

УДК 378.016:811'243(004)

**NEW TECHNOLOGIES
IN TEACHING FOREIGN LANGUAGES**

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В статье рассматриваются некоторые современные технологии и методики в обучении иностранным языкам.

Ключевые слова: обучение иностранным языкам, технология, методика, языковая среда.

The article discusses some new technologies in teaching foreign languages.

Keywords: foreign language teaching, technology, teaching mode, language environment.

With today's rapid development, people invent new technologies one after another. Yet in the face of technology, people seem so small. People are trying to make use of technology, but they fail in some circumstances. The teaching of foreign languages has always been an important part of teaching around the world. Due to the development of science and technology, even more new technologies are emerging in foreign language teaching. However, there are various problems in the application and adaptation of new technologies. This has led to some people in society to question whether new technology should be applied in teaching at all. This paper briefly introduces the application of new technology in foreign language teaching and its advantages and disadvantages.

Science and technology has been playing a vital role in innovation of the education system. At present, the emergence and rapid development of cloud computing, big data, artificial intelligence, block-chain and other new technologies will boost the realization of the future education prospect. In the digital age and the age of knowledge explosion, the demand for education has changed. Technological innovations such as artificial intelligence and diversity of forms of content interaction have given rise to new demands in the education industry. At the same time, the demands for the universal benefit and equity of educational resources are also on the rise.

At the end of last century, communicative teaching mode was introduced, which received great attention and extensive promotion. Communicative approach provides students with opportunities to use English for communication through class activities. In this teaching mode, students have not been passive receivers of information, but participating in the learning process through actual language communication activities since then. And actual language communication activities refers to the communication between teachers and students and between students to achieve the purpose of language practice. Although communicative language teaching method is widely recognized. However, due to the limitation of class time and the number of students, most of the foreign language teaching is dominated by the explanation of textbook content by teachers.

Today, when information technology is widely used, foreign language teaching has stepped into a completely new phase where the teaching mode

transforms from the closed to the open. Judging from the present situation, the network and other education appliances play a positive role in mode transformation of foreign language teaching, and bring students with increasing knowledge capacity, increasing interest in learning and improved language teaching environment. At the same time, the communication between teachers and students under the network environment can extend the way of communication both inside and outside of class, which is conducive to the harmonious relationship between teachers and students and to arouse students' learning enthusiasm.

Moreover, the application of new technologies in teaching foreign languages provides teachers and students with higher-efficiency learning environment and more equitable opportunities for communication practice. For example, the introduction of simultaneous interpretation equipment into the campus not only provides advanced learning conditions for teachers and students, but also eliminates the need to worry about the lack of classroom time for systematic training, let alone the lack of training opportunities. That greatly improves the teaching efficiency of teachers and students, and also lays a solid foundation for the talent cultivation program of colleges and universities.

Traditional teaching mode and conditions could only teach students abstract concepts at that time. Then the application of computer – most significantly, PowerPoint – provides students the opportunity of visualizing the learning material, and provides teachers the condition to make the classes more lively. And that once people have been engaged in a job (including study) for a long time, it is difficult not to get tired. Even an excellent teacher can lose passion after the 20-year teaching on identical textbooks. But new technology enables both teachers and students to break through the shackles of traditional foreign language teaching. Both teachers and students run into different contexts everyday, so that they can avoid fatigue, and can always maintain passion towards foreign language teaching or learning. Teachers' teaching interest and students' interest in learning will be remarkably strengthened.

What's more, the waste of resources (the production of paper, color, chalks, and the air pollution caused by these production) is largely avoided. However, the extensive application of new technology in foreign language teaching cannot represent the adaptability of teachers and students to it. Problems arise as everything is born. For instance, the frequency and effect of classroom interaction between teachers and students are weakened. Doing individual exercises on personal devices can isolate students and rob them off the interactive experience that language learning should be [1].

And teachers' understanding of students' learning situation and progress

is far inferior to classroom learning under traditional teaching facilities. And these signs show that both teachers and students are not familiar with the new technology. It takes time to adapt to the teaching process.

Educational informatization not only puts forward new requirements for the teaching of college teachers, that is, breaking traditional ideological constraints, changing educational concepts, improving information technology literacy through independent learning, and using information resources to promote the development of their own professional competence. In addition, it also puts forward new requirements for students' learning, that is, to improve the independent learning ability of informatization, to cultivate the cooperative learning ability of informatization, and to carry out the inquiry learning of informatization [2]. In the progress of the era and the trend of scientific and technological development, we must keep up with the development. We have to keep learning and adapting. Although some believe they'll even eradicate the need to learn it at all – like Joshua Cooper Ramo, author of *The Seventh Sense*, who makes a case that more data means less need for human intervention [3]. We should study the new teaching mode, so as to cooperate with the new technology to improve the quality of foreign language teaching. At present, the problems exposed in the first contact with new technology and new equipment are only the development process of foreign language teaching. While new technologies are double-edged swords, we need to mobilize all relevant departments to continuously promote students and teachers to adapt to new teaching technologies.

Low-tech working nourishes students' inner abilities and encourage them to freely engage in and understand the real world. But some opponents seem to have forgotten that crayons and watercolors were, at some point in the past, new technology. We see them differently now, simply because they have become part of our lives. Alan Kay, the computer pioneer, used to say that technology was everything that was invented after you were born. For students growing up today, laptops and mobile phones are not high-tech tools. They are everyday tools, like crayons and watercolors. If we oppose the introduction of new technologies into foreign language teaching, students will be living in a pile of walking fossils. These new technologies may be the first novelty that some students are exposed to, which will have an impact on their cognition. So we cannot either rule out the introduction of new technology, or being vague about students' interaction with it. We still have a long way to go.

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