

ADVANTAGES AND DISADVANTAGES OF USING COMPUTER TECHNOLOGY FOR TEACHING SECOND LANGUAGE LEARNING

Khidirova Ibodat Niyozalievna

Teacher. Termez State Pedagogical Institute. Uzbekistan.

Annotation: This article's goal is to go over the benefits and drawbacks of computer technology and Computer Assisted Language Learning (CALL) programmes in relation to modern second language acquisition. Learning how to use computer technology and its associated language learning programmes to support the nine million or so students in American classrooms who have limited English proficiency (LEP) each year is an important and urgent subject, according to a 2002 report from the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programmes. Actually, utilising computers and CALL programmes has emerged as a new paradigm in second language training worldwide in recent times. Empirical studies have demonstrated that computer technology use improves English as a Second Language success levels.

Key words: Computer Assisted Language Learning (CALL), Limited English proficiency (LEP), Language Instruction Educational Programmes, syntax.

ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ИСПОЛЬЗОВАНИЯ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ ДЛЯ ОБУЧЕНИЯ ВТОРОМ ЯЗЫКУ

Хидирова Ибодат Ниезалиевна

Преподаватель. Термезский государственный педагогический институт.
Узбекистан.

Аннотация: Цель этой статьи — рассмотреть преимущества и недостатки компьютерных технологий и программ компьютерного изучения языка (CALL) по отношению к современному овладению вторым языком. Согласно отчету Национального информационного центра США за 2002 год, изучение того, как использовать компьютерные технологии и связанные с

ними программы изучения языка для поддержки примерно девяти миллионов учащихся в американских классах с ограниченным знанием английского языка (LEP), каждый год является важной и неотложной темой. Образовательные программы изучения английского языка и обучения языку. Фактически, в последнее время использование компьютеров и программ CALL стало новой парадигмой в обучении второму языку во всем мире. Эмпирические исследования показали, что использование компьютерных технологий повышает уровень владения английским языком как вторым языком.

Ключевые слова: изучение языка с помощью компьютера (CALL), ограниченное владение английским языком (LEP), образовательные программы обучения языку, синтаксис.

Introduction. According to educators, there are a lot of benefits associated with modern computer technology for learning languages as a second language. Learners of second languages could benefit from increased independence from classrooms and the ability to work on their course material at any time of day thanks to computers and the language learning applications they are connected to.

For students who are unfamiliar with computers, there are therefore no advantages to computer technology. Third, there are still flaws in the software used in computer-assisted language learning programmes. The majority of computer technology used today focuses on writing, reading, and listening abilities. Though some speech recognition software has been updated recently, its features remain restricted. According to some experts, a programme should ideally be able to comprehend verbal input from users and assess it for appropriateness as well as correctness. It must be able to identify certain pronunciation, syntax, or usage issues among students and then make an informed choice from a variety of possibilities. Fourth, computers are unable to deal with unforeseen circumstances. The learning environments that second language learners encounter are diverse and dynamic.

Research Methodology. Computer technology is not as intelligent as teachers when it comes to handling learners' unforeseen learning challenges and providing prompt answers to their inquiries. It was also stated that computer technology with that level of intelligence does not now exist and is not anticipated to do so for a considerable amount of time. These factors contribute to the computer's incapacity to connect with humans in an efficient manner. To put it simply, current computer technology and the language learning software that goes along with it are not smart enough to be fully interactive just yet.

Analysis and results. People still need to work on developing and upgrading computer technology in order to assist second language learners. Last Words In summary, the purpose of this essay was to discuss the advantages and disadvantages of CALL programmes that are applicable to contemporary ESL classrooms. Despite recent global trends in second language learning instruction favouring the use of CALL programmes, computer technology remains flawed and limited despite advances in modern technology. Therefore, before attempting to apply CALL programmes to enhance our instruction or support students' learning, we should be aware of their advantages and disadvantages in order to prevent misuse of the programmes and to maximise the benefits for our ESL teaching and learning.

Using computer technology for teaching second language learning offers a range of advantages and disadvantages. Here's a comprehensive look at both:

Advantages

Interactive and Engaging Learning

Multimedia Resources: Integrates audio, video, animations, and interactive activities to cater to different learning styles.

Interactive Exercises: Provides engaging tasks like drag-and-drop activities, quizzes, and language games.

Personalized Learning

Adaptive Learning: Tailors lessons and exercises to the learner's pace and proficiency level.

Self-Paced Learning: Allows students to learn at their own speed, revisiting or advancing as needed.

Access to Authentic Materials

Real-World Contexts: Provides exposure to real-world language through news articles, videos, and social media.

Cultural Exposure: Enhances cultural understanding through diverse content from different regions.

Disadvantages

Technical Issues

Access to Technology: Not all students have access to computers, tablets, or reliable internet connections.

Technical Difficulties: Problems like software glitches, hardware malfunctions, or connectivity issues can disrupt learning.

Limited Personal Interaction

Lack of Face-to-Face Interaction: Reduces opportunities for real-time, face-to-face practice with peers and teachers.

Dependence on Digital Communication: May hinder the development of interpersonal communication skills.

Distraction and Over-Reliance

Distractions: The internet and apps can be distracting, leading students to lose focus.

Over-Reliance on Technology: May reduce the development of traditional study skills and discipline.

Conclusion

While computer technology offers many advantages for second language learning, such as increased engagement, personalized learning, and access to a wide range of resources, it also presents challenges like technical issues, limited

personal interaction, and potential distractions. Balancing the use of technology with traditional learning methods and ensuring equitable access can help maximize the benefits while mitigating the disadvantages.

References:

1. Khidirova, I. (2023). PEYORATIVE, DEGORATIVE VOCABULARY IN FAMILY SPEECH (EXAMPLE OF THE KHIDIROV AND SHAYMATOV FAMILIES). *Modern Science and Research*, 2(3).
2. Niyozalievna, K. I. (2024). METHODOLOGY OF TEACHING FOREIGN LANGUAGES ACCORDING TO DEVI'S IDEAS. *World Bulletin of Social Sciences*, 34, 14-16.
3. Xidirova, I., & Jo'rayeva, M. (2023). LEXICAL-SEMANTIC ANALYSIS OF KINSHIP NAMES USED IN ANCIENT TURKISH DICTIONARIES. *Modern Science and Research*, 2(4), 716-719.
4. Niyozalievna, K. I. (2024). METHODOLOGY OF TEACHING FOREIGN LANGUAGES ACCORDING TO DEVI'S IDEAS. *World Bulletin of Social Sciences*, 34, 14-16.
5. Xidirova, I., Boyqulova, S., & G'affarova, G. (2023). LEXICAL AND MORPHOLOGICAL ANALYSIS OF PLANT AND RELATED NAMES. *Modern Science and Research*, 2(5), 258-260.
6. Karshieva, B. F. (2022). Methodology and pedagogical practice-test result of organization of pedagogical training. *Экономика и социум*, (12-1 (103)), 135-138.
7. Karshieva, B. F. (2017). Professional competence of the teacher. *Vesnik of modern science: Scientific and theoretical journal.– Volgograd*, 3.
8. Fakhriddinovna, K. B. (2023). The current state of teaching english to technical students, methodological approaches: the current state of teaching english to technical students, methodological approaches.
9. Faxriddinovna, K. B. (2023). THEORETICAL VIEWS OF TEACHING ENGLISH TO ENGINEERING STUDENTS. *The American Journal of Social Science and Education Innovations*, 5(12), 113-116.
10. Fakhriddinovna, K. B. (2019). THE USE OF INTERACTIVE METHODS FOR TEACHING ENGLISH LANGUAGE THE AGES OF 5-6. *European Journal of Research and Reflection in Educational Sciences*, 7.