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Computer technology as a modern technique of teaching a foreign language

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Аннотация:

The article is devoted to the use of computer technology for teaching a foreign language in higher education. The article discusses the history and methodological features of this technology, its advantages in higher education. The introduction of computer technology in the educational process and in teaching a foreign language is an urgent requirement of today. This technology supposes using not only the most modern technical equipment, new forms and methods of teaching, but also a completely new approach to the teaching process, which helps to implement the principle of interactive, communicative-based teaching and provides individualization and differentiation based on features of trainees, their level and inclination.

Текстдоклада:

Computer technology is a foreign language training using curriculums designed for working with a computer. It arose on the ideas of programmed learning and today has a significant impact on all aspects of the educational process in connection with the mass computerization of secondary and higher schools, the creation of computer programs for academic disciplines, including those studying foreign languages, using the Internet, as in classes, and in the independent work of students.

The problems of computer technology are studied as part of an independent section of the methodology - computer linguodidactics, which studies the problems of the theory and practice of using computers in language teaching.

Computer linguodidactics is an interdisciplinary field of knowledge and closely interacts with the development of information technology, applied and mathematical linguistics, developments in the field of artificial intelligence, design of computer programs, research on human-computer interactions, and the theory and practice of computer technology in general. This discipline has been formed as an independent direction in language teaching since the end of the 80s of the XX century and it has developed three areas of research:

1) development of theoretical aspects of the use of computers in language teaching (methodological problems of computer linguodidactics, typology of computer training materials, assessment of effectiveness computer training tools, etc.);

2) experimental work on the creation and use of computer materials in the educational process for various purposes, stages and profiles of language learning;

3) ways to integrate computer learning into the general process of language learning.

Since the mid-80s of the last century, special terms have been used to define the field of theory and practice of using computers in language, including: “Computer Assisted Language Learning” (CALL) - computer language learning and “Computer Aided Language Instruction” (CALI) - language training using a computer. Nowadays, in connection with the widespread dissemination of computer technology, the term “Information and Communication Technologies” is also widely used. At the same time, the term CALL - Computer Assisted Language Learning - retains its meaning as a generalizing term for the whole complex of theoretical and applied problems associated with computer language learning. The term “computer linguodidactics” is used to indicate a range of issues related to the use of computer technologies in the educational process.

Computer training programs for students of foreign languages are issued in the form of electronic textbooks, the characteristic features of which are: a) the presence of a software module (video clips, voiced dialogs, a dictionary), a training module (a set of language and speech exercises), a recording and playback module speech; b) presentation of educational material in visual and sound form; c) the organization of the material in the form of hypertext, which allows you to quickly switch from one section of the manual to another, to search for information; d) the ability to perform control tasks to compare your answer with the standard stored in the database, and get an estimate for your answer. Some courses have Internet support in the form of additional training materials, guidelines, access to which is via computer networks.

Currently, the following types of computer training programs have gained distribution: dedicated to mastering certain sections of the language system; the formation of speech skills; control programs that assess the level of language proficiency; sociocultural programs introducing the culture of the country of the language being studied. Unfortunately, there are still not enough programs that teach voice communication. At the same time, multimedia systems synthesizing sound, video and text have been increasingly used in programs of recent years, which make it possible to use all types and means of visualization with maximum efficiency in the framework of a computer training course. With the advent and development of the Internet, the possibilities of using computers in teaching a foreign language have expanded tremendously.

Three main types of students' activities in the global network are considered:

1) Activities aimed at the perception of information in the form of texts, electronic newspapers, books, audio and video broadcasts. Verification of the

effectiveness of perception is carried out in this case in the traditional way, as well as when working with ordinary printed text, audio and video.

2) Vigorous activity, when a student, along with the perception of information, participates in filling out online forms, performs tests, the results of which are instantly evaluated and displayed, sends emails and postcards, creates his own web pages, participates in joint online projects, plays online games, etc.

3) Interactive activity when a student is both a sender and a recipient of information. These are various types of chats, i.e. real-time conversations, audio and video conferences, distance learning sessions. If the organization of the last two activities requires certain technical parameters, and, above all, the ability to access the Internet during the lesson at a fairly high speed of data exchange, then extracting information from the Internet as a type of independent work outside university hours can and should be widely used in everyday teaching practice.

Using computer technologies allows the teacher to model alternative learning strategies that allow for the psychological characteristics of students to be taken into account. Only a computer makes it possible to effectively combine the auditory, visual and kinesthetic learning styles. The creation of the Internet has opened up truly unlimited possibilities for filling learning a foreign language with modern authentic content. The latest issues of world-famous newspapers, videos with the latest news, correspondence, online discussions with native speakers – a teacher could only dream about this about ten years ago.

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