

The application of multimedia in Mongolian language education and teaching faces challenges and issues

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Abstract

This paper aims to explore the application of multimedia in Mongolian language education and analyze its advantages in improving student learning outcomes and interest. Firstly, an overview is provided on the scope of multimedia application in Mongolian language education, including aspects such as pronunciation, written language, vocabulary, dialogue, and culture. Secondly, the application of multimedia in educational curricula is discussed, including content selection and organization, setting instructional objectives, choosing teaching methods, and assessing and providing feedback. Through analysis of practical case studies, specific examples of multimedia application in Mongolian language education are presented. Finally, the paper concludes by summarizing the challenges and issues faced by multimedia in Mongolian language education and proposes future development directions. With the continuous progress of educational technology, the future application of multimedia is expected to be more advanced and extensive in Mongolian language education, providing richer and more interactive learning experiences, supporting personalized and autonomous learning, and preserving and promoting Mongolian culture and language.

Keywords

Multimedia, Mongolian language education and teaching, Pronunciation, Curriculum, Practical cases, Future development.

1. Introduction

Mongolian language is the native language of Mongolian people and an important part of Mongolian culture, holding a significant position in the country's formal education system. However, due to the complexity of Mongolian language in terms of pronunciation, grammar, and special characters, Mongolian students often face challenges in learning the language. To address this issue and enhance the effectiveness of Mongolian language education, multimedia technology has been introduced into teaching, opening up new possibilities for Mongolian language education.

Multimedia technology brings vivid, visual, and interactive learning methods to education. With the assistance of multimedia, students can better understand and master Mongolian language knowledge and skills through visual and auditory means as well as interactive activities. Moreover, multimedia provides teachers with abundant teaching resources and tools, enhancing the flexibility and effectiveness of teaching. As a result, the application of multimedia in Mongolian language education has become increasingly important.[1]

This paper aims to explore the application of multimedia in Mongolian language education and examine its advantages and effects. Through the study and analysis of practical cases, we will delve into specific applications of multimedia in Mongolian language education, including aspects such as pronunciation, text, vocabulary, dialogue, and culture. Furthermore, this paper will discuss the application of multimedia in the curriculum of Mongolian language education,

covering content selection and organization, setting teaching objectives, selecting teaching methods, as well as teaching evaluation and feedback. By studying the application of multimedia in Mongolian language education, we can gain a better understanding of how multimedia technology contributes to improving student learning outcomes and interest. This research will provide educators with valuable insights and practical experiences for reference and inspiration. We believe that by fully harnessing the potential of multimedia technology, the effectiveness of Mongolian language education will significantly improve, leading to enhanced learning experiences and outcomes for students.[2]

2. Overview of the Use of Multimedia in Mongolian Language Education

2.1. Definition and Characteristics of Multimedia

Multimedia refers to the combination of various forms of teaching resources and technologies, such as text, images, sound, and videos. The integration of these multimedia elements provides a more diverse, vivid, and engaging learning experience. Multimedia can be presented through electronic devices and software applications, such as electronic whiteboards, computers, and tablets.

The characteristics of multimedia include interactivity, visuality, personalization, and real-time feedback. Students can interact with the teaching content through multimedia, enhancing their initiative and engagement in learning. Additionally, the visual nature of multimedia makes learning content more intuitive, aiding students' understanding and retention. Furthermore, multimedia can provide personalized learning experiences based on individual student differences, meeting their diverse learning needs. Finally, the real-time feedback of multimedia makes the teaching process more flexible and timely, allowing teachers to make adjustments according to students' feedback and demands.

2.2. Characteristics and Challenges of Mongolian Language Education

Mongolian language education has its own characteristics and challenges. Firstly, Mongolian belongs to the Altaic language family, and its phonetics, grammar, and writing system differ significantly from other languages such as Chinese, posing difficulties for learners. Secondly, the pronunciation of Mongolian is unique, making accuracy a challenge for students. Additionally, Mongolian students generally attach great importance to the use and preservation of their mother tongue, which also creates pressure for Mongolian language teaching.

2.3. Overview of the Application of Multimedia in Education

Multimedia has extensive potential applications in Mongolian language education. With the assistance of multimedia, teachers can present Mongolian language knowledge points such as phonetics, writing, vocabulary, and sentences through images, sound, videos, and other forms, helping students better understand and master them. At the same time, multimedia can provide an interactive learning environment, encouraging students' active participation and cooperative learning.[3] Furthermore, multimedia can offer abundant learning resources and tools for Mongolian language teaching, such as electronic courseware, instructional videos, and online learning platforms. These resources and tools can increase students' interest and motivation in learning and provide more learning and practice opportunities.

2.4. Specific Applications of Multimedia in Mongolian Language Education

Use of images and videos: Teachers can use multimedia devices to display relevant images and videos of Mongolian culture, history, and customs, helping students understand and experience the unique culture of the Mongolian ethnic group.

Design of electronic courseware: Teachers can design electronic courseware for Mongolian language, integrating multimedia elements such as audio, text, and images to help students

better understand and remember classroom content. Through the interactive features of the courseware, students can actively participate in the teaching process and increase their engagement in learning.

Application of interactive learning tools: Teachers can use interactive learning tools, such as electronic whiteboards and online learning platforms, to interact and communicate with students. Students can engage in real-time interaction with teachers through these tools, asking and answering questions, deepening their understanding of Mongolian language knowledge.[4]

Use of handheld learning tools: Students can use handheld learning tools such as tablets for Mongolian language learning and practice outside the classroom. These tools can provide abundant learning resources and exercise questions, helping students consolidate what they have learned.

In Mongolian language education and teaching, the application of multimedia has significant advantages and effects that can improve learning outcomes and interest, assist in phonetics and pronunciation teaching, facilitate word and vocabulary instruction, support dialogue and communication teaching, and enhance cultural education. The following will discuss these advantages and effects in detail.

Firstly, multimedia can enhance learning outcomes and interest in Mongolian language education and teaching. With its diverse forms and engaging presentation styles, multimedia can provide a more lively and interesting learning experience, sparking students' interest and motivation. Students can interact with the instructional content through multimedia, such as watching videos, listening to audio, playing games, etc., which helps them better understand and master Mongolian language knowledge. The visual and auditory effects of multimedia increase the appeal of learning, making students more focused and engaged in their studies.

Secondly, multimedia plays a supportive role in phonetics and pronunciation teaching. Through multimedia devices, teachers can play standardized Mongolian language pronunciation demonstrations for students to imitate and improve their accuracy. Additionally, multimedia provides opportunities for students to practice language pronunciation, allowing them to continuously refine and enhance their pronunciation skills. Through the assistance of multimedia, students can have a more intuitive understanding of Mongolian language phonetics and pronunciation rules, resulting in improved oral communication abilities.[5]

Moreover, multimedia also aids in word and vocabulary instruction in Mongolian language teaching. Teachers can design electronic presentations or utilize online learning platforms to display written texts and images, helping students to learn and memorize Mongolian language letters, vocabulary, and sentences. The visual effects of multimedia assist students in understanding the grammar and structure of Mongolian language, ultimately enhancing their reading and writing abilities. Through multimedia presentations, students can comprehend Mongolian language texts and vocabulary more effectively through visual means, thus improving learning outcomes.

Furthermore, multimedia supports dialogue and communication teaching. It can simulate real-life dialogue and communication scenarios, helping students improve their oral expression and communication skills. Teachers can use multimedia devices to play recorded dialogues or videos, allowing students to engage in role-playing and dialogue practice, thereby enhancing their Mongolian language speaking abilities and communication techniques. The audio-visual effects of multimedia provide more realistic and vivid dialogue models, enabling students to apply language skills in simulated contexts and improving their language proficiency in communication.[6]

Lastly, multimedia can assist in cultural education. It can be used to showcase Mongolian ethnic culture and history, allowing students to understand and appreciate the unique culture of the Mongolian people. Through multimedia devices displaying relevant images, videos, and audio

materials, student interest and awareness in Mongolian culture can be heightened, promoting cross-cultural exchange and understanding. Multimedia can incorporate elements of Mongolian culture into teaching, enabling students to develop a deeper understanding of Mongolian traditions, customs, and values, ultimately enhancing their comprehension and application of Mongolian language.

In conclusion, the use of multimedia in Mongolian language education has many advantages and effects. It can enhance learning outcomes and interest, assist in teaching pronunciation and intonation, teaching text and vocabulary, dialogue and communication teaching, as well as cultural teaching. The application of multimedia can make Mongolian language education more lively and effective, meet individual differences and learning needs of students, and promote their learning and mastery of the Mongolian language. With the assistance of multimedia, Mongolian language education can better meet the learning needs of modern students, improve teaching effectiveness, and cultivate their language skills and cross-cultural communication abilities.

The application of multimedia plays a crucial role in the curriculum of Mongolian language education and teaching. It not only enhances the effectiveness of teaching and increases students' interest and engagement in learning, but also provides real-time assessment and feedback mechanisms for students to better learn and master the Mongolian language. [7]

Firstly, the application of multimedia in Mongolian language teaching can assist in content selection and organization. Teachers can utilize multimedia resources to select and organize relevant texts, images, videos, and other materials related to Mongolian language learning, and compile them into appropriate courseware or learning resources. Through the presentation of multimedia, students can have a clearer understanding and grasp of Mongolian language knowledge. For example, teachers can use multimedia tools to display images and videos related to Mongolian language grammar rules, vocabulary, and culture, helping students to better understand and memorize.

Secondly, the application of multimedia in Mongolian language teaching positively promotes the setting of teaching objectives. With the assistance of multimedia, teachers can show students the expected learning objectives and guide them to clearly define the Mongolian language learning outcomes they need to achieve. Multimedia can be used to demonstrate the specific content and standards of learning objectives, helping students better understand and grasp the direction of their learning. For instance, teachers can use multimedia to present practical application scenarios and example sentences related to the learning objectives, enabling students to have a more specific understanding of the significance and goals of learning Mongolian.

Thirdly, the application of multimedia in Mongolian language teaching can also help teachers choose appropriate teaching methods. Teachers can select suitable multimedia teaching methods, such as video demonstrations, interactive games, and online discussions, based on students' learning characteristics and needs. These multimedia teaching methods can improve students' learning effectiveness and interest. For example, teachers can utilize multimedia tools to demonstrate Mongolian pronunciation and intonation, allowing students to better grasp phonetic knowledge through auditory and visual stimulation. [8]

Lastly, the application of multimedia in Mongolian language teaching can be used for teaching assessment and feedback. Teachers can design multimedia-based tests or assessment activities, and conduct real-time assessment through online learning platforms or electronic whiteboards. Students can use these multimedia assessment activities to understand their progress and shortcomings in learning Mongolian, and receive timely feedback and guidance from teachers. For example, teachers can design Mongolian listening comprehension tests, in which students can listen to audio materials through multimedia and submit their answers

through an online platform. Teachers can assess students' scores in real-time and provide targeted guidance.

In conclusion, the application of multimedia in Mongolian language education and teaching is highly important. It not only provides a variety of teaching resources and presentation styles in classroom teaching, but also plays a role in content selection and organization, teaching objective setting, teaching method selection, teaching assessment and feedback, and more. Through the application of multimedia, teachers can enhance teaching effectiveness, increase students' interest and engagement in learning, and provide real-time assessment and feedback mechanisms to help students better learn and master the Mongolian language.

3. Case Analysis of the Application of Multimedia in Mongolian Language Education and Teaching

3.1. Analysis of Case for Phonetics and Pronunciation Instruction

In Mongolian language education and teaching, multimedia can be used to assist with phonetics and pronunciation instruction. For example, teachers can use multimedia devices to play Mongolian language audio demonstrations and pronunciation recordings to help students learn correct pronunciation. Through the visual and auditory format of multimedia, students can better understand and grasp the phonetic characteristics of Mongolian language, improving accuracy and fluency of pronunciation[9].

3.2. Analysis of Case for Text and Vocabulary Instruction

Multimedia plays an important supportive role in text and vocabulary instruction in Mongolian language education. For example, teachers can design electronic presentations to display Mongolian alphabets, commonly used vocabulary, and sentences using images and text. Through the presentation format of multimedia, students can have a more intuitive understanding and memory of Mongolian language text and vocabulary, enhancing their reading and writing abilities.

3.3. Analysis of Case for Dialogue and Communication Instruction

Multimedia can provide simulated and supportive real-life scenarios in dialogue and communication instruction for Mongolian language teaching. For instance, teachers can use multimedia devices to play Mongolian language dialogue recordings or videos, and students can engage in dialogue practice through listening, imitating, and role-playing. The application of multimedia can help students improve their oral expression and listening comprehension skills in Mongolian language, fostering their confidence and ability to use Mongolian language in authentic communication.

3.4. Analysis of Case for Cultural Instruction

Multimedia plays a significant role in cultural instruction for Mongolian language education. For example, teachers can utilize multimedia resources to showcase traditional culture, history, and customs of the Mongolian ethnic group. Through the presentation of pictures, videos, and audio, students can have a more visual understanding and appreciation of the unique culture of the Mongolian ethnic group, increasing their interest and knowledge of Mongolian culture.

The above case analysis demonstrates that the application of multimedia in Mongolian language education and teaching effectively supports phonetics and pronunciation instruction, text and vocabulary instruction, dialogue and communication instruction, as well as cultural instruction. The use of multimedia enhances teaching effectiveness, increases student interest and engagement, and makes Mongolian language learning more engaging and enjoyable[10].

3.5. Issues and challenges of multimedia in Mongolian language education

The main challenges and issues faced by multimedia in Mongolian language education and teaching include technological equipment and resource limitations, teacher training and capacity building, and student acceptance and adaptation.

Firstly, due to economic conditions and other factors, some schools in Mongolian ethnic areas may lack appropriate multimedia technological equipment and resources. This hinders teachers from fully utilizing multimedia in teaching and providing students with more attractive and interactive learning experiences. Additionally, there may be a lack of diverse and abundant multimedia resources necessary for Mongolian language education, which limits the choices and applications for teachers and students. To address this issue, schools, educational institutions, and the government need to provide necessary support and investment to enhance the construction and development of multimedia technological equipment and resources.

Secondly, the application of multimedia in Mongolian language education and teaching requires teachers to possess certain technological operation and resource development skills. However, due to a lack of relevant training and capacity-building opportunities, some Mongolian teachers may not be familiar with the operation of multimedia devices and software, thereby being unable to fully utilize multimedia in teaching. Hence, it is crucial to strengthen teacher training and capacity building. Schools and educational institutions should provide professional training courses to help teachers become familiar with the use of multimedia devices and learn how to create and apply multimedia teaching resources. Additionally, experience sharing and collaboration among teachers can also be an effective way to enhance their abilities. [11]

Furthermore, student acceptance and adaptation to multimedia teaching are also a challenge. For some students, multimedia teaching may be a new learning method that requires them to adapt and accept. Some students may have reservations or lack familiarity with the use of multimedia teaching methods, requiring time to adjust and accept this new learning mode. To address this issue, teachers need to guide and help students adapt to and accept multimedia teaching. They can design engaging multimedia teaching content that incorporates Mongolian culture and traditional elements to stimulate students' interest and motivation to learn. Additionally, schools and educational institutions can provide relevant training and support to help students become familiar with and master multimedia learning tools and techniques.

In conclusion, the application of multimedia in Mongolian language education and teaching faces challenges such as technological equipment and resource limitations, teacher training and capacity building, and student acceptance and adaptation. To overcome these issues, it is necessary to increase investment in multimedia technological equipment and resources, provide opportunities for teacher training and capacity building, and guide and assist students in adapting to and accepting multimedia teaching. Only then can multimedia technology be effectively utilized to promote the development of Mongolian language education and teaching.

3.6. Acceptance and adaptation by students

For some students, multimedia teaching may represent a new learning method that requires them to adapt and accept it. Some students may have reservation or unfamiliarity with the use of multimedia for teaching, and they may need time to adapt and accept this new learning approach. Therefore, teachers need to guide and assist students in adapting to and accepting multimedia teaching, in order to stimulate their interest and motivation in learning. [12]

In summary, the application of multimedia in Mongolian language education faces challenges in technology equipment and resource limitations, teacher training and capacity building, as well as student acceptance and adaptation. Overcoming these issues and challenges requires necessary support and investment from schools, educational institutions, and the government. It is important to enhance the development and availability of multimedia technology

equipment and resources, strengthen teacher training and capacity building, while actively guiding and cultivating students' awareness and abilities in multimedia learning. These efforts will promote the widespread use of multimedia in Mongolian language education and contribute to the development of education in Mongolian ethnic areas.

4. The Future Development Direction of Multimedia in Mongolian Language Education

4.1. Development Trends in Educational Technology

With the continuous progress of technology, educational technology will also continue to develop. In the future, more advanced technologies such as virtual reality, augmented reality, and artificial intelligence may be applied in Mongolian language education to provide a richer and more interactive learning experience.

4.2. Development and Optimization of Multimedia Teaching Resources

In the future, more multimedia teaching resources will be developed, including online courses, educational games, interactive textbooks, and more related to Mongolian language. These resources will be more in line with the characteristics and needs of Mongolian language education, helping students better learn and master the Mongolian language.

4.3. Improvement in Teacher Training and Guidance

With the widespread application of multimedia in Mongolian language education, teacher training and guidance will also be improved. In the future, teachers will receive more training in multimedia teaching methods and tools to enhance their teaching abilities and technological proficiency. At the same time, teacher guidance will also help teachers effectively utilize multimedia resources and better teach Mongolian language knowledge and skills.

4.4. Development of Interdisciplinary Integration and Comprehensive Instructional Design

In the future, the application of multimedia in Mongolian language education will pay more attention to interdisciplinary integration and instructional design. Teachers will better integrate multimedia with other subjects' content, design and organize comprehensive instructional activities to promote students' overall abilities.

4.5. Support for Personalized Learning and Autonomous Learning

The future development of multimedia in Mongolian language education will also focus on supporting personalized learning and autonomous learning. Multimedia can be customized according to students' learning needs and interests, providing them with more flexible and self-directed learning methods.

4.6. Protection and Inheritance of Mongolian Culture and Language

In the future, the application of multimedia in Mongolian language education will also emphasize the protection and inheritance of Mongolian culture and language. Multimedia teaching resources will place more emphasis on showcasing Mongolian language, customs, traditions, and history, helping students better understand and inherit their cultural heritage.

In conclusion, the future development of multimedia in Mongolian language education will continuously follow the trends in educational technology, develop and optimize teaching resources, improve teacher training and guidance, promote interdisciplinary integration and comprehensive instructional design, support personalized learning and autonomous learning, and protect and inherit Mongolian culture and language. These development directions will further enhance the quality and effectiveness of Mongolian language education, cultivate

students' comprehensive abilities and cultural identity, and promote the development of education in Mongolian regions.

5. Conclusion

The application of multimedia in Mongolian language education is mainly reflected in enriching teaching content, interactive learning experiences, promoting learner autonomy, and improving teaching efficiency. Multimedia resources provide diverse teaching materials, using images, audio, and videos to help students better understand and learn Mongolian language knowledge in a more intuitive way. Interactive elements such as games and animations increase student engagement and interest, thereby enhancing learning outcomes. Multimedia teaching resources also provide opportunities for independent learning, allowing students to learn at their own pace and explore their individual potential. Furthermore, multimedia instruction makes the teaching process more dynamic and appealing through demonstrations and presentations, ultimately improving learning efficiency and teaching quality. In the future, with the continuous development of educational technology, multimedia teaching resources will be further optimized, and teacher training and guidance will be improved to provide a more diverse and efficient learning environment and tools for Mongolian language education.

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