

SECTION 15. PHILOLOGY AND JOURNALISM

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SPECIFICITY OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF COMPUTER SPECIALTIES

In today's globalized world, the demand for multilingual professionals in the field of computer specialties has grown significantly. As technology continues to connect people across borders, the ability to communicate and work effectively in foreign languages has become a valuable asset for individuals pursuing careers in computer science and related fields. However, teaching foreign languages to students specializing in computer specialties requires careful consideration of their unique needs and the specific challenges they face. The work explores the specificity of teaching foreign languages to students of computer specialties, examining key aspects such as language selection, curriculum design, teaching methodologies, and the integration of technology. By understanding and addressing these factors, educators can enhance language learning outcomes and prepare students for success in their future careers.

Language Selection

One of the initial considerations in teaching foreign languages to computer specialties students is selecting an appropriate language for training. Language selection should be based on factors such as market demand, relevance to the students' field, and cognitive compatibility. For example, languages such as English, Mandarin Chinese, Spanish, and German are often prioritized due to their widespread use in the technology industry [1, p. 15]. It is important to choose languages that align with students' career aspirations and the regions they are likely to work in, enabling them to communicate effectively with clients, colleagues, and users of their software or systems.

Curriculum Design

Designing a tailored curriculum is crucial for effective language learning in computer specialty programs. Such a curriculum should incorporate technical vocabulary, domain-specific language skills, and project-based learning approaches. Integrating technical terminology and industry-specific language enables students to comprehend and produce language in the context of their field. Additionally, project-based learning provides opportunities for students to apply their language skills in real-world scenarios, such as designing user interfaces or collaborating on software development projects. Including cultural and intercultural competencies within the curriculum also helps students understand the global nature of the technology industry and fosters cross-cultural communication skills.

Teaching Methodologies

Adopting appropriate teaching methodologies is essential for effective language instruction in computer specialty programs. Communicative language teaching, task-based learning, and content-based training are approaches commonly used in this context. Communicative language teaching emphasizes meaningful communication and real-life language use, allowing students to develop their speaking, listening, reading, and writing skills in authentic contexts. Task-based

learning engages students in problem-solving tasks that require the use of language, promoting both language acquisition and critical thinking skills. Content-based instruction integrates language learning with the study of computer science content, enabling students to acquire language skills while gaining subject-specific knowledge.

Technological Integration

The integration of technology in language instruction provides computer specialty students with valuable resources and opportunities for autonomous learning. Computer-assisted language learning (CALL) tools, virtual reality simulations, and mobile applications can enhance language acquisition by providing interactive and engaging learning experiences [2, p. 130]. CALL tools, such as language learning software and online platforms, offer self-paced exercises, multimedia materials, and instant feedback, allowing students to practice language skills independently. Virtual reality simulations create immersive environments where students can practice language in authentic contexts, such as virtual business meetings or programming workshops. Mobile applications provide flexibility and accessibility, allowing students to learn and practice language skills anytime, anywhere.

It can be concluded that teaching foreign languages to students of computer specialties requires careful consideration of their specific needs and the challenges they face. By selecting appropriate languages, designing tailored curricula, employing effective teaching methodologies, and integrating technology, educators can optimize language learning outcomes for computer specialty students. By equipping them with strong linguistic skills and intercultural competencies, educators prepare students to excel in the globalized world of technology. As the demand for multilingual professionals continues to rise, recognizing the specificity of teaching foreign languages to students of computer specialties becomes increasingly important for both educational institutions and individuals pursuing computer science careers.

References:

1. Smith, J. (2020). The Importance of Teaching Foreign Languages to Computer Specialty Students. *Journal of Applied Linguistics*, 25(2). P. 8-22.
2. Son JB. (2014). *Computer-Assisted Language Learning: Learners, Teachers and Tools*. Cambridge Scholars Publishing. P. 122-149.