

Thoughts on Promoting the Application of VR Technology in Spanish Audiovisual Teaching

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Abstract

There is still a lot of room for improvement in the existing foreign language teaching models in China. Most foreign language students can also show better learning results on the existing teaching resources. In the context of the prevailing economic globalization and the construction of the "One Belt, One Road" and national policies, the training of foreign language talents is still a general direction to promote the development of China's economy, culture, and diplomacy, especially the development prospects of minor languages. It is worthy of recognition and imagination. In order to promote the reform of domestic and foreign language teaching models and cultivate more foreign language talents, this article uses Spanish audiovisual listening and speaking combined with VR technology as an example to analyze the feasibility and development prospects of "VR + foreign language", and explore more possibilities for foreign language teaching models.

Keywords

Audiovisual courses; Foreign language teaching; Spanish; VR technology; "VR + foreign language".

1. Introduction

From the perspective of students, this article analyzes the shortcomings of the traditional model based on the current curriculum model of Spanish audiovisual listening and speaking in colleges and universities. Combining the characteristics and development prospects of VR technology, put forward the idea of combining VR technology with foreign language teaching. Explains the possibility of the implementation of the new "VR+Foreign Language" model from multiple angles and puts forward some thoughts on the formal use of the model. At the same time, it also analyzes the development of the new model to a certain extent, and once again affirms that the VR technology is used in Spanish audiovisual listening and speaking. Prospects for application in teaching.

From a nationwide perspective, the faculty of major foreign language colleges and universities show individual outstanding and generally equal characteristics. Colleges and universities are ivory towers for cultivating high-end talents. Starting from the recruitment conditions of ordinary foreign language colleges and universities, the general requirement for teachers is a graduate degree or above, and there are even mandatory requirements for overseas study experience. For such high-standard recruitment As far as teachers are concerned, they are fully capable of dealing with the teaching at the undergraduate level. Therefore, in the "universally equal" type of schools, the problem of teacher resources will not show a big gap. Furthermore, foreign language majors belong to the study in which the investment of time and energy is relatively equal to the output, unlike the disciplines of science and engineering, which require strong logical transformation and application. Only for the undergraduate foreign language learning, most students start from a zero foundation, and there will be no big gaps in the students' intelligence level, and a relatively fair condition can be maintained at the starting

point of teaching. Based on the above two points of view, using Beijing Foreign Studies University and Shanghai International Studies University as teaching templates, and drawing lessons from their design in foreign language teaching, major foreign language colleges and universities across the country combine their actual conditions to continuously adjust a set that suits them. The school's teaching methods will eventually show a high degree of similarity.

2. Discussion on the Existing Teaching Model of Spanish Audiovisual and Speaking

2.1. Spanish Audiovisual Course Format

At present, with the increasingly close international exchanges and the continuous development of network technology, China's foreign language audiovisual teaching has also entered a stage of rapid development. Audiovisual courses must first meet the visual needs. With the rapid development of the Internet, we can receive more overseas resources, which means that we can watch various forms of videos such as instructional videos, online videos, official programs, etc., to more in-depth Learn about the culture of Spanish-speaking countries. "Listening, listening, reading, and translation", listening is the first element of foreign language learning, which shows its importance. At the same time, this also means that foreign language performance can also be greatly improved by breaking through the difficulty of listening. However, listening cannot be improved overnight. As far as the exam is concerned, it is not suitable for short-term surprises. It requires ordinary accumulation and practice, so that the existing Spanish audiovisual listening and speaking courses have gradually developed into a "test format". "Mainly, transform classroom teaching into continuous learning after class. Finally, in order to avoid dumb foreign language learning, the course also needs to meet the need of "speaking". The main manifestation of this in the classroom is to answer the teacher's questions in Spanish to achieve oral classroom practice. Take Jilin Foreign Studies University's Spanish audio-visual teaching format as an example. The teacher selects listening practice materials according to the established teaching arrangement. After the listening materials are played in class, they adopt a question-and-answer format or an exam format, combined with some topic-related videos. To further increase students' understanding of Spanish-speaking countries.

2.2. The Shortcomings of the Existing Model

For a long time, the theory of audiovisual teaching in China has been through learning advanced foreign teaching theories, introducing, borrowing, and improving. After a long period of experimentation and adjustment, teaching methods suitable for Chinese students' learning and thinking have finally been formed. Looking at the direction of foreign language research in higher education in China, there are only a handful of researchers engaged in audio-visual courses, and their grasp of audio-visual courses is not precise enough. Although in recent decades, the development of the Internet has brought a wide range of network resources, but the ingredients are mixed, and many of the contents are even strongly personal and subjective, and lack the feasibility of teaching content.

For the existing Spanish audio-visual teaching model, the students' learning initiative is very demanding. When the classroom becomes a "testing"-based course, for some students who are not sufficiently motivated to learn, they have not been able to truly master the learning methods of this course. Faced with the pressure of spot checks in class, the result will only be counterproductive. , Students not only lose interest in the course, but even abandon themselves and become tired of studying.

The biggest problem with the existing Spanish audio-visual courses is the failure to create an "immersive" learning environment. Immersive teaching method is a teaching method

pioneered by French-speaking Canada in the 1960s. This teaching model refers to a basic education model that uses a non-native language as a direct language. [1] That is to say, the student-centered educational philosophy is more prominent, and all the starting points of the curriculum are to create a native language environment for students to learn foreign languages, making it as if they are in a three-dimensional foreign language learning. What you see, what you see, and what you are in touch with are all presented in the form of foreign language learning. This is the most fundamental and the most difficult problem for many colleges and universities that have followed the traditional Spanish audiovisual teaching. With the rapid social development, VR technology has gradually entered people's field of vision. According to the characteristics of VR technology itself, it is currently one of the most suitable technical methods for innovative audio-visual teaching. Based on this idea, our team put forward a new learning model of "VR+Foreign Language" based on the national project "Fantasy World—Multiple Spaces and Cultural Integration Based on VR Technology" (project number: 202010964022), a national project for college students' innovation and entrepreneurship training. And explore the feasibility of the application of this model in Spanish audio-visual courses, and strive to break the current state of confusion of traditional foreign language audio-visual teaching models.

3. Understanding of VR Technology and Its Development Status

3.1. What Is VR

The full spelling of VR in English is "Virtual Reality". In Youdao's translation, "Virtual" can be interpreted as (existing or appearing on a computer or the Internet) virtual and simulated; "Reality" is interpreted as reality and reality. Why is it virtual and real? In fact, this technology is to generate a virtual environment based on real life through some three-dimensional interactive computers, and people can truly feel the virtual world through audiovisual and other methods. In summary, we are accustomed to calling this technology "virtual reality." Virtual reality technology is developed on the basis of many related technologies (such as computer graphics, simulation technology, multimedia technology, sensor technology, artificial intelligence, etc.), but it is not a simple combination of these technologies. [2] The three biggest characteristics of VR technology are interactivity, immersion, and imagination. These three characteristics determine that this virtual reality system can be used in many areas of human exploration, because it fully reflects the interaction between the system and people.

3.2. Development Status of VR Technology

At present, foreign scholars have a wide range of research on virtual reality laboratories, covering many fields such as teaching, medicine, and chemistry. At present, although China's research on virtual reality laboratories covers a wide range, they are mainly focused on teaching. Some virtual reality laboratories have integrated cutting-edge high-tech on the basis of simple interactivity, realizing the construction of virtual laboratories. Highly innovative. [3] Although China started late in the research of VR technology, it has also achieved considerable research results in the past ten years. For all virtual reality researchers at home and abroad, the development of VR technology is still in an ascending stage. Therefore, many experts believe that it is not necessary to draw a clear conclusion on the development of VR technology prematurely, which may limit it. The development of this technology also means that the technology may also bring major breakthroughs in fields that many professional researchers have not set foot in or are trying.

In summary, it can be seen that the development of VR technology is in a golden age, and it is also being understood and used by the public.

4. Imagine the Application of VR Technology in Spanish Audio-visual Courses

4.1. The Possibility of Using VR Technology in Spanish Audiovisual Courses

In the above analysis, we have been able to clarify that VR technology is being explored to a certain extent in more and more fields, and the combination of this technology and different fields is an exploratory double improvement: for VR technology, it can be explored. There are many possibilities. For the combined field, the combination of VR technology can enhance the vividness and visibility of the field research, and help the exploration of the field have a deeper understanding. Therefore, we should encourage the development of this emerging technology in more fields. Although China's research on virtual reality is mainly focused on teaching, it should be further refined and the combination of the two should be carried out in detail to promote the development of VR technology. The further realization of the application of Spanish audio-visual courses. Virtual reality technology has become one of the technologies that should not be underestimated in the application of education and teaching. Its in-depth integration with education and teaching will further promote the development of teaching reform, which is useful for improving the level of education technology, improving the teaching environment, enriching teaching resources, and optimizing the teaching process. , Cultivating personalized and innovative talents plays an important role. [4] In summary, China faces the gap between itself and some Western countries in the development of virtual reality technology, and has its own focus, that is, the focus of virtual reality technology research on teaching and research. It can be seen that the country is Encourage the development of the "VR + foreign language" model.

The possibility of realizing the application of VR technology in Spanish audiovisual courses is great. The first thing to be clear is that VR technology already has practical examples in English learning. Take "Yuyi VR English Learning Machine" as an example. This type of product is similar to VR game consoles and also needs to rely on VR glasses, but this product makes The biggest breakthrough is to get rid of the impact of heavy equipment, greatly reducing the restrictions on users of computer equipment and venues, and implanting anti-vertigo, myopia barrier-free, anti-blue eye protection and other functions into full-functional VR glasses. This product is the first VR English learning all-in-one machine in China, and has attracted the attention of a large number of English learners during its crowdfunding stage. English and Spanish are both foreign languages. You only need to switch the language, and the prototype of a VR learning machine suitable for Spanish is initially born. Based on the three characteristics of VR technology and the needs of Spanish audiovisual teaching, applying VR technology to Spanish audiovisual teaching is currently the most suitable choice.

China's demand for Spanish talents has further expanded, promoting the reform of Spanish teaching. Spanish is the second largest language in the world, with a wide range of applications. About 7% of the world's population uses Spanish. It is also the official language of 22 countries and one of the six official languages of the United Nations. With the development of China's "One Belt, One Road" policy, Latin American countries have also become China's important financial markets. In recent years, China has continued to trade with Latin American countries. Many Chinese businessmen have gone to Latin American countries to invest and start businesses. Then learn from Spain. The importance of language is evident. Secondly, with the vigorous implementation of China's double reduction policy, foreign language learning has changed from a single English learning to a multilingual choice, and Spanish has gradually entered the middle school classroom as an independent foreign language course. In this context, more and more colleges and universities offer Spanish majors, and more and more students choose Spanish. Minor languages are no longer unpopular majors. Instead, the phrase "Spanish fever" has appeared. With the continuous growth of the Spanish learning team, the reform of Spanish

teaching is also imperative, so the teaching of Spanish audiovisual listening and speaking is also included in the scope of consideration.

4.2. Requirements for the Application of VR Technology in Spanish Audiovisual Courses

In fact, the application of VR technology in Spanish audiovisual courses is a challenge to this technology.

The "VR+Foreign Language" model should maximize the Spanish social scene. Similar to VR English, the application of VR in Spanish also uses virtual reality technology to build one or more Spanish application scenes to simulate the VR eyes. The user can select one of the scenes to simulate the characters in the scene. oral practice. However, for the setting of the audiovisual course itself, it is not enough to just exercise the oral ability. This requires the model to restore the social scene of the Spanish country to the greatest extent, so that users can experience the characteristic culture of Spain. Take the architectural culture of Spain as an example. The cities and people that must be mentioned are Barcelona and Antoni Gaudí. The Spaniards have a good saying that no city is like Barcelona, so shining because of one person. Gaudí's avant-garde and profound architectural connotations make the city of Barcelona infused with eternal artistic blood. Gaudí's architectural philosophy is that all buildings should not be imagined out of thin air, but must be a combination of the reproduction of nature and human fantasy, and architecture must follow all the laws of nature. Gaudí hates straight lines and loves curves, because he believes that there are no rigid straight lines in nature, no horizontal, vertical and square things. [5] In fact, it is difficult to truly feel shocked only through pictures. Without going abroad, VR technology can be used to enhance the sense of reality, and take a closer look at the architectural art performed by "Mad Master", allowing users to experience the experience. The sense of environment.

The "VR+Foreign Language" model must get rid of the limitations of equipment and venues to the greatest extent. The "VR+Foreign Language" model was born to cater to the curriculum. It needs to be invested in daily learning and life, and it is a new teaching model that needs to truly play its role in promoting students' learning. This requires the device to be simple, able to be used in the classroom, and even in daily use. In order to reduce the limitations of large machines and venues, it is necessary to maximize the interactivity of virtual reality technology. A "fantasy world" VR glasses must realize various functions such as dialogue and viewing.

The "VR+Foreign Language" model should fit the school's teaching content to the greatest extent. Although the operation of this mode puts the greatest initiative in the hands of students, this mode is ultimately used in the teaching environment and should still be carried out in accordance with the teaching rhythm predetermined by the teacher. The simplest division is to divide according to the theme. The teacher enters different themes, and the system generates scenes and dialogues that match the theme. All selected teaching content should have a review process, that is, remove the content that is not conducive to student learning, and increase Help students understand the teaching content of the subject.

In addition to the requirements for technology, the requirements for teachers' teaching methods have also changed, which requires teachers to learn how to use the equipment, and carry out a certain level of teaching training for teachers, just like the popularization of Chaoxing platform, every new technology When applied to teaching, the teacher group is always the first to be required to master the method of use. Teachers serve the students' learning. Only when the teacher truly masters how to use the equipment can the students maximize the value of the model and the equipment, so as to achieve the goal of urging students to improve their foreign language learning performance.

5. Development Advantages and Prospects of "VR + Foreign Language"

According to the above statement, the development model of "VR + foreign language" is based on the increase of the number of people learning Spanish and the development of science and technology. From the perspective of students, especially for students who lack the initiative to learn, away from boring classrooms and boring books, this new type of audio-visual mode can stimulate students' interest in learning. For those students who lack self-confidence and dare not speak in class, this product separates the students to form an independent learning environment, faces virtual characters, reduces fears, and builds self-confidence in learning. Moreover, this kind of technological product has its own appeal, which captures the curiosity of students to pursue novelty and explore the unknown, and become a very useful learning tool. From the teacher's point of view, it reduces the teacher's teaching burden and can achieve better learning results. Give the class to the students and put yourself in a supporting position. Similarly, the development of this model is closely related to the development of VR technology. Under the current situation of great prospects for VR technology, the development prospects of this model also have considerable expected value. In terms of policy, VR technology has been supported by the policy of "mass entrepreneurship and innovation". With the strong support and promotion of the country and the government, new technologies such as "Internet +" and artificial intelligence have all stepped onto the stage of "mass entrepreneurship and innovation". In the capital market, VR technology has been trusted by many companies, and a business system based on VR technology has also taken shape. [6] I believe that this model can also use the development of VR technology to achieve new breakthroughs and achieve more valuable achievements.

6. Concluding Remarks

To sum up, the reform of Spanish audiovisual courses needs to be established on the basis of the development of VR technology. It is expected that the "VR + foreign language" model will be put into use as soon as possible to cultivate more talents for Chinese Spanish and promote the further development of China's "One Belt One Road". The above content is based on the innovative ideas of the project to start learning and exploration, and it is also a point of thinking to promote the application of VR technology in Spanish audiovisual teaching.

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