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**РОЛЬ КОМПЬЮТЕРА В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ****Г.К.Атабаева, А.Ж.Калиева**

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**Ключевые слова:** компьютер, Интернет, преподаватели иностранных языков, образовательная система, студент, информационная технология, онлайн-режим.

**Аннотация.** Данная статья раскрывает роль компьютера в изучении иностранного языка. Целью работы является широкое применение компьютера в изучении английского языка и его эффективность. В данной работе упомянуты несколько преимуществ использования компьютера: эффективность учебных материалов, предлагаемых через Интернет для преподавателей, информированность студентов через электронную почту и применение их на занятиях. Доступность различных заданий в режиме он-лайн на уроках иностранного языка. А также такие материалы, как словари и энциклопедии, грамматические и лексические словарные диктанты, игры и загадки и т.д. Это очевидно, что компьютеры обогащают практический процесс обучения языку и играют главную роль в образовательной системе страны.

**THE ROLE OF COMPUTERS IN LEARNING FOREIGN LANGUAGE****G.K. Atabayeva, A.Zh. Kalieva**

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**Key words:** computer, internet, foreign language teachers, educational system, student, information technology, online assignments.

**Abstract.** This article deals with the role of computers in learning foreign language. The aim of the work is application of computers in learning English language and its efficiency. There are many advantages in using computers and this work mentions some of them. Efficiency of teaching tools offered through Internet for English teachers, accessibility of information writing E-mails and using them at the lessons. Availability of different online assignments at the lesson of English language. Like dictionaries, encyclopedias, grammar and vocabulary quizzes, games and puzzles and so on. Computers can never substitute teachers but they offer new opportunities for better language practice. They may actually make the process of language learning significantly richer and play a key role in the reform of a country's educational system.

The role of information technologies, especially computers in education in the 21st century is very large. Computers have been used for English language teaching for several decades. Learning language with computers has the following aspects: experiential learning, motivation, enhance student achievement, authentic materials for study, interaction, individualization, independence from a single source of information, and global understanding. The difficulties for using of computer in learning are technical and theoretical knowledge, acceptance of the technology.

The number of teachers using this method has increased in the last years. The potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers. At the end of the 20<sup>th</sup> century education started being affected by the introduction of word processors in schools, colleges and universities. This mainly had to do with written assignments. The development of the Internet brought about a revolution in the teachers' perspective, as the teaching tools offered through the Internet were gradually becoming more reliable. Nowadays, the Internet is gaining immense popularity in foreign language teaching and a lot of educators and learners are embracing.

We use computer assisted language learning for several reasons:

1) Experiential learning. The World Wide Web makes it possible for students to tackle a huge amount of assignments and they can learn by doing things themselves. They can receive and create knowledge. They are able to develop thinking skills and choose what to explore

2) Motivation. Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is increased, especially whenever a variety of activities are offered, which make them feel more independent, enhanced student achievement. Computer can help students strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

3) Authentic material for study. All students can use a lot of authentic reading materials either at university or at their homes.

4) Interaction. By sending E-mail and joining newsgroups, students can communicate with people they have never met. They can also interact with their own classmates. Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

5) Individualization. Shy or timid students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

6) Independence from a single source of information. Students can still use their books, but they are given the chance to discover thousands of information sources surfing the Internet. As a result, their education fulfils the need for cross disciplinary learning in a multicultural world.

7) Global understanding. A foreign language is studied in a cultural context. In the world where the use of the Internet becomes more and more widespread, English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.

8) There are a number of benefits for computerized materials. One of the most obvious benefits is that students can practice in or out of class. They can practice anytime they desire provided they have computer access. In addition to versatility, students can receive immediate feedback from computerized practice materials since they are computerized. Furthermore, using computerized materials allows students to work at their own pace. Student can be discouraged when the class materials do not address their specific needs. At the same time it is frustrating for a teacher to manage a class containing students with markedly different levels. But computerized practice materials provide the students with an opportunity to practice with their specific weaknesses at their own pace.

There is a wide range of on-line assignments which are already available for use in the foreign language class. These include dictionaries and encyclopedias, links for teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles, literary extracts. The World Wide Web (WWW) is a virtual library of information that can be accessed by any user around the clock. If someone wants to read or listen to the news, for example, there are a number of sources offering the latest news either printed or recorded. The most important newspapers and magazines in the world are available on-line. Students have an opportunity to communicate with electronic pen friends, something that students would enjoy. Teachers should explain how it all works and help students find their pen friends. Two pen friends from different countries can arrange to send E-mail regularly to one another. This can be done quite easily thanks to the web sites providing lists of students looking for communication. It is also possible for two or more students to join a chat-room and talk on-line through E-mail. There is also good activity project writing. By working for a project a student can construct knowledge. Students can work on their own, in groups of two or in teams, in order to write an assignment, the size of which may vary according to the objectives set by the teacher. The Internet itself can provide a lot of material for thought. The final outcome of their research can be typed using a word processor. A word processor can be used in writing compositions. Modern word processors do not only include spell checks and dictionaries but also grammar checks. Students can publish their project work so that it can reach a wider audience. That makes them feel more responsible for the final product and consequently makes them work more hardly. The Internet and the rise of computer-mediated communication have reshaped the uses of computers for language learning. The recent shift to global information-based economies means that students will need to learn how to deal with large amounts of information and have to be able to communicate across languages and cultures. At the same time, the role of the teacher has changed as well. Teachers are not the only source of information any more, but act as facilitators so that students can actively interpret and organize the information they are given, fitting it into prior knowledge. Students have become active participants in learning and are encouraged to be explorers and creators of language. Integrative language learning with computer stresses these issues and additionally lets learners of a language communicate inexpensively with other learners or native speakers. As such, it combines information processing, communication, use of authentic language, and learner autonomy, all of which are of major importance in current language learning theories

A lack of technical and theoretical knowledge is one of the difficulties in using computer learning technology. Besides the shortage of knowledge about developing software to promote learning, many instructors do not understand how to use the new technologies. Little is known about integrating these new means of learning into an overall plan. Improper use of technologies can affect both the teacher and learner negatively. With the great demand for online courses, there is an urgent necessity to reflect upon the roles and competencies of teachers who plan to deliver courses via Internet. This reflection is important due to the fact that some teachers believe that it is possible to simply transfer to the Web the material (curricular content) that is traditionally used in the classroom without any adjustment to the media. Each medium requires different approaches to be used. The teachers should be trained to work online and "instructed" so they can achieve their pedagogical goals in a more effective, creative and innovative way when using computer.

Computer Learning has broken down the walls of time and space, giving every individual the ability to be a lifelong learner. We need, through teacher selectivity, monitoring, and appropriate adaptability or modifications, to provide opportunities and sufficiently prepare our students to work independently. Students learn best through

exploration. We, as language teachers, must consider how to expand their space and opportunities for learning. When students become actively engaged in discovering information for themselves, they will be able to solve problems and learn on their own. Then only can we say that we have effectively used information technology to expand and enhance independent learning in our classrooms and made it an integral part of classroom instruction. Engaging in Computer language learning is a continuing challenge that requires time and commitment. As we approach the 21st century, we realize that technology as such is not the answer to all our problems. What really matters is how we use technology. Computers can never substitute teachers but they offer new opportunities for better language practice. They may actually make the process of language learning significantly richer and play a key role in the reform of a country's educational system. The next generation of students will feel a lot more confident with information technology than we do. As a result, they will also be able to use the Internet to communicate more effectively, practice language skills more thoroughly and solve language learning problems more easily.

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#### ШЕТ ТІЛДЕРІН МЕНГЕРУДЕ КОМПЬЮТЕРДІҢ РӨЛІ

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**Түйін сөздер:** компьютер, ғаламтор, шет тілі оқытушылары, білім жүйесі, студент, ақпараттық технология, мәліметтер, онлайн режимі.

**Аннотация.** Бұл мақалада шет тілін үйренудегі компьютердің рөлі айтылған. Жұмыстың мақсаты ағылшын тілін үйренуде компьютерлердің кең қолданылуы және олардың тиімділігі. Компьютерді қолданудың артықшылықтары өте көп және осы жұмыста солардың бірнешесі атап көрсетілген. Ғаламтор арқылы ұсынылып отырған оқу құралдарының оқытушылар үшін өте қолайлығы, электронды пошта арқылы студенттердің әр түрлі мәлімет алатындығы және сол мәліметтерді сабақта қолайлы пайдаланып отырғандары айтылған. Шет тілі сабақтарында онлайн режимінде берілген көптеген тапсырмалардың қол жетімділігі қарастырылады. Олар сөздіктер, энциклопедиялар, грамматикалық және сөздік бақылаулар, ойындар мен жұмбақтар және т.б. Компьютерлердің оқытушыларды алмастыра алмайтыны айқын, алайда олар шет тілін үйренуде көп мүмкіншіліктер беретіні айқын. Компьютерлер тілдің практикалық жүйесін байытатыны және еліміздің оқу жүйесінде өте маңызды рөл ойнайтыны айқын.

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