

Learning Foreign Vocabulary Using Computer Programs

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Abstract--*In this paper, we discussed the possibility of using a computer programs in the process of learning vocabulary.*

Computer training carries a huge motivational potential. Not only the novelty of working with a computer, which in itself contributes to an increase in interest in learning, but also the ability to regulate the presentation of educational tasks according to the degree of difficulty, encouraging the right decisions positively affect motivation.

The development of lexical skills for their subsequent inclusion in students' speech activity is the main task in mastering vocabulary. The use of computer technology in the formation of lexical skills significantly enhances the effectiveness of this process. As we know, skills are divided into two groups: productive and receptive lexical skills. All the operations with lexical units are performed in strict sequence. The computer does not let the student go to the next operation until the previous operation with all lexical units has been completely completed correctly. Repeated execution of these operations contributes to a simpler consolidation of each lexical unit. In addition, thanks to the computer, such exercises do not take much time.

The basic principles of using information and communication technologies are an individual approach to each student, increasing motivation for learning and stimulating the educational process, elementary creation and use, as well as orientation towards the integration of academic subjects. Today, there are various directions for using information and communication technologies in teaching a foreign language. Methodological significance of using computer during the independent work of students, studying new material and new topics, as well as for self-testing of acquired knowledge. The innovativeness of information and communication technologies and their capabilities help to design a diverse activity and make it fun and unforgettable. So, computer programs allow us to focus on a specific topic of study or help to activate the cognitive activity of students.

Key words--*lexical skills, vocabulary, word, communication, productive, lexical skills, previous operation, presentation.*

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I. INTRODUCTION

As we know, information and communication technologies are an effective pedagogical tool in teaching foreign languages.

The use of ICT helps to accelerate the learning process, increase students' interest during the subject, improve the quality of assimilation of the material, allows us to individualize the learning process and make it possible to avoid the subjectivity of the assessment.

However, along with positive points, experts note some shortcomings. First of all, the lack of high-quality software and there is no direct oral dialogue with a computer. But, in spite of everything, computer programs exist and are successfully used in the study of various subjects. Practices show that they have many advantages over traditional teaching methods. Among them are the individualization of instruction and the intensification of students' independent work, and the increase in cognitive activity and motivation.

Vocabulary is a collection of words (vocabulary) of a particular language. Words that a person uses in his speech practice, oral and written, make up his active vocabulary. The richer and more diverse the vocabulary of a person, the easier it is to use his language. The main stages of work on vocabulary are: acquaintance with new material, initial consolidation, development of skills and abilities to use vocabulary in various forms of oral and written communication. For effective learning of vocabulary, it is necessary to include all the stages of training, since they are a single whole. Without mastering the vocabulary, neither understanding of the speech of other people nor expression of one's own thoughts is possible. The process of mastering vocabulary consists of several stages; 1) familiarization, including introduction and explanation; 2) training in the use of lexical units and 3) the use of lexical units[8].

II. MATERIALS AND METHODS

One of the ways to optimize the learning process for lexical units is the use of computer technologies, which increase the didactic capabilities of traditional teaching, while providing visibility, audio and video support, and control. The role of students' independent work is growing with the possibilities of using the project method and other non-standard forms of training.

Nationally-colored words cause some difficulties in using computers effectively. For example, students of advanced level go on an independent creative activity, while the rest with the help of various exercises and tasks can fix the necessary minimum.

Another possibility of using a computer for training vocabulary is provided by automatic translation programs. Students enter lexical units in their native or foreign language into the translation program window and instantly receive a translation on the screen. They can create bilingual comparative tables in the Word editor and analyze what language difficulties the language encountered in translating the program and what mistakes it made.

In general, teaching a foreign language through ICT is characterized by the following features:

- a) The possibility of individual two-way communication between the student and the teacher, learning partners;

b) Wide access to colossal in volume and variety of sources of linguistic and non-linguistic information.

In foreign language lessons, ICTs are implemented through the following digital educational resources: multimedia presentations in Power Point (PP), multimedia courses, finished multimedia products and training programs on CD-ROM, electronic dictionaries, video resources, and educational Internet resources.

Presentations are widely used by almost all teachers. With basic computer literacy, you can create original learning materials that captivate, motivate, and aim students at successful outcomes. In the English lesson, training presentations are mainly used. They differ by type of speech activity (when learning to read, write, speak or listen); on aspects of speech (when teaching vocabulary, grammar or phonetics); by types of supports (informative, semantic, verbal, and illustrative) [1].

Currently, exists following groups of programs:

training programs for individual work at home or in computer classes, focused on mastering grammar forms, lexical units, speech samples, as well as programs for teaching reading and writing, involving the use of a text editor;

text programs for individual, pair and group work, allowing us to modify the text: place punctuation marks, rearrange sentences, edit text, etc.

game programs built on problematic situations and contributing to the motivation of students.

III. DISCUSSIONS

Many methodologists and researchers believe that computer programs are entertaining, interesting, increase the motivation of learning, contribute to the development of student competence, but by their nature they are not intended to form communicative competence in all its diversity can never replace a teacher in a lesson.

Activation of training is associated with the interactive nature of the computer and the fact that each student works at his computer. In traditional classroom teaching, the main thing is the students' perception of information orally, while the student does not often have to be active in the lesson and the teacher is not able to organize and control the active work of each student in his workplace. Therefore, traditional teaching is mainly passive - many teachers complain that 20-30% of students actively work in the lesson. If the training is conducted in the computer class, the computer through the dialogue nature of its work stimulates the student to the activity and controls its results.

3.1 Individualization of training

While using a computer is also associated with the interactive nature of working with a computer and the presence of computers at workplaces: each student can now choose the pace of training himself, pause work. A deeper and more subtle account of the individual characteristics of students can be carried out by a computer program through which training is conducted (pedagogical software, abbreviated as teaching staff). Using the initial test, the program can determine the student's level of training, and in accordance with this level present theoretical

material, questions and tasks, as well as tips and help. The program conducts training for weak students at the easiest (basic) level, the presentation of theoretical information is maximally simplified, questions and tasks are facilitated, help has the nature of a direct hint. The training of strong students is carried out at the most difficult level, the theory is presented in depth, creative tasks that require ingenuity and intuition are offered, and the help is indirect in nature - a hint or an idea that leads to the right path. Between these extreme cases, the training program can take into account a finer gradation of students' preparedness.

Each student in the learning process encounters difficulties of an individual nature associated with the presence of gaps in knowledge or in particular thinking. When learning using a computer, the training program can diagnose gaps in the student's knowledge, his individual characteristics and build training in accordance with them.

The graphic capabilities of personal computer displays and flexible programming languages make computer training very visual. In fact, now at every workplace of the student there is a television - display, on the screen of which using the programming language it is possible to show geometric figures and constructions, stylized images of real objects, etc. without using a movie or video - recording.

Thus, it can be said that the Power Point program allows the teacher to create high-quality teaching materials for specific learning tasks. The advantages of multimedia presentations are 1) a combination of a variety of textual audio and video visuals; 2) the possibility of using the presentation as an interactive, multimedia whiteboard, which allows us to more clearly familiarize with new lexical, grammatical and even phonetic material, as well as provide support in teaching all types of speech activity; 3) the ability to use individual slides as handouts (supports, tables, charts, graphs, charts); 4) increased attention of the whole class; 5) ensuring the effectiveness of perception and memorization of new educational material; 6) saving study time; 7) the formation of computer multimedia competence of both teachers and students, the development of their creative abilities in the organization of educational work. [5]

To date, a foreign language teacher should be able to navigate well in a huge number of Internet resources, which provide mastery of a foreign language in unity with the culture of its native speakers, and also greatly facilitate the work of teachers, increase the effectiveness of teaching, and improve the quality of teaching.

Great opportunities in terms of the use of lexical units are also provided by e-mail correspondence between native speakers of the language being studied.

3.2. Using DVDs is also effective

Most DVD discs contain a huge amount of information, have obvious clarity, and give an authentic context and situation of using this lexical unit, while the DVD disc provides the frequency of new words and phrases. When a student shows a disk, the process of mastering vocabulary is natural: the perception of a new word - understanding - remembering - reproducing - using. In addition, many DVD discs have the ability to select the presentation mode (sound and music, images, episodes, subtitles, tempo). It is these advantages of multimedia DVDs that explain their appeal in the practice of teaching a foreign language. As the teaching technologies help create a motivating enabling

environment in the classroom, while using DVDs in teaching vocabulary, we can get high levels of assimilation, which means the transition of quantitative accumulations to qualitative changes.

Using a computer allows us to create a graphic image of a word simultaneously with its sound and motor image. At the stage of display, language units and corresponding pictures appear on the screen. Simultaneously with the graphic image of words, younger students have the opportunity to listen to the sound of image of words. Writing vocabulary helps to strengthen the connections of words (speech, motor, auditory, visual) and contributes to their best memorization.

Visual and auditory perception helps the child actively, consciously absorb the lexical material. When learning without using a computer, the introduction and semantization of language units are most often carried out during frontal work with the entire class. When working with a computer, the individual characteristics of each student are taken into account: those who have more developed auditory memory have the opportunity to listen to a particular word the required number of times, and students with a predominant visual memory pay more attention to the graphic image of the word.

Using a computer presents certain conveniences for a teacher, since he does not have the opportunity to bring all the objects he needs, and their visual representation requires a lot of time.

The computer makes it possible to perform exercises aimed at practicing a particular operation, depending on the difficulties faced by students. This helps to improve the knowledge of each student.

The stage of familiarization always ends with the initial consolidation and inclusion of words in speech activity. Primary consolidation involves the development of various aspects of the word: its form, meaning and use. Using a computer helps to incorporate all of these aspects.

While working with a computer, a motor channel is added to the visual perception channel. Training vocabulary with the computer program provides the task and control over the progress of its implementation.

The computer records the number of errors of each student during each exercise. Having looked through the computer journal of progress, the teacher immediately sees how a lexical skill is formed in a particular student. The type and number of errors recorded in the performance journal allows the teacher to give the student specific exercises aimed at working out the operation in which he makes mistakes.

As well as, computer helps to organize and control vocabulary at all stages of its study. While learning with a computer, the students perform exercises at the same time, and each student is immediately informed of the result.

IV. CONCLUSION

Thus, the computer creates the conditions for individualization and intensification of the process of learning vocabulary, ensuring that all students at the same time complete the exercises in complexity.

Summarizing the experience of using a computer and multimedia technologies in teaching foreign languages, we can conclude:

- multimedia technologies can accelerate the learning process;
- they contribute to increase the interest of students to the subject;
- improves the quality of assimilation of the material;
- allow us to individualize the learning process;
- provide an opportunity to avoid the subjectivity of the assessment.

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