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FORMING OF LANGUAGE COMPETENCE THROUGH COMPUTER-ASSISTED LEARNING
Компьютердик окутуу аркылуу тил компетенциясынын түзүлүшү
Формирование языковой компетенции через компьютерное обучение

Annotation: This article deals with the use of new information technologies for the forming of language competence of the learners. This type of learning strengthens their motivation, and activate self study and cognitive activities of students. The Internet is a rapidly growing part of international communication and computer-mediated learning.

Аннотация: Макалада жаңы компьютердик технологияларды колдонусу каралат. Алар студенттердин чет тилдин компетенциясын өнүгүшүнө таасир тийгизет. Мындай окутту мотивацияны күчөтөт, өзүнчө окуп билим алууга жана өздөштүүрүгө жардам берет. Ошону менен бирге Интернет тез өсүүчу тармак болуп эл аралык байланышка жана компьютердик технологияларды колдонуга түрткү берет.

Аннотация: Статья посвящена применению новых компьютерных технологий для развития языковой компетенции у обучающихся иностранному языку. Данный вид обучения повышает мотивацию, активизирует самообучение и познавательную деятельность у студентов. Интернет является быстроразвивающейся частью международного общения и обучения с применением компьютерных технологий.

Key words: computer-mediated learning; artificial intelligence, oral fluency, manifestation of human intelligence, cognitive activities, motivation, information- processing abilities, language competence, generation.

Урунттуу сөздөр: компьютердик окутту, жасалма интеллект, сөздүн тездиги, когнитивдик иш-аракет, адамдын акыл-эсинин билиниши, умтулуу, маалыматты иштетүү мүмкүнчүлүктөр, тил компетенциясы, муун.

Ключевые слова: компьютерное обучение, искусственный интеллект, беглость речи, проявление человеческого разума, когнитивная деятельность, мотивация, возможности информационной обработки, языковая компетенция, поколение.

Ideas and thoughts are associated with words. Different languages suggest different ways of thinking. Nevertheless, all human languages have some common characteristics. Language does not completely determine thought but does influence it. According to the views of some phycologists, we cannot think without language. This assumption raised a heated controversy. Is thought dependent on language, or is language depend on thought? Language is a chief manifestation of human intelligence. It is a medium for representing abstract ideas. Language can be considered as a tool for representing ideas. Language is a form of communication, whether spoken, written, or signed, that is based on a system of symbols [1:268]. We can imagine how important language is in our everyday life.

Language plays an important role in many cognitive activities, such as thinking and memory. Thinking involves manipulating information, as when we form concepts, solve problems, reasons, and make decisions [1:256]. Memory is the retention of information over time [1:218]. Cognitive activities also influence language.

Cognition also might be an important foundation for language. Evidence that cognition is separate from language comes from studies of deaf children. On a variety of thinking and problem-solving tasks, deaf children perform at the same level as children of the same age who have no hearing problems. Some of the children in these studies do not even have command of written or signed language [1:279]. At this point taking into consideration all aspects we can conclude that thought can direct language, and language can direct thought.

On this base cognitive linguistics requires conviction that language is closely connected with thinking and

cognitive processes of a human being, memory, data extraction from memory, and information transmission from one brain to another. However, a language component in this complicated complex is only one among others. Therefore, cognitive linguistics is widely open for many disciplines such as psychology, neurophysiology, philosophy, and artificial intelligence. To study cognitive linguistics it is necessary to get as much as possible information about scientific discoveries in the field of a language and brain in other sciences.

The development of computers and the cognitive revolution in psychology stimulated the growth of cognitive psychology. It gave way to a new discipline between linguistics and computer science called Computational Linguistics. It belongs to the cognitive science and overlaps with the field of artificial intelligence. The computer's role in cognitive psychology continues to increase, giving rise in recent years to a field called artificial intelligence, the science of creating machines capable of performing activities that require intelligence as they are done by people. What is the analogy between the human cognition and the way computers work? The physical brain is analogues to a computer's hardware, and cognition (mental processes) analogous to a computer's software. As we know, a long-standing challenge within computer science has been build intelligent machines. What people usually mean when they use the term intelligence? According to the definition that some experts give intelligence is verbal ability, problem-solving skills, and the ability to adopt to and learn from life's everyday experiences [1:286]. Today, there is substantial ongoing research and development in such areas as machine translation, lexicography, hypertext technologies, computational modeling of spoken dialogue system and other computerized technology are in widespread use.

The technological progress of the 21st century has demonstrated that whatever can be done by technology, will be done. Until the technology development exists, society will adopt the opportunities and buy products by new information technologies. Moreover, education cannot ignore the trends. The information age has produced much information. The collection of information and the exchange of information with others require and improve language competence. Extensive reading of Internet materials also develops vocabulary skills. All these factors force us to computer-mediated communication and computer-mediated learning.

One more thing we would like to indicate that learners nowadays think and behave differently than those from previous generations. Professionals from various fields-including law, accounting, and medicine, to name just a few-have written increasingly about generation differences. According to a survey of the generations, experts, such as Lancaster and Stillman in their work "When generations collide: Who they are, why they clash. How to solve the generational puzzle at work? "wrote about Generation Y by dividing the last 70 years into four distinct generations. Not surprisingly, the majority of research and reports in the media about Gen Y comes from developed nations, specifically the United States. However, the examination of Gen Y is on the rise at universities throughout the world, including in countries such as New Zealand, South Africa, Mexico, and Costa Rica. Nevertheless, what types of the generations are they considering?

1. The Baby Boomer generation (1946-1964). This large generation was due to the many soldiers who returned home after World War II and started families. More people were born in this twenty-year period than at any other time in the United States history.

2. Generation X (1965-1980). This generation (1965-1980). This generation was much smaller than the Boomer generation. Gen Xers have been generally characterized as hard working, independent, and skeptical.

3. Generation Y (1981-1999). This generation came into being during the last two decades of the 20th century. Its members are identified as confident and technologically advanced.

4. Generation Z (2000-present). This name refers to those born since 2000, a group that has received little attention in the literature.

The point is that the most distinguishing characteristics of generation is its comfort with technology. Prensky refers to them as digital natives, or people born into a technological world [2: 4]. Information technology is an integral part of their lives. Gen Y, therefore, prefers to work smarter rather than harder. They assume they can because technology makes them more productive. Information, learning and knowledge are available to them via the Internet. The information age has produced much information. In

other words, today's youth have never known life without computers and the internet. They value comfort and they are not willing to sacrifice their lives for work as previous generations. They are more confident in seeking a balance between work and personal life. In this case, can we think of forcing the learners to computer-mediated learning and computer-mediated communication? In addition, how do the Internet and other technology-driven innovations motivate them? The contemporary view of motivation emphasizes cognitive factors, including such information-processing abilities as attention, memory, and problem solving. Nowadays on-line testing is becoming popular. Interactive tests attract students to check their language knowledge.

What the Internet and other technology-driven innovations force us to address is the nature of computer-mediated communication and computer-mediated learning. These are some new approaches, which are called Computer-Assisted language Learning (CALL), computer-based training, or distributed learning [3:279]. There are a lot of Internet opportunities and features that can be used to enhance the language learning process.

What are the language goals the Internet use may help learners to achieve? It goes without saying, that because of intensive work on the Internet, they will be able to:
-   develop reading skills and vocabulary via reading of Internet materials;
-   develop writing skills in making their research, reports or presentations;
-   develop productive skills working as a group on a task;
-   encourage the development of cultural awareness;
-   develop project and research skills collecting and analyzing authentic materials, texts, and programs
-   develop computer skills, as they master new programs and information sources

Multimedia means using audio, video, pictures, and text to present information or, in ELT, learning materials. Speaking over the Internet allows learners to talk and listen to student partners in other places, in real time, developing oral fluency through group work and becoming more confident in speaking. Internet Audio allows students to listen to authentic speech or music, get the latest political, sports, or business news.

Video is exciting and motivating. Students can focus on discussion topics such as films, music, and language problems or the cultural background of the language. In addition, they are usually motivated by entertainment topics. They can collect films, conduct surveys of viewers' preferences, and make presentations on selected artists. What all these can do for language education? In each of above activities, students should be able to read, comprehend, and react to authentic material. Although it is clear that reading, writing, and vocabulary skills will be developed, and speaking skills may be practiced in these activities as well.

Internet contains millions of pages of information in text, graphic, audio, and video form. With Internet connection, students search the web for information about anything, anyone, and anywhere. The goal is to learn them to manipulate the information and develop self-directed learning. It can also be seen that students will be empowered by self-directed work with an international and "real-world" resource like Internet, and become more confident and autonomous learners [3:282]

Finally, language learners will take advantage of all opportunities provided by new technologies. Of course, Internet opportunities and technology-driven innovations enhance the language learning process, forcing the students to operate with computer- mediated communication and computer-mediated learning. The Internet has grown so rapidly and because of it, the society cannot stop this modern tendency.

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