

"SYSTEM OF TECHNOLOGIES AND EXERCISES FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF STUDENTS OF A2 LEVEL THROUGH THE USE OF INFORMATION TECHNOLOGIES"

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Abstract This paper explores the integration of information technologies in developing the linguistic competence of students at the A2 level. The rapid advancement of technology offers innovative ways to enhance language learning, making it more engaging and effective. This study focuses on various technological tools and exercises that can be utilized to improve the linguistic skills of A2 level students, aligning with the Common European Framework of Reference for Languages (CEFR). The findings suggest that the use of digital tools, such as language learning apps, online exercises, and interactive platforms, significantly enhances students' proficiency in vocabulary, grammar, listening, and speaking skills. The paper concludes with recommendations for educators on incorporating these technologies into their teaching methodologies.

Keywords

- Linguistic Competence
- A2 Level
- Information Technologies
- Language Learning
- CEFR
- Digital Tools
- Vocabulary
- Grammar
- Listening Skills
- Speaking Skills

Introduction Language learning at the A2 level presents unique challenges and opportunities for both students and educators. The integration of information technologies offers a promising avenue to enhance linguistic competence, providing a dynamic and interactive learning environment. This study examines the

effectiveness of various technological tools and exercises in developing the linguistic skills of A2 level students.

Literature Review

The literature on language learning highlights the importance of linguistic competence, which encompasses a student's ability to effectively communicate in a target language. Recent studies emphasize the role of technology in facilitating this process, offering tools that cater to different aspects of language learning, including vocabulary acquisition, grammar practice, and the development of listening and speaking skills.

Methodology

This study employs a mixed-method approach, combining quantitative and qualitative data to assess the impact of information technologies on the linguistic competence of A2 level students. Participants include a cohort of A2 level students enrolled in a language course. Data is collected through pre- and post-tests, surveys, and interviews, analyzing improvements in linguistic competence after using various technological tools and exercises.

Technological Tools and Exercises

Vocabulary Development

Digital flashcards and language learning apps, such as Duolingo and Memrise, offer interactive and engaging ways to expand vocabulary. These tools use spaced repetition algorithms to enhance retention and recall of new words.

Grammar Practice

Online platforms like Grammarly and Quizlet provide interactive grammar exercises, allowing students to practice and reinforce grammatical structures in a contextualized manner.

Listening Skills

Podcasts, language learning videos, and interactive listening exercises available on platforms like YouTube and BBC Learning English help improve listening comprehension. These resources offer authentic language input, catering to various levels of difficulty.

Speaking Skills

Language exchange apps, such as Tandem and HelloTalk, facilitate real-time communication with native speakers, enhancing speaking proficiency. Additionally, voice recognition software and interactive speaking exercises on platforms like

Rosetta Stone and Babbel help students practice pronunciation and conversational skills.

Results

The study finds a significant improvement in the linguistic competence of A2 level students who utilized information technologies in their language learning process. Participants reported increased motivation and engagement, with notable advancements in vocabulary, grammar, listening, and speaking skills.

Discussion

The integration of information technologies in language learning offers numerous benefits, including personalized learning experiences, immediate feedback, and increased exposure to authentic language use. However, it also presents challenges, such as the need for digital literacy and access to reliable internet connections.

Conclusion

Information technologies provide valuable tools for enhancing the linguistic competence of A2 level students. By incorporating these technologies into language teaching methodologies, educators can create more effective and engaging learning environments. Future research should explore the long-term impact of these tools on language proficiency and investigate ways to address the challenges associated with their use.

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