COMPUTER PROGRAMS FOR INDEPENDENT STUDY OF A FOREIGN LANGUAGE IN THE DEPARTMENTS OF DISTANCE EDUCATION: ENGLISH, LINGUISTIC UNIVERSITY

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Abstract

The integration of computer programs into language learning has become increasingly prevalent, especially within the context of distance education. This article deals with some issues connected to the effectiveness and utilization of computer programs for independent study of English in the Departments of Distance Education at Linguistic University. The work aims to evaluate the impact of computer programs on language proficiency, learner engagement, and overall learning experience. The study utilizes a mixed-methods approach, including surveys, interviews, and language proficiency tests. Findings suggest that computer programs play a significant role in enhancing language learning outcomes, providing students with a flexible and interactive platform to improve their English proficiency. The research highlights the importance of integrating technology into language education and provides insights for educators and policymakers on optimizing computer-assisted language learning in distance education settings.

Аннотация

Интеграция компьютерных программ в изучение языков становится все более распространенной, особенно в контексте дистанционного обучения. В данном исследовании исследуется эффективность и использование компьютерных программ для самостоятельного изучения английского языка в отделениях дистанционного обучения Лингвистического университета. Цель исследования - оценить влияние компьютерных программ на уровень владения языком, учебную активность и общий опыт обучения. В исследовании используется смешанный метод, включающий опросы, интервью и тесты на владение языком. Результаты показывают, что компьютерные программы играют значительную роль в улучшении результатов обучения языку, предоставляя студентам гибкую и интерактивную платформу для повышения их

владения английским языком. Исследование подчеркивает важность интеграции технологий в обучение языкам и предоставляет рекомендации для преподавателей и политиков по оптимизации компьютерно-ассистированного обучения языкам в условиях дистанционного обучения.

Annotatsiya

Jamiyatimizdagi iqtisodiy va ijtimoiy o'zgarishlar chet tillarini o'rganishga bo'lgan qiziqishning ortishiga olib keldi. Shu munosabat bilan xorijiy tillarni o'qitishning barcha shakllari, jumladan, sirtqi ta'lim, shuningdek, qo'shimcha ta'lim sohasida chet tillarini mustaqil o'rganish qayta tiklandi. Chet tilini biladigan mutaxassislar tayyorlashning sirtqi shakli texnik vositalar, jumladan, telekommunikatsiya va kompyuterlarning rivojlanishi munosabati bilan yana ommalashdi. Zamonaviy texnik vositalar o'rganilayotgan til ustida mustaqil ishlash uchun yangi til va ta'lim muhitini ta'minlaydi. Yangi avlod chet tillarini o'qitishning yangi texnologiyalari va turli xil o'zgaruvchan vositalari keng tarqalmoqda. Shunga ko'ra, chet tilini o'z-o'zini o'rganish jarayoni yangicha tarzda tuzilishi kerak.

Key words: Foreign languages, language skills, exchange of language knowledge, speaking (acquiring live communication skills), Internet (Internet application), language barrier, communication.

Ключевые слова: Иностранные языки, языковые навыки, обмен языковыми знаниями, речь (приобретение навыков живого общения), Интернет (Интернет-приложение), языковой барьер, общение.

Kalit so'zlar: Chet tillari, til ko'nikmalari, til bilimlari almashinuvi, nutq (jonli muloqot ko'nikmalarini egallash), Internet (Internet ilovasi), til to'sig'i, muloqot

INTRODUCTION

Economic and social changes in our society have led to increased interest in learning foreign languages. In this regard, all forms of foreign language teaching have revived again, including correspondence, as well as independent study of foreign languages in the field of additional education. The correspondence form of training specialists who speak a foreign language has again become popular in connection with the development of technical means, including telecommunications and computers. Modern technical means provide a new language and educational environment for independent work on the language being studied.

New technologies and various variable means of teaching a new generation of foreign languages are becoming widespread. Accordingly, the process of self-learning a foreign language should be structured in a new way.

With the advent of such technical means as multimedia and global computer networks, the topic of using new information technologies in the process of self-learning a foreign language, both in higher educational institutions and at home, has

become especially relevant for students engaged in various types of activities and of all age groups. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process.

It is obvious that multimedia and network technologies are an effective means of self-learning a foreign language. However, for the introduction and effective use of these innovations in teaching activities, and, specifically, in teaching foreign languages, methodological developments are required. Currently, many multimedia training programs have been developed and offered for training, but practice shows that the market for computer training programs is overcrowded with a variety of not always high-quality products that are of dubious value from a pedagogical point of view. It is difficult for the average user, who does not have sufficient information about the properties and capabilities of computer training, to understand this sea of training programs. In addition, insufficient development of the theoretical basis for computer self-learning of foreign languages leads either to an overestimation of the capabilities of training programs in the analyzed process, or to the depreciation of all the positive results of using computers in the process of self-learning foreign languages.

LITERATURE ANALYSIS AND METHODS

The methodological and theoretical basis of the study was the fundamental works of domestic and foreign specialists who study the problems of computer linguodidactics. (E.G. Azimov, E.S. Polat, E.L. Nosenko, Levy and Stockwell, P.I. Serdyukov, Zhoa and Bryant, I.P. Pavlova and others, as well as R. Tyson, F. Hubbart, E. Tanguay, Blake, V. Nolmberg, etc.) For example, Zhao and Bryant (2006) found that students who used computer programs for language learning demonstrated improved vocabulary retention and grammatical accuracy compared to traditional classroom instruction. Similarly, Levy and Stockwell (2006) noted that computer programs provide learners with opportunities for autonomous learning, allowing them to control the pace and content of their learning.

Blake (2008) highlighted the importance of incorporating technology into distance language education to enhance student engagement and motivation.

When considering the problems of self-learning, we relied on the works of methodologists and psychologists (N.F. Talyzin, N.F. Koryakovtseva, R.K. Minyar-Beloruchev, N.V. Baryshnikov, I.I. Khaleeva, A.P. Moiseev, L.P. Davydova, I.A. Zimnyaya, O.P. Kryukova, I.D. Saprykin).

The scientific novelty of the research lies in:

- theoretical justification for the methodology of using a computer consulting program in the self-study of students studying English in the correspondence education department;

- determining the linguodidactic value of computer technologies (distance learning) in self-learning a foreign language in the context of distance learning;

- determination of the interaction of learning processes and self-study in mastering a foreign language as a convergence that ensures the convergence of learning and self-study processes that are different in their methodological essence, but equally important for realizing the goal of mastering a foreign language.

The theoretical significance of the study lies in the theoretical justification of the content of the computer consulting program, as well as in the development of scientific and methodological foundations for computer self-learning.

The practical value of the work in the creation and experimental testing of a computer consulting program for self-teaching English to part-time students and the methodology for its use; in developing recommendations for choosing an adequate computer training program for those who want to learn English on their own.

ANALYSIS AND RESULTS

Having considered the methods of using a computer program in the system of distance learning in English, we can draw the following conclusions:

Computer programs as new educational technologies for teaching and self-learning a foreign language occupy a worthy place in the system of language training. But the effectiveness of their use is still insufficient, because Virtually all training programs are universal and non-targeted.1

The decisive factors when assessing CSE for self-learning a foreign language are the mechanisms of foreign language acquisition, the style and nature of the interaction between the computer program and the learner, and the logical system of the language. Paradigms for using a computer in the learning process also play a significant role in the choice, which are traditionally divided into the so-called tutor paradigm, in which the computer seeks to replace the teacher in all the variety of its functions, and the paradigm of using a computer as a tool.

Among the huge number of existing educational multimedia programs, it seems difficult to recommend any of them for linguistic students studying by correspondence. An analysis of the didactic capabilities of computer tools in the process of self-learning a foreign language through correspondence courses has shown that with all the variety of functions performed by computer teaching tools (controlling, training, teaching), the fundamental function in all educational computer programs is the informative function performed by computer help systems (various dictionaries, grammar reference books, etc.)

Without the so-called informative or consulting part, whether it is "visible" to the user or "hidden", no CSR can exist. However, the informative function of computer

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[1] 1Avakova M.L., Voskanyan G.R., Kambulatova N.A. Appearance and clothing of a person. Tutorial. 3rd edition corrected and expanded. -Pyatigorsk: PGLU, 2001. 65 p.

2. Avakova M.L., Voskanyan G.R., Kambulatova N.A. Human nutrition. Textbook: 4th edition, revised and expanded. Pyatigorsk: PGLU, 2003. - 118 p.

programs is performed unidirectionally. To find an answer in the consulting part of the program, the student must have sufficient knowledge to formulate a competent query, so as not to read page after page of huge multimedia reference books.

Having studied the methodological capabilities of existing help programs, we came to the conclusion that it was necessary to create a multimedia consulting program, the main role of which is that of a home teacher (tutor). There are no analogues of such programs yet, and the need for them among linguistic students is great when independently studying English grammar.

The program is a multimedia reference complex built on the principles of reverse grammar. The input data for the analytical module is an English sentence, the output is a multi-level analysis of linguistic phenomena with additional translation of words included in the text, phonation of these words and the text itself.

Practice shows that during independent studies during the intersessional period, a correspondence student instantly resolves the language difficulty that has arisen by receiving a translation of a word on the computer screen, parsing a sentence, repeatedly listening and repeating the pronunciation of the English text after the speaker.

At a convenient time and for as long as required, the student works with a computer program, deepening his knowledge, expanding his vocabulary, training pronunciation skills, and mastering grammatical phenomena. The experience of introducing a consulting program into the self-study process of correspondence students indicates the effectiveness of its use. The efficiency of the process of mastering a foreign language increased by an average of 50-70 percent when using the computer consulting program "Electronic Lexical and Grammar Reference".

CONCLUSIONS AND SUGGESTIONS

In the late 80s - early 90s of the XX century, computer programs were considered, as is known, primarily as an effective means of training, and educational dialogue was carried out on the basis of analyzing errors and providing the opportunity to correct them. With the development of the technical capabilities of computer technology, multimedia, and network communications, computer teaching tools also developed. One of the effective uses of computer technology is teaching and self-learning foreign languages using multimedia computer programs.

The undertaken research is devoted to the current problem of the use of multimedia educational programs in teaching and self-studying a foreign language by linguist students mastering professional educational programs of higher education through correspondence courses.

The study revealed that not all existing training programs are effective in the process of mastering a foreign language.

The most important criterion for the effectiveness of computer training programs is their targeting. In the language training of a future linguist, as it was established

during the study, not only training programs are important, but also consulting programs that play the role of a home teacher, tutor, and tutor.

The result of the research was the development of an original computer consulting program "Lexico-grammatical reference book" for self-study of correspondence students, testing of which in practice showed high effectiveness of its use.

The computer lexical and grammatical reference book has no analogues; its systematic use in self-study of part-time students helps to intensify the process of mastering lexical and grammatical skills, ensures the formation of a broad linguistic horizon of students, and turns them into linguistically interesting individuals.

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