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USING COMPUTER EDUCATION PROGRAMS TO STRENGTHEN THE PROCESS OF FOREIGN LANGUAGE TEACHUNG

Аннотация. With the advent of digital information technology, traditional foreign language teaching based on blackboards, textbooks, and teacher-led indoctrination can no longer meet the demands of modern education for diversification, personalization, and practicality. As essential modern educational tools, computer-based educational programs integrate multimedia resources, interactive features, intelligent assessment, and online collaboration platforms, bringing profound changes to the teaching of foreign languages.

Ключевые слова: Computer education programs, foreign language teaching, cross-cultural communication skills, Computer-assisted Language Learning (CALL), targeted learning tasks.

Foreign language teaching is a vital part of education, tasked with fostering students' cross-cultural communication skills, language literacy and international vision. Its core goal is to help students master language knowledge and develop competent listening, speaking, reading and writing skills for effective cross-cultural communication.

Restricted by time, space and limited resources, traditional foreign language teaching mainly relies on classroom knowledge instillation. Rigid teaching forms and single resource channels make personalized teaching and practical training hard to carry out, leading to common problems like "dumb foreign language" and high scores but poor practical ability, which greatly hinders teaching quality improvement.

Against the background of educational digital transformation, Computer-assisted Language Learning (CALL) has become a mainstream teaching method. Modern computer education programs cover adaptive learning systems, oral simulation platforms, resource databases, interactive software and assessment systems, covering pre-class preview, in-class learning and after-class review. With multi-media elements such as texts, audios, videos and animations, they create immersive language learning environments, a powerful remedy for the drawbacks of traditional teaching.

Currently, many schools have introduced such programs, but most applications remain superficial and rigid. Many teachers merely use programs as a replacement for blackboards, failing to combine technical functions with teaching goals, which results in wasted resources and unsatisfying teaching effects. Therefore, exploring the rational application of computer education programs to boost foreign language teaching is of great theoretical and practical significance.

Constructivism holds that learning is learners' active knowledge construction based on personal experience, rather than passive acceptance of indoctrinated knowledge. Teaching should take students as the core and create proper situations for independent exploration. Traditional teaching puts students in a passive position and restricts their autonomous learning ability. Computer education programs provide diversified open platforms with abundant materials and interactive training. Students can arrange learning content and progress independently, realizing the shift from teacher-centered teaching to student-oriented learning.

Students differ greatly in learning foundation, ability, interest and pace, so teaching should follow the principle of teaching students in accordance with their aptitude. Large-class traditional teaching can only adopt unified teaching content based on the average level, ignoring individual needs. Equipped with data statistics and adaptive adjustment functions, computer programs record learning tracks, identify weaknesses and push targeted learning tasks. They can provide basic training for underachievers and expanded learning for top students, realizing hierarchical and personalized teaching.



Foreign language is a practical communication tool, which must be learned in real communication scenarios. Situational teaching theory advocates building vivid contexts to help students master language application rules. Relying on multimedia and virtual simulation technology, computer programs create simulated scenes of daily conversation, workplace communication and cross-cultural exchanges. Functions like video simulation, voice interaction and role-playing allow students to practice listening and speaking in authentic language environments and make up for the lack of practical communication scenarios in traditional classrooms.

Traditional teaching resources are limited to textbooks and simple auxiliary materials, featuring outdated content and narrow coverage. Connected to massive online databases, computer education programs provide authentic articles, audio-visual materials, news, literary works and cross-cultural resources with real-time updates. Teachers can select high-quality resources to complement textbooks. For oral classes, original interviews and daily dialogue videos help students learn standard pronunciation and authentic expressions; for reading classes, expanded journals and essays broaden students' horizons and improve reading ability.

Unified collective teaching cannot address students' individual gaps. Computer programs collect data on learning duration, exercise accuracy and error types, and generate analysis reports to pinpoint weaknesses in vocabulary, grammar and four basic language skills. Teachers can thus design targeted teaching plans to fix knowledge loopholes. Meanwhile, students can conduct autonomous after-class learning and repeated training for weak points. This mode breaks the shackles of unified teaching and enables every student to make progress based on their own level.

Traditional evaluation mainly depends on mid-term and final written exams, with single indicators and delayed results, unable to reflect students' overall learning status. Computer programs build a multi-dimensional evaluation system combining process assessment and result assessment. It records preview, classroom participation and after-class performance for real-time learning supervision. The intelligent system can automatically mark objective questions and assess oral pronunciation and writing quality via AI technology. This evaluation mode reduces subjectivity, feeds back teaching problems timely and helps teachers adjust teaching strategies continuously.

The application of computer education programs requires teachers to possess both professional language competence and digital operation skills. At present, many foreign language teachers are incompetent in using modern teaching programs. Senior teachers stick to traditional teaching methods and are reluctant to learn new technologies, lacking proficiency in system operation, resource screening and data analysis. While young teachers can operate software skillfully, they fail to integrate technology with teaching design, leading to blind and random use of programs that cannot serve teaching optimization.

The promotion of computer education programs relies on complete hardware, stable network and supporting software. Digital teaching resources are unevenly distributed across regions and schools in China. Urban key schools and developed areas are equipped with complete intelligent facilities and rich paid teaching resources to carry out diversified digital teaching. In contrast, rural and underdeveloped areas suffer from insufficient hardware, backward network, single teaching programs and a lack of high-quality resource libraries. Such imbalance widens the gap of teaching effects and restricts the overall improvement of foreign language teaching.

Some teachers over-rely on computer programs in digital teaching reform and abandon traditional teaching and face-to-face interaction. Classrooms are filled with program operation and resource playback, lacking communication and emotional communication between teachers and students. Foreign language teaching includes not only knowledge instruction, but also cultivation of cross-cultural literacy and communication competence, which demands teachers' targeted guidance. Overuse of technology makes teaching rigid and cold, fails to meet students' emotional and communication needs, and hinders the development of comprehensive language ability.

Teachers' digital ability is the key to effective application of computer programs. Schools should establish a systematic training mechanism. For senior teachers, focus on basic software operation and simple resource application to help them adapt to digital teaching. For young teachers, launch in-depth training on teaching design, data analysis and innovative teaching modes to enhance



their ability of integrating technology and curriculum. Besides, build communication platforms, organize demonstration classes and experience sharing to promote mutual progress among teachers.

Education authorities and schools need to increase investment in digital infrastructure. First, accelerate the construction of intelligent classrooms and high-speed networks in rural and underdeveloped areas, and update outdated equipment to guarantee basic operating conditions. Second, integrate high-quality public teaching resources and build regional shared resource libraries, so that high-quality courses and program functions can be shared across schools. This breaks resource monopolies and allows more students to access premium digital foreign language teaching resources.

Schools should take advantage of program data functions to build a complete supervision and evaluation system. On the one hand, monitor teachers' teaching behavior, assess the rationality of program application, teaching design and task completion, and standardize digital teaching practices. On the other hand, evaluate students from multiple dimensions including autonomous learning, classroom participation and practical ability, instead of merely focusing on exam scores. Comprehensive assessment provides accurate data support for personalized teaching and continuous teaching optimization.

The integration of computer education programs and foreign language teaching is an inevitable trend of educational digitalization and teaching reform. Such programs break the limitations of traditional teaching, enrich resources, innovate teaching modes and improve the evaluation system, playing a positive role in lifting teaching quality and cultivating students' comprehensive language ability. Nevertheless, problems like superficial integration, insufficient teachers' digital literacy, unbalanced resources and over-reliance on technology still exist.

To better apply computer education programs in foreign language teaching, schools and teachers must take teaching objectives as the guide, deepen the integration of technology and curriculum. It is essential to strengthen teacher training, optimize resource distribution, balance digital technology and traditional classroom teaching, and improve the whole-process evaluation mechanism. By giving full play to the auxiliary role of computer education programs, every link including preview, classroom teaching and review can be optimized. In this way, foreign language teaching will become more targeted, effective and scientific, so as to cultivate students' language and cross-cultural competence and meet the demands of modern international education and cross-cultural communication.

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