experiment;
- statistical: descriptive statistic methods.

3. FINDINGS

Translation/interpretation is a specific type of speech activity that combines listening

and speaking (interpretation), reading and writing (translation), that is why training of the interpreters requires a special approach to the foreign language learning. Compared with traditional technologies, modern information technologies make it possible to build the education process with the highest efficiency in the shortest period of time due to interactive engagement with the students.

Among the innovative forms of learning, today's focus is on multimedia technology. According to G. Torrisi-Steele "multimedia technologies" mean the entirely digital delivery of content using any integrated combination of audio, video, images and text [**Ошибка! Источник ссылки не найден.**, p. 26].

O. Fouda adds that multimedia represent «the consolidation of all elements of technology as they combine sound, image, video, drawing and text with a high quality in addition to the interactive environment» [**Ошибка! Источник ссылки не найден.**, p. 386].

Thus, the peculiar feature of all multimedia learning tools is their simultaneous and parallel influence on students` several information perception channels. According to E. Shvedova and T. Ryazanova, the polysensor perception of educational information gives each student the possibility to study in the most favorable, organic system, it also stimulates the development of the secondary representative perception system [**Ошибка! Источник ссылки не найден.**, p.167].

After Cavanaugh, multimedia can be defined as "computer-mediated information that is presented concurrently in more than one medium" [**Ошибка! Источник ссылки не найден.**].

Practical application of multimedia technologies in foreign language learning of Translation students is possible in multimedia linguistic laboratories (MLL). MLLs, equipped with the SNetClass software and hardware complex, are used to intensify and optimize the education process. SNetClass is one of the most popular educational programs, which is distinguished by its stability and simplicity. It is being used as an educational program in different educational sectors, and therefore can be used as a pure linguistic laboratory.

SNetClass is equipped with PCs, E-Presenter, multimedia projector, interactive whiteboard and peripheral equipment (isolated microphone headsets). It makes possible to conduct both group and individual classes for training all types of speech activities and translation. During extracurricular training activities future interpreters can work independently with authentic materials in foreign language, carry out linguistic projects, conduct research and experiments, organize conferences, competitions, meetings of linguistic and literature clubs, etc.

The functioning of the MLL facilitates the future interpreters' immersion into a foreign language culture. The introduction of multimedia technologies to the educational process offered new opportunities of presenting and obtaining authentic information in foreign language in conditions when students are isolated from the foreign language environment and lack constant communicative practice with native speakers.

While presenting new learning material during lectures and practical classes, the teacher first of all turns to multimedia presentations. As stated by A. Klymenko, N. Zakordonets, I. Shymkiv, multimedia presentations are able to engage students in their learning process and promote learners' success in mastering new knowledge" [**Ошибка! Источник ссылки не найден.**, p. 93]. It should be kept in mind that the use of modern multimedia presentations in a foreign language class should involve not only teacher's technical skills in this regard, but also educational expediency [, p. 93].

N. Pavlyshyna draws attention to the fact that "multimedia lectures help to increase the interactive dialogue between the lecturer and the audience, which, in turn, influences the development of students' ability to analyze and generalize the information received, as well as

promote the cognitive activity of students" [**Ошибка! Источник ссылки не найден.**, p .65].

According to O. Shvedova and T. Ryazanova, the advantages of the presentation include the visualization of educational material; opportunity to review any slide to get explanation; concise presentation of the educational information and obtaining qualitative training material [**Ошибка! Источник ссылки не найден.**, p.167].

Today's educational market provides a wide range of multimedia products, created by means of professional programming, they contain structured information accompanied by photo materials, video recordings, 3D graphics and audio tracks. But most of them are restricted in access and can cost a lot to gain access to.

However, in order to provide specialized training for the future interpreters that meets the specific educational goals of a specialised educational institution like National Academy of Security Service of Ukraine, some educational presentations are created by the teachers using PowerPoint – MS Office Suite program most commonly used in Ukraine, that does not require special technical training. According to B. Krivitsky, the functionality of the program can satisfy all the needs of the developers. The latest versions of MS PowerPoint have a large set of ready-made templates; an additional programming set is available on the Microsoft official website [**Ошибка! Источник ссылки не найден.**, p. 59-60].

When creating educational presentations, the teacher has to be sure that prepared material meets the following criteria: it should be interesting and cognitive, saturated with general and professionally oriented topics; contain a combination of text, audio/video and illustrations; provide discussion opportunities and feedback; correspond with the certain stage of training. The future interpreters can be involved into the preparation and presentation of their own projects on suggested topics.

During extracurricular training activities the future interpreters have an opportunity to develop their knowledge of a foreign language by working independently in the MLL which has an access to the Internet and to the local network of the educational institution. The capabilities of the Internet in foreign language learning is hard to overestimate, various websites contain an unlimited amount of authentic linguistic and socio-cultural information about the foreign countries: online language courses, dictionaries, encyclopedias, books; fiction and nonfiction films; official websites of newspapers, magazines, radio and TV channels; audio books, plays or talk shows; virtual excursions to museums and much more.

The use of authentic materials helps to master the foreign language in more effective way. They demonstrate the real linguistic means, the original word-use, real life situations and the reproduction of the authentic foreign speech with its dialectal, linguistic and sociocultural features, ensure maximum immersion into a foreign language environment and provide the future interpreters with the rules and norms of conversation and interaction between individuals in the professional sphere of communication.

In order to provide the professional content to the future interpreters' training the electronic studies manuals in specialised culture-through-language studies have been created, the topics are the following: the armed forces of the country, the internal security agencies, the system of the state security, the special services of the country, the fight against organized crime, terrorism, etc. The main point of the manuals is to deepen the future interpreters' background and special knowledge about the countries. The manuals are designed to master all types of speech activities and to be used both during classes and extracurricular activity to intensify the independent work of the future interpreters and individual work led by the teacher. Working independently with the electronic studies manuals the future interpreters can review additional authentic texts with exercises, find extra information, consult the dictionaries, watch videos and listen to audio fragments [**Ошибка! Источник ссылки не найден.**].

The electronic study manuals are created using the H5p toolkit [**Ошибка! Источник ссылки не найден.**] that supports the Moodle distance learning system. CMS Joomla platform is used as a database repository, ARI Smart Content helps in making website content more attractive [**Ошибка! Источник ссылки не найден.**].

Electronic study manuals` control functions provide the future interpreters with self-assessment of their foreign language competence using electronic tests put together by ARI Quiz service [**Ошибка! Источник ссылки не найден.**].

Modern multifunctional MLLs' computer software gives the future interpreters the opportunity to develop competence in listening and speaking. For example, VRCwMaker program makes it possible to work with video recording, to see the speakers on the monitor, as well as the oscillogram of their speech. The work with the authentic audio and video materials is not limited to listening exercise or putting voice messages in writing, but also doing sociocultural analysis of the text, getting extra-linguistic information from the phonograms, analysing a "voice portrait of the speaker", distinguishing the phonetic peculiarities of various categories of speakers, their emotional state, affiliation with different social groups, presence of dialect or sociolectal signs in their speech etc.

Thanks to such software products as Speech Analyzer, Sound Analyzer, Sound Forge Pro, WaveLab, WaveSurfer, Transcriber, Speech Filing System, RTPITCH, etc. the future interpreters have the opportunity to record their voice on a digital recorder, listen to it in a real or slower pace, compare with the sample, so these activities can help students to improve pronunciation and get rid of the accent.

Programs like Goldwave, Adobe Audition, Sound Forge Pro make it possible to record their verbal translation into audio files, which are collected by the teacher, who analyzes the distortions, inaccuracies and errors in the interpretations, the pace of speaking and the quality of the pronunciation.

The development of communicative skills also implies the usage of other software such as Skype, Viber, WhatsApp. These programs have all the features needed to conduct the foreign language lessons (chat, voice communication) and provide communication and cultural interaction with native speakers.

As stated by R. Souzanzan, M. Bagheri, Internet-based technologies play a vital role in teaching and learning a foreign language [**Ошибка! Источник ссылки не найден.**, p. 118]. Studying the impact of interacting through Skype on English speaking ability, they came to the conclusion that Skype along with role-playing activities could gradually decrease the number of speaking errors and assist to enhance speaking skills through a web conferencing tool [**Ошибка! Источник ссылки не найден.**, p. 125].

Skype and Viber solve a number of pedagogical problems, namely: the lack of real communicative situations with the native speakers, low level of intercultural competence, insufficient pronunciation skills and knowledge of colloquial style used in everyday life (cliché, idioms, shortenings, abbreviations, Internet slang).

Application of computer exercises and tests is an integral part of the future interpreters' training, it can help students to bring their skills to automatism. Electronic on-line or off-line tests help to assess the level of language competence.

Computer tests and exercises are more convenient compared with paper tests, since computer based tests save time on result processing and are always located in teacher`s automated workplace in the MLL. Moreover, computer tests are more objective in the assessment of the skills. Each student can check, analyse and assess their achievements, at the same time they help to avoid conflicts between the teacher and the student during the assessment process [**Ошибка! Источник ссылки не найден.**, p. 208].

SNetClass complex provides teacher with a powerful toolkit that helps create, edit and save tests; conduct tests and collect results; quickly assess, comment on the answers and send

out the results directly to each student. The test editor (MyTest) supports the following types of test tasks: multiple choice with one answer; multiple choice with several answers; alternative questions: «true» or «false»; general questions. Computer tests are used to practice listening, reading, writing, as well as develop lexical and grammatical competencies.

Computer tests' control function allows teachers and the future interpreters to reveal errors and gaps in the knowledge and skills, find out the causes and correct the educational activities accordingly. Thus, the test results are used to improve the foreign language teaching methods, find new methods for improving students' achievements.

The experimental study was held in the National Academy of Security Service of Ukraine during 2015-2016 academic year for the fourth-year students (speciality 035 Philology (foreign language)) whose level of Turkish (as second language) was B1 Threshold according to the Council of Europe classification. Two groups were formed: experimental group (EG) received training in MLL; control group (CG) – traditional training.

The purpose of the experiment was to test the effectiveness of MLL in learning Turkish language and to identify the advantages and disadvantages of MLL. The primary detection of the future interpreters' foreign language competence was carried out using such methods as observation, conversation, questioning, and discussion.

In accordance with the experimental research methodology at the stage of the ascertaining experiment a diagnostic test was conducted to identify the level of the future interpreters' foreign language competence. In order to ensure the objectivity of the experiment, certified tests [**Ошибка! Источник ссылки не найден.**] were used to identify the level of the foreign language competence in accordance with Common European Framework of Reference for Languages (see Table 1).

Table 1

The results of the diagnostic (pre-experimental) test in CG and EG

Points	0-59	60-74	75-89	90-100
Number of participants in the CG / % to the total number of the respondents	1/≈7,14%	5/≈35,7%	7/≈50%	1/7,14%
Number of participants in the EG / % to the total number of the respondents	1/≈7,14%	5/≈35,7%	7/≈50%	1/7,14%

Based on the obtained data a conclusion can be made that 35,7% of the future interpreters have low level of the foreign language (Turkish as second language) competence, 7,14% – critical. None of the participants of the CG and EG could do all the tasks correctly and gain 100 points (Table 1).

It is appropriate to use Cramer-Welch criteria to check the hypothesis on the coincidence of the characteristics of CG and EG. The criteria is used to check the equality of two average samples. The empirical value of this criteria is calculated with a formula based on the information on the volumes n_1 and n_2 of the x and y samples, the average samples $\bar{x}$ and $\bar{y}$ and the sampled dispersions D_x and D_y of the CG and EG being compared [**Ошибка! Источник ссылки не найден.**, p. 39]:

$$T_{emp} = \frac{|\bar{x} - \bar{y}|}{\sqrt{n_1 \cdot D_x + n_2 \cdot D_y}} \cdot \sqrt{n_1 \cdot n_2}$$

1

$$\overline{X} = \frac{1}{n}\sum_{i=1}^{n} Xi \qquad\qquad 2$$

$$D = \frac{\sum_{i=1}^{n}(x_i - \overline{x})^2}{n-1} \qquad\qquad 3$$

where n_1 is the total number of participants in the CG; n_2 – total number of participants in the EG; $\overline{x}$ – sampling average of the CG; $\overline{y}$ – sampling average of the EG; D_x – sampling dispersion of the CG; D_y – sampling dispersion of the EG.

According to the statistical calculations the value of T_{emp} is 0,21 that is less than T_{cr} (1,96) (Table 2). Therefore, the hypothesis about the coincidence of characteristics of CG and EG is zero, which means that the characteristics of EG and CG coincide at 0,05 significance level.

Table 2

Indices of the CG and EG according to the pre-experimental test, in points

Group	$\overline{x}$ / $\overline{y}$	D_x / D_y	T_{emp} / T_{cr}
CG	74,36	86,67	0,21 / 1,96
EG	74,29	64,29	

At the final stage of the experimental study the post-experimental test was conducted. Its results showed significant changes in the level of Turkish language proficiency of the EG participants. CG`s results also increased, but they were lower than the same in the EG (Table 3).

Table 3

The results of the post-experimental test in CG and EG

Points	0-59	60-74	75-89	90-100
Number of participants in the CG / % to the respondents' total number	0/0%	4/≈28,57%	8/≈57,14%	2/≈14,29%
Number of participants in the EG / % to the respondents' total number	0/0%	3/≈21,43%	8/≈57,14%	3/≈21,43%

The statistical calculations confirmed the effectiveness of using MLLs in the foreign language learning process. The empirical value of the criterion turns out to be larger than critical: $T_{emp} = 2,5 > Tcr = 1,96$; so the null hypothesis is rejected. It means that EG and CG's characteristics are considered different with the reliability within the 0,95 or 95% difference. Indices of the CG and EG in the post-experimental test are presented in Table 4.

Table 4

Indices of the CG and EG according to the post-experimental test

Group	$\overline{x}$ / $\overline{y}$	D_x/D_y	T_{emp} / T_{cr}
CG	76,21	96,02	2,5 / 1,96
EG	84,36	52,56	

The statistical analysis of the results of pre- and post-experimental tests determined that at the end of the experiment the level of Turkish language proficiency of future interpreters in both CG and EG rose, however the most noticeable changes are revealed in the EG, while in the CG they were not so significant.

Comparative analysis of the experimental training revealed that the use of MLLs in the foreign language learning helps to achieve significant results in the EG, raising the level of the future interpreters' Turkish language proficiency. According to the results of pre- and post experimental tests, the qualitative changes happened in the EG. If at the beginning of the experiment there was only one student with a high level of Turkish language proficiency, about 42,86% with a low and critical level, then after the experimental training there was none with a critical level in the EG, moreover, 21,43% of the future interpreters reached a high level of language proficiency. Unlike the EG, the quantitative changes in the CG were observed (Table 5).

Table 5

**Comparative table of the future interpreters' level of Turkish
at pre- and post-experimental assessments**

	Pre-experimental test		Post-experimental test		Dynamics	
Levels of Turkish	CG	EG	CG	EG	CG	EG
high	1/7,14%	1/7,14%	2/14,29%	3/21,43%	+1/7,14%	+2/14,29%
medium	7/50%	7/50%	8/57,14%	8/57,14%	+1/7,14%	+1/7,14%
low	5/35,72%	5/35,72%	4/28,57%	3/21,43%	−1/7,14%	−2/14,29%
critical	1/7,14%	1/7,14%	0/0%	0/0%	−1/7,14%	−1/7,14%

Therefore the significant changes that have taken place in the EG confirm the effectiveness of the MLLs' use in the foreign language learning.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

As a result, we can conclude that the implementation of multimedia technology in the educational process, the integrative use of MLL in the foreign language learning of students majoring in Translation, can not only diversify learning process, but also help the future interpreters to achieve a high level of the foreign language competence and contribute to the formation of professionally important qualities and individual psychological characteristics of the future interpreters, in particular perceptual, reproductive and mnemic abilities; high speed of speaking and mental reactions; automation of translation/interpretation skills; ability to maximized concentration; correct pronunciation; oratorical skills; ability to self-organization and self-control.

The use of MLL revealed a number of methodological advantages over traditional ways of teaching, namely: keeping large amounts of linguistic and socio-cultural information on a single medium; obtaining a reference or any other explanatory information; using videos and

movie clips, detailing the images or looking at their most interesting fragments on the screen; automatic review of all educational content; comparing pronunciation with the sample record; using electronic exercises and tests for training skills and abilities, rapid assessing of the foreign language proficiency; organizing the classroom work in the frontal, individual form or in small groups; creating conditions for independent work; diversification of monotonous work; efficient use of training time, intensification of training; developing autonomy and cognitive activity of the future interpreters; access to educational information and creating a comfortable learning environment and individualization of learning.

Despite all the benefits and opportunities of MLL, there are a few drawbacks, namely: a large number of slides can cause tiredness or diminishing interest in the material; the preparation of a multimedia product requires a lot of time and high computer literacy of the teacher; most of them are limited in access and can cost a lot; computer damage or viruses can destroy multimedia products; different versions of computer software can make it impossible to use presentations or study manuals; Internet access is required. In addition, do not forget that the MLL cannot completely replace the teacher, it can only assist the teacher.

The prospect for further research is the creation of appropriate pedagogical conditions for implementing information and communication technologies in the training process of the future interpreters in higher education institutions.

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ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНИХ ЛІНГВІСТИЧНИХ ЛАБОРАТОРІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ (НА ПРИКЛАДІ СПЕЦІАЛЬНОСТІ «ПЕРЕКЛАД»)

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Анотація. Дослідження присвячено експериментальній перевірці ефективності використання мультимедійних мовних лабораторій у навчанні іноземних мов (на прикладі спеціальності «Переклад»). У дослідженні представлено можливості мультимедійних мовних лабораторій з вивчення іноземних мов, а також переваги і недоліки їх використання. У статті обґрунтовуються поняття: «мультимедійні технології» – технології, які забезпечують доставку інформації одночасно через кілька каналів сприйняття, і «мультимедійні лінгвістичні лабораторії» – комп'ютерні класи, які оснащені стилусом,

мультимедійним проєктором, інтерактивною дошкою і периферійними пристроями. Мультимедійні презентації, електронні навчальні посібники та доступ в Інтернет використовуються, щоб надати майбутнім перекладачам необхідну для здійснення перекладу інформацію. Сучасне багатофункціональне програмне забезпечення лабораторій надає майбутнім перекладачам можливість розвивати компетентність в аудіюванні. Використання Skype, Viber, які забезпечують спілкування та культурну взаємодію з носіями мови, сприяє вдосконаленню комунікативних навичок майбутніх перекладачів. Програмно-апаратний комплекс лабораторій надає викладачам потужний інструментарій, який допомагає створювати, редагувати та зберігати електронні вправи, проводити тести й збирати результати, швидко оцінювати та коментувати відповіді. Статистичні розрахунки підтвердили, що впровадження мультимедійних технологій в освітній процес, правильне та систематичне використання мультимедійних мовних лабораторій не тільки диверсифікує процес навчання іноземної мови, а й допомагає майбутнім перекладачам досягти високого рівня компетентності в іноземній мові. Використання лабораторій виявило ряд методологічних переваг в порівнянні з традиційними методами навчання. Автори розглядають перспективи подальших досліджень у створенні педагогічних умов для впровадження інформаційних і комунікаційних технологій у процес навчання майбутніх перекладачів.

Ключові слова: мультимедійні технології; мультимедійні мовні лабораторії; мультимедійні презентації, електронні навчальні посібники; навчальне програмне забезпечення; комп'ютерні тести й вправи.

ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ЛИНГВИСТИЧЕСКИХ ЛАБОРАТОРИЙ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ (НА ПРИМЕРЕ СПЕЦИАЛЬНОСТИ «ПЕРЕВОД»)

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Аннотация. Исследование посвящено экспериментальной проверке эффективности использования мультимедийных языковых лабораторий в обучении иностранным языкам (на примере специальности «Перевод»). В исследовании представлены возможности мультимедийных языковых лабораторий по изучению иностранных языков, а также преимущества и недостатки их использования. В статье раскрываются понятия: «мультимедийные технологии» – технологии, которые обеспечивают доставку информации одновременно через несколько каналов восприятия, и «мультимедийные лингвистические лаборатории» – компьютерные классы, оснащенные стилусом, мультимедийным проектором, интерактивной доской и периферийными устройствами. Мультимедийные презентации, электронные учебные пособия и доступ в Интернет используются, чтобы предоставить будущим переводчикам необходимую для осуществления перевода информацию. Современное многофункциональное программное обеспечение лабораторий предоставляет будущим переводчикам возможность развивать компетентность в аудировании. Использование Skype, Viber, обеспечивающих общение и культурное взаимодействие с носителями языка, помогает совершенствовать коммуникативные навыки. Программно-аппаратный комплекс лабораторий предоставляет преподавателям мощный инструментарий, который помогает создавать, редактировать и сохранять электронные упражнения, проводить тесты и собирать результаты, быстро оценивать и комментировать ответы. Статистические расчеты подтвердили, что внедрение мультимедийных технологий

в учебный процесс, правильное и систематическое использование мультимедийных языковых лабораторий в обучении иностранному языку не только диверсифицирует процесс обучения, но и помогает будущим переводчикам достичь высокого уровня компетентности в иностранном языке. Использование лабораторий выявило ряд методологических преимуществ по сравнению с традиционными способами обучения. Авторы рассматривают перспективы дальнейших исследований в создании педагогических условий для внедрения информационных и коммуникационных технологий в процесс обучения будущих переводчиков.

Ключевые слова: мультимедийные технологии; мультимедийные языковые лаборатории; мультимедийные презентации, электронные учебные пособия; обучающее программное обеспечение; компьютерные тесты и упражнения.