



COMPUTER TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Annotation:

This article presents the use of information technologies as essential elements of teaching a foreign language at a university, as well as the significance of contemporary interactive forms of communication made possible by scientific and technical advancement, including interactive television and the Internet.

Keywords: computer technologies, foreign language, learning methods, Internet, information technologies

Аннотация:

В статье представлено использование информационных технологий как необходимых элементов обучения иностранному языку в вузе, а также значение современных интерактивных форм коммуникации, ставших возможными благодаря научно-техническому прогрессу, включая интерактивное телевидение и Интернет.

Ключевые слова: компьютерные технологии, иностранный язык, методы обучения, Интернет, информационные технологии.

Use of computer and Internet technology in the educational system is one of the best ways to enhance the process of learning foreign languages. A kind of transitional phase from a system of traditional foreign language teaching methods to a contemporary open education Information Society is the computer-information model of education. The process of training an expert in information technology served as the foundation for the introduction of information technologies. It is a use of the following computer technology: the development of virtual libraries, instructional software tools, building information databases for universities and schools, multimedia programs, virtual debate clubs, counseling services, teaching information environments for universities and schools, databases, and directories with all available educational courses for various kinds of educational institutions.



Due to the advent of numerous technologies, which caused a shift in educational paradigms from traditional to innovative, which necessitates higher levels of education, the present socioeconomic situation adds to the fact that many sectors of human activity, including education, are fast evolving. [1]

The main objective of teaching a foreign language is to develop communicative competence in that language, which is necessary for improving the training of, qualified workers at the right level. [2]

The introduction of computer and information teaching methods significantly raises the level of information competence students, in particular, developing skills like the use of Internet capabilities to find the necessary educational information; use of reference electronic publications; application information resources in training activities; use of information and computer technology's communicative potential for advice; the use of information and computer technology for the necessary information; etc. The particulars of the computer-information model are personal orientation, which serves as the foundation for both deliberate personality learning and communicative and socio-cultural orientation. [3]

The ability to use a computer effectively necessitates the mastery of specific system knowledge and abilities, often known as computer literacy. Computer literacy comes in two flavors: domestic and professional. Professional computer literacy for foreign language teachers can mean having the following skills:

- 1) understanding the technical and didactic potential of computers and existing software; [4]
- 2) being able to write scripts for educational software;
- 3) being able to solve problems as a software engineer; and
- 4) being able to use application programs (training and support).

The development of computer technology, including multimedia, hypermedia, communication technologies, and the creation of virtual reality technology is currently receiving a lot of attention in the process of teaching foreign languages.

[5] The computer can carry out tasks that must guarantee the development of linguistic or communicative competence while language learning:

- 1) to offer dialogue-based instruction and testing;
- 2) to use charts, animation, and video to simulate real speech situations, giving the impression of contact with the language environment;
- 3) to represent real speech situations, use them as incentives, and support the educational dialogue process; and
- 4) to ensure communication in the target language using computer lines.



The main advantage of using innovative technologies in teaching a foreign language is the shift in emphasis from traditional verbal methods of transmitting information to audiovisual methods. [6]

The latest developments are often presented on the Internet and students have the opportunity to choose them. Information technology removes the problem of replicating and distributing educational material, access to it can be obtained both in an educational institution and at home, at a convenient time for the user. [7] At the same time, the role of a personality-oriented approach and individualization of education is growing. [8]

Today, new methods using Internet resources are opposed to traditional teaching foreign languages. The concept of "traditional" is associated primarily with learning the rules and performing language exercises, in other words, "talking about language instead of communicating in language." [9] Many teachers are convinced that good vocabulary and proper knowledge, as well as correct use of the grammatical structures of a foreign language, are at the heart of the learning process. However, such a belief cannot be considered absolutely correct, since the need for motivation and an emotional component present in any communication is often not prescribed in the teaching material. In order to teach communication in a foreign language, you need to create real life situations that stimulate the study of the material and develop adequate behavior. [10]

The "Oxford Platinum De Lux" program assists users in computer-assisted pronunciation correction, the swift and accurate creation of simple and complicated English sentences, the transcription of dictations, and the review of grammar and phonetics. English Puzzle was created to instruct English translators in the use of multimedia tools for professional communication. [11] The computer serves as a simulator, assisting students in mastering language skills through practice exercises, as well as a text editor that makes it simple to create and find printed texts as a means of communication and a source of information across various databases. [12] Interactivity produces scenarios that are similar to those in real life and forces you to communicate effectively in a foreign language. Eventually, even if there are mistakes, we can talk about linguistic proficiency. [13] The primary skill is the capacity to react naturally and in tune to the words spoken by others, who are expressing their thoughts and feelings while also adapting and reconstructing as they go. [14]

We might therefore view interaction as a means of self-development via the Internet: the capacity to notice and mimic the use of language, abilities, and



behavioral patterns of partners; to extrapolate novel meanings from issues during their collaborative debate. [15]

The phrase "computer-mediated communication" first appeared in the international scientific literature to describe the use of interactive multimedia tools and Internet technology in teaching language and intercultural communication. [16]

Distinguishing between computer-mediated engagement and real-world conversation, as well as the capabilities of a computer and the Internet. [17]

We would like to add as a last point that information technology has enormous potential for use in the field of teaching foreign languages, and that its potential has not yet been completely realized. [18] Modern linguistic and methodological sciences prioritize developing novel methods for university-level language instruction, and more research is needed in this area. [19]

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