THE ROLE OF TECHNOLOGIES IN DEVELOPING LANGUAGE SKILLS

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ABSTRACT

The article discusses the main feature and importance of technologies and mobile devices in teaching as well as learning foreign languages. Cooperative learning within IT technologies is a strategy that maximizes student engagement, reduces class tensions, and promotes student learning. Typically, students work in groups and plan to use cooperative learning frequently in classes, consider arranging your classroom to facilitate in learning foreign languages. It should be mentioned that in our new developing country, the benefits of IT learning are obvious. That is why IT teachers along with teachers of English are creating different softwares and strategies. The use of Internet resources in teaching foreign languages undoubtedly carries a huge pedagogical potential, being one of the means that turns teaching a foreign language into a living creative process. Of course, one should not forget that teachers teach, not computers. A computer is just a complex machine in the service of man, and it will never replace a teacher.

KEYWORDS: *Technology, Digital Assistant, Mobile Language Learning Environment, Search Engine, Portable Classroom, Autonomous Learning, Mobile Devices, Podcasting.*

INTRODUCTION

Many researchers have noted the role technology plays in developing reading and writing skills. Early in the millennium, Adina Levine, Orna Ferenz, and The a Reves identified that in order to develop critical literacy skills for foreign language learners, computer-based technologies were more useful than the conventional method of reading. Several years later Subhadra Ramachandran supported this finding, propounding that judicious use of technology in the classroom helped students in their literacy development. Likewise, Read Gilgen described that personal digital assistant and laptop devices were considerably more effective than traditional modalities, creating a mobile language-learning environment for students. Recent scholarship concurs with these findings, although it tends to recommend using a combination of web-based and traditional writing instruction rather than a single approach **[1].**

Methodology

The main purpose of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, teaching practical mastery of a foreign language.

Access to the Internet enables teachers to take advantage of a huge amount of additional materials and resources that allow enriching lessons with a variety of ideas, making them more effective, interesting, and interactive. However, we must not forget that the Internet is only an auxiliary technical means of training. Thus, competently integrating information resources of the Internet into the educational process, you can: form and improve speech skills using modern authentic materials; to replenish vocabulary with vocabulary of the modern English language; to get acquainted with the features of speech behavior, culture and traditions of various peoples in the conditions of communication.

Something that excited many scholars several years ago was the potential of mobile technologies — from personal digital assistants to iPods — to impact language learning, although they did acknowledge limitations. Laptops, tablets, iPods, and cellphone devices are a type of portable classroom, which has made language learning very easy. Texting, calling, and e-mailing are different techniques students can use to improve their language skills. Language teachers should update their skills with training on the use of technology, including computers, multimedia, and smart boards in the language-learning classroom [2]. Instructors should also urge their students to use technology for language learning; the Internet especially can be fruitful for autonomous learning. [3]

There are various types of technologies currently used in traditional classrooms. Among these are:

Computer in the classroom: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

Class website: In today's society, children should know how to use the computer to navigate their way through a website, so why not give them one where they can be a published author? Just be careful, as most districts maintain strong policies to manage official websites for a school or classroom.

Class blogs and wikis: Blogs allow for students to maintain a running dialogue. They work a tool for maintaining a journal of thoughts, ideas, and assignments, as well as encourage student comment and reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product [4].

Mobile devices: Mobile devices such as clickers or smart phone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback. Mobile learning is how an individual learns using personal interactive technologies, such as a computer. A branch of mobile learning where students relate personal experiences to their learning is called performance support [5]

Podcasts: Pod-casting is a relatively new invention that allows anybody to publish files to the Internet where individuals can subscribe and receive new files from people by a subscription. The primary benefit of pod-casting for educators is quite simple. It enables teachers to reach students through a medium that is both "cool" and a part of their daily lives. For a technology that only requires a computer, microphone and internet connection, pod-casting has the capacity of advancing a student's education beyond the classroom. When students listen to the pod-casts

of other students as well as their own, they can quickly demonstrate their capacities to identify and define "quality."

Writing is one of the requesting language abilities that require a tall phonetic information and linguistic foundation.

The complicated nature ofcomposingis that it is seen as 'a handle as well as a product' which needs imagination, concentration, and assurance from the scholars. comprehensive composing instruction.   Writing particularly by moment dialect learners   (L2) composing is seen as   very troublesome ability to memorize by L2 learners, which needs for efficient and

Ponders of gifted scholars outline well the complexity of the composing prepare. Learners are required to address substance, organization, structure, and mechanics suitably to communicate meaning through composing at the same time.

Online composing is portion of   online dialect learning   (OLL). This   may take put in Web encouraged, cross breed, or completely virtual. The term online dialect learning (OLL) can allude to a number of learning courses of action: Web-facilitated class, a blended or hybrid course, a fully virtual or online course. These are modern dialect learning environment with online instruction conveyance designs, at the side the blend of the innovative devices utilizedin that, cover in numerous cases with the contrasts in nomenclature having more to do with the percentage of substance that's conveyed online.

There's expanding prove that innovation, when appropriately implanted and coordinates into instructing and learning, encompasses a noteworthy positive impact on understudies learning prepare.

CONCLUSION

On the whole, while student satisfaction surveys confirm the continued success of Internet-based resources in the teaching of foreign languages, a growing body of literature suggests these technologies are encouraging students to become increasingly autonomous in their learning of foreign languages, as well as more intercultural competent.

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