Modern Problems And Trends In Computational Linguistics (Using The Example Of The French Language)

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Abstract: The article discusses innovative technologies of teaching French as a foreign language. In particular, we are talking about the use of computational linguistics, its problems and trends. New opportunities for teaching foreign languages consider in the light of the technological changes that have taken place. In this regard, the issue of developing different training routes and the role of the teacher in the educational process discussing.

Keywords: educational trajectory, learning technologies, independent work, model of teaching, educational resource.

INTRODUCTION

Many people have written about "smart machines" for several centuries: from Cartesian philosophers and science fiction writers to cyberneticists. Linguists and technicians have been closely involved in the problems of translation since the first computers appeared.

Computational linguistics in Uzbekistan began to develop in 2005, but since 2020, many universities in our country have opened a corresponding specialization in the study of the problems and trends of computational linguistics. Also by this time, considerable experience had accumulated in the training of "computer linguists", scientific and educational literature on various areas of computer linguistics published, scientific conferences held, and even candidate theses defended.

DISCUSSION

For the first time, I heard about possible work in the field of the use of computer technologies in linguistic research from a colleague from the University of Grodno, Associate Professor Lyudmila Vasilyevna Rychkova, who proposed in 1998, "at the dawn of the computer era", cooperation in the preparation of the machine fund of the French language. It mains that with the development of the modern educational environment, individual, independent work of the student is becoming increasingly important. The teacher, of course, should direct this type of activity. Information technologies are developing so fast that the day is not far off when teachers-consultants will be in demand, who will be able to develop an individual educational route in accordance with certain goals and deadlines for mastering a foreign language based on computational linguistics [1, p.49]. Thus, the teacher creates conditions for self-development of the student, forming skills and abilities of independent work.

MATERIALS AND METHODS

In this regard, the greatest complexity and importance is the syntactic categorization of verbs. Since it is, the verb performs the main syntactic function, entering the core of the predicate.

Actual problems of teaching a foreign language (on the example of French) because of computational linguistics for students of levels B2 and C1, thus giving the opportunity from the initial stage to immerse yourself in the atmosphere of the French language and correct translation.

Undoubtedly, the availability of such materials increases the motivation of those who study French seriously, as well as the effectiveness of the translation process itself. Thus, we see that at the present stage, the teaching of foreign languages is entering a new stage of development. This puts the teacher in front of the need for constant self-improvement, as well as often combining different functions.

For verbs, such quantitative categories determine the number and composition of octants', interacting with which it forms syntactic structures. When assigning a verb to a particular syntactic category, the transformational possibilities of the predicate taken into account, but not its internal semantics. With this approach, it turns out that one and the same verb has a certain set of syntactic categories that form a paradigm and implemented in a specific type of syntactic construction. The presence of a number of quantitative categories in a verb cannot be a particular problem (for example, whether to consider these units as one verb or as different). After all, in the end, the presence of a number of lexical and semantic variants in the same unit does not cause any complaints. With this approach, the procedure for analyzing the offer is basing on the following algorithm:

1. Search for the predicative core (verb).
2. The choice of the first quantitative category of the verb.
3. Building an offer model based on this category.

4. Checking the correspondence of the other tokens of the selected model.

5. If there is no match, select the next quantitative category of the verb and proceed to step three.

To translate from one language to another, after completing this procedure, the following operations perform:

6. Select the appropriate verb lexeme from the target language.

By the meaning of the verb of this quantitative category in the original language.

7. Building a sentence model in the target language based on the quantitative category of the selected verb.

8. Selection of the values of the tokens included in the syntactic model.

Of course, this algorithm will require a large number of iterations of different options – both values and, more difficult, models for constructing sentences. However, for modern computers, a large number of calculations will hardly be too difficult. The main problem is linguistic, and it consists in creating a semblance of a dictionary, in which instead of the values of the tokens, their quantitative categories will be set.

According to F. Manzheno, the development of computational linguistics based on Internet technologies, as well as the simplification of access to video materials, significantly expand the capabilities of the French teacher, but at the same time create new problems and challenges, require constant updating of the teaching content and time costs. However, this is an integral part of the modern process of teaching a foreign language [3, p. 63]. Today, the teacher force to constantly improve and improve his professional level both in the field of new technologies and in the methodological plan [2, p. 51]. If earlier in the class students imitated dialogues from a textbook, now they can immediately apply their knowledge in practice, writing, for example, their impressions of a movie they saw on a website or expressing their opinion on a forum, or studying the problem of computational linguistics based on translations from French to Russian or vice versa.

RESULT

Summing up, it should be noted that the problems of creating translation programs are not limited to the categorization of vocabulary alone, and in general, there are a number of issues in this industry that are not directly related to linguistics. However, the development of an algorithm for generating and interpreting the utterance, which allows overcoming its negative consequences, is an important step towards creating a "smart machine". The beginning of the development of such an algorithm may well be the formalization of natural language through the identification of a set of discrete grammatical categories inherent in each element of the lexicon of a particular language.

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