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В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

THE ROLE OF VIRTUAL ASSISTANTS AND ROBOTS IN TEACHING FOREIGN LANGUAGES

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Introduction

Nowadays, when technology is developing at an incredible speed, virtual assistants and robots have become an integral part of our lives. Their role in teaching foreign languages is particularly significant because they can provide students with new opportunities to improve their language skills. Thanks to them, students can get access to unique language learning opportunities that were previously unavailable.

Virtual assistants and robots give students the opportunity to communicate in a foreign language. They can provide answers to questions asked in another language and help improve the pronunciation of a foreign language. In addition, they can conduct lessons in a foreign language and help students practice their language skills. They can provide various answers to the questions asked in a foreign language and correct mistakes in pronunciation and grammar. In addition, virtual assistants and robots can conduct lessons in a foreign language and help students practice their language skills. They can be a convenient and affordable source of additional training that can be used at any time and from any place. [1]

Some virtual assistants and robots can also provide access to various materials in foreign languages, such as books, articles, movies and music. This helps students to immerse themselves in the language environment and expand their vocabulary and knowledge about the culture of the countries where the language being studied is used.

Main body

The use of virtual assistants and robots in teaching foreign languages has many advantages. One of the main advantages of using virtual assistants and robots in teaching foreign languages is accessibility. These technologies can be available to students at any time and in any place, which allows them to study at a convenient time for them and reduces the need to attend additional classes at school or courses.

Another important advantage is to improve the motivation of students. Virtual assistants and robots can use gamification to make learning more fun and interesting. This helps to stimulate students' interest in learning the language and maintain their motivation throughout the learning process. In addition, virtual assistants and robots can be equipped with programs and technologies that can help students improve their language skills. For example, they can use speech synthesis to help students improve their pronunciation and intonation. They can also use speech recognition programs that help students improve their understanding of speech in a foreign language. Virtual assistants and robots can also help students develop their confidence in using the language. They can provide students with the opportunity to practice their language skills without fear of making mistakes. This can help students become more confident in their abilities and reduce the time needed to achieve good results in language learning. [2]

Finally, the use of virtual assistants and robots in teaching foreign languages can help students gain access to a variety of additional resources, such as various applications and games that can help improve their language skills. In addition, these technologies can be used to create joint projects with students from other countries, which allows students not only to improve their language skills, but also to expand their cultural knowledge and get acquainted with other cultures.

One of the examples of using virtual assistants and robots in teaching foreign languages is the Duolingo application. This app uses gamification to make language learning more interesting and

fun. It also uses speech recognition and speech synthesis programs to help students improve their language skills. [3]

Another online platform that can be mentioned is Skyeng. It offers foreign language teaching with native speakers through individual online lessons and numerous teaching materials. The company was founded in 2012 and since then has become one of the leaders in the field of online language learning in Russia. One of the main advantages of Skyeng is an individual approach to each student. Each student has a native speaker teacher who develops an individual curriculum based on the goals and needs of the student. This allows students to achieve faster and more effective results in language learning.

An alternative example is robot teachers. They can be used in foreign language classes and classes to help students practice their language skills. Robot teachers can use speech recognition and speech synthesis programs to help students improve their pronunciation and understanding of speech in a foreign language. They can also be equipped with additional features, such as watching videos in a language, reading books in a foreign language, or even conducting virtual reality lessons.

Nowadays, with the development of technology, virtual assistants and robots in teaching foreign languages are becoming more and more popular. These technologies are used to enhance the educational process and help students learn foreign languages. [4]

One of the key technologies used in virtual assistants and robots is artificial intelligence (AI). Artificial intelligence is used to create more effective and personalized learning programs that can adapt to the level of knowledge and needs of each student. For example, an AI can analyze a student's pronunciation and suggest exercises to improve his pronunciation skills.

Another technology used in virtual assistants and robots is machine learning. Machine learning allows virtual assistants and robots to adapt to each student's learning style and offer the most appropriate exercises. For example, if a student prefers visual materials, a virtual assistant can offer him instructional videos or images. Voice recognition technologies are also widely used in virtual assistants and robots. These technologies allow students to communicate in a foreign language with virtual assistants and robots, which helps to improve their language skills and get used to native pronunciation. Some virtual assistants and robots can also use voice recognition technologies to evaluate a student's pronunciation and offer exercises to improve their pronunciation skills.

One of the most important discovery in this area can be called the technology of generative-adversarial networks (GANs). It is used to create virtual characters that can help students improve their language skills. GANs is a neural network architecture that consists of two components: a generator and a discriminator. The generator creates new examples that meet a certain criterion, while the discriminator tries to determine whether these examples are realistic or not. In the context of language learning, GANs can be used to create virtual characters that can conduct a dialogue with students in a foreign language, analyze their responses and give feedback to help them improve their skills. These characters can be customized for different language levels and can help students practice both spoken and written language. [5], [6]

The advantage of using GANs in creating virtual characters for language learning is that they can be created using a large amount of data and can be customized for different language tasks and levels. In addition, they can be accessible to students at any time and in any place, which can significantly increase the accessibility and effectiveness of language learning. [7]

Like any other technology, virtual assistants and robots in teaching foreign languages have their drawbacks and risks. Some of them may include:

1. Lack of personalization: Virtual assistants and robots may be limited in their ability to individualize learning according to the unique needs of each student.

2. Limited Range: Virtual assistants and robots may have a limited range of topics and terminology that they can explain or use to teach students. This may limit accessibility to some complex or less common topics.

3. Limited context: Virtual assistants and robots cannot fully recreate the context of real communication, including emotions, intentions, context and nuances of language. This can lead to a discrepancy between the theoretical knowledge of the language obtained from virtual assistants and robots and real communication situations.

4. The danger of replacing a human teacher: Virtual assistants and robots can replace traditional teachers in some cases, which can lead to a loss of the value of human interaction in learning.

5. Limited Group Learning: Virtual assistants and robots may have limitations in their ability to teach in a group or collective context, which may limit the opportunities for students to learn from the example of other students and participate in collective tasks.

In general, virtual assistants and robots in teaching foreign languages have a number of advantages and disadvantages, and their use should be based on an understanding of the unique needs and capabilities of each student. [8]

Conclusion

In conclusion, we can say that virtual assistants and robots are playing an increasingly important role in teaching foreign languages. They provide students with new opportunities to practice and improve their language skills, making the learning process more interactive and accessible. However, it must be borne in mind that these technologies cannot completely replace human contact and interaction, which are also very important for the successful learning of a foreign language. Therefore, the use of virtual assistants and robots should be considered as an addition to traditional teaching methods, and not as their replacement. [9]

The future of foreign language teaching is certainly connected with the development of technology, and virtual assistants and robots will continue to play an important role in this process. However, it should be borne in mind that language learning is not limited only to improving language skills, but also includes cultural understanding, social interaction and many other aspects. Therefore, when using technologies in teaching foreign languages, it is necessary to take into account all these aspects and approach the learning process taking into account the specific needs of students.

However, given the rapid development of technology, more advanced technologies and the development of virtual reality can be expected in the future, which can provide even more realistic conditions for language learning. For example, students can participate in virtual simulations of real-life scenarios that will allow them to practice language skills in realistic situations, such as ordering a meal at a restaurant or holding a business meeting.

It is also possible that in the future individual training programs will be created that will adapt to the specific needs of the student. For example, the program can determine what knowledge a student already has and what knowledge he needs to improve his language skills, and then provide personalized lessons and assignments.

Thus, it can be concluded that technology will continue to play an important role in teaching foreign languages, but it is important to take into account that language learning is not limited to language skills only, and it is necessary to take into account all aspects related to language learning and cultural understanding.

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FORMATIVE ASSESSMENT AS AN IMPORTANT ASPECT OF FOREIGN LANGUAGE TEACHING

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Introduction

Today there is a lot of talk about the individualization of the educational process, increasing the educational motivation and academic autonomy of students. The most appropriate mechanism for the requirements of modern society, which takes into account the individual abilities of students and their age characteristics, is formative assessment, which can also be called assessment for learning. Formative assessment is a process of searching and interpreting data used by students and their teachers to determine the stage at which students are in the process of their education, the direction in which they should develop, and how best to achieve the required level.

Main part

For years, the topic of formative assessment has been relevant for scientists in the field of pedagogy and teaching methodology. Table 1. demonstrates the structure of formative assessment based on data from the International Conference of the Center for Research in Education and works of Black and William, Clark [1, 2].

Table 1. The structure of formative assessment

International Conference of the Center for Research (2008)	• Create a culture in the classroom; • Formulate learning objectives; • Use a variety of teaching methods to meet the different needs of students; • Use different approaches to assess students' understanding of the material; • Provide feedback for students and adapt the learning process to the identified needs; • Actively involve students in the learning process.