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## LINGUOCULTUROLOGY AND INFORMATION FACILITATORS IN THE CONTEXT OF EDUCATIONAL INFORMATION GLOBALIZATION

**Alla H. Guseva**

*Institute of Philology and History  
Russian State University for the Humanities, Moscow, Russia  
allahanafievna@gmail.com*

**Abstract:** This publication focuses on the methods of working with francophone digital educational resources. It shows the methodical concept of the master's-level course and reviews some electronic authentic sources as well as interrelation and interdependence of linguodidactics, linguoculturology, computer science and foreign language teaching methods.

**Keywords:** digital educational resources, professional competences, informational facilitators, electronic resources of translator, foreign language hypertext, digitalization of education, socio-cultural communication

### 1. Introduction

In the era of globalization, communication processes play a key role, and the global Internet is considered in this paradigm as one of the most promising tools for interculturalism, cooperation and information sharing. Well-organized work with foreign language information facilitators allows to learn about world civilization, to develop communication plan with native speakers – representatives of today’s culture of the country where the target

language is spoken, as well as to improve auditive and phonetic skills.

Now the methods of teaching both foreign language and specialized humanitarian programs are changing dramatically. Due to digitalization of education, universities have become the flagships in development and integration of innovative methods with use of digital educational resources (DER) into the educational process.

In the current academic year 2018-2019, the organization of university educational and scientific activities is performed and managed through the official website of the Russian State University for the Humanities (RGGU) (<https://www.rsuh.ru/>), and, starting from 2012, «Information technologies in philology», «Computer lexicography», «Computer science and information technologies in linguistics», «Electronic resources of translator», «Computer software for translation» have been made the obligatory education programs for Higher Education. The specified programs are given to the students on bachelor's and master's levels in «Foreign Language», «Philology», «Linguistics» fields of the Institute of Linguistics and the Institute of Philology and History of the Russian State University for the Humanities.

## **2. Objectives/Purpose of the study**

Analysis of the methodological concept of one of the listed educational modules as well as the definition of the main didactic mechanisms of teaching through the use of foreign language DER – evidence from «Electronic Resources of Translator» («ERT») program given to the first year students of master's level in the Institute of Philology and History of the RSUH («Translation and Translation Studies» profile).

## **3. Methodology and sub headings**

The methodology of the study represents the comparative approach in development of multimedia educational modules

(MEM) in accordance with the skills format as well as the analysis of authentic digital educational resources (DER) in French.

Terminology.

Generated and improved competencies/skills.

Description of «Electronic Resources of Translator» MEM.

Characteristic of authentic DER.

Role of information facilitators.

Conclusion

### ***3.1. Terminology***

It is necessary to introduce the terminology of this publication and define the didactic technologies of giving lectures and practical exercises aimed to generate and improve the specified competencies/skills of the master's level students.

In the context of this publication, «digital educational resources (DER) represent digitalized photographs, videos, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, audios, symbolic objects and business graphics, text documents and other educational materials necessary for organization of the educational process» (Korobkova, K.V., Kalinovsky, E.A., 2012: 27). It is necessary to make the requirements to DER more specific, having outlined the obligatory criteria like: «...<...> 2. To focus on the state-of-art forms of education, to ensure high interactivity and multimedia of teaching process; <...> 7. to build on reliable materials; <...> 11. to provide, where methodologically useful, individual adjustment and preservation of intermediate work results; 12. to have, where necessary, integrated context help; 13. To have user-friendly interface» (Korobkova, K.V., Kalinovsky, E.A., 2012: 3).

According to the classification of V.N. Shevchuk, electronic systems necessary for translator and linguist to be mastered and used professionally are divided into the following groups: «information systems are systems that provide automatic search for linguistic and extralinguistic information on the Internet, as well as information management (encyclopedias, electronic library

catalogues, term banks, search servers, etc.); translation systems are computer translation systems such as PROMT, Translation Memory, StyleWriter, Transcheck, etc.; communication systems are systems ensuring translator-customer communication by e-mail and translator-colleagues communication via translation portals and websites» (Shevchuk, V.N., 2013: 18).

According to J. Gerbault, «online resources for those willing to learn a foreign language are more abundant than offline resources thanks to daily updates, completions and various types of synchronous and asynchronous bidirectional connections» (Gerbault, J., 2002: 8). The efficiency of using French-speaking resources implies reduction in time for search, optimization of learning of large amounts of information, improvement of communication skills, and, consequently, increase in motivation to master media technologies in French and their subsequent use, and not only to create a final project. Electronic resources in French are information facilitators and within «ERT» program it is logical to treat them as an effective educational tool that increases students' motivation not only to master the French language, but also to acquire knowledge about French civilization through visualization and listening (reception), as well as oral and written communication in social media with native speakers and culture bearers (products). This thesis is supported by the opinion of T.V. Zhrebilo who treats linguocultural motivation as «motivation aimed to acknowledge that language is a cultural and natural heritage of both humanity and every nation» (Zhrebilo, T.V., 2010: 180).

### ***3.2. Generated and improved competencies***

Further it is required to list the professional competences/skills in accordance with the Federal State Educational Standard for Higher Education on «Philology» course. In the first group namely general cultural competences (GCC), GCC-4 can be highlighted: «ability to independently gain including through the information technologies and use in practice new knowledges

and skills even in new areas of knowledge not directly related to the field of activity» (Decree, 2015: 6). In general professional competencies (GPOC) (the second group) GPOC-3 can be focused on: «ability to demonstrate knowledge of modern scientific paradigm in philology and dynamics of its development, the system of methodological principles and teaching practices of philological research» (Decree, 2015: 7). The third group, professional competencies (PC), is the most extensive one, since it is the discipline of a practical nature and is studied only to be used in the practical translator's occupation: «PC-3: skills in expert analysis, commenting, reviewing and summarizing the results of the scientific researches using up-to-date techniques and methodologies, local and foreign best practices <math>\diamond</math>; PC-4: skills in participation in the work of research teams undertaking researches on wide-range philological issues, preparation and edition of scientific publications <math>\diamond</math>; PC-10: ability to transform various types of texts (for example, changing the style, genre, target of the text) <math>\diamond</math>; PC-15: ability to plan integrated use of information and control it» (Decree, 2015: 8).

### ***3.3. Description of Electronic Translator Resources MEM***

In accordance with the practice-oriented concept of mastering the program, master's students do the work consequently or in parallel using electronic flowcharts, create presentation essays, lexicographic databases, commented glossaries, and text corpuses on the selected areas of humanitarian knowledge. To clarify, the methodical concept of «ERT» is based on studying and processing materials of DER through the electronic translation systems as well as on reviewing, commenting, abstracting and summarizing research results using up-to-date local and foreign techniques. The subject area covers processing of foreign language hypertext, working with a multilingual database, comparative analysis and typology of humanitarian texts, developing an interactive thematic glossary and applied (translation, editorial) activities in linguistic, professional and socio-cultural communication.

While teaching how to translate using DER, the master's students shall review interrelation and interdependence of linguistics, philology, cultural linguistics, humanitarian background, computer science and translation practice at the modern stage of information and communication technologies development.

#### **4. Result/Findings**

In accordance with the above we shall determine the role of electronic resources in French in research project activities of the students taking ERT courses considered as applied as practical module contains individual tasks made up using various software and motivating to enhance cognitive and creative activities in linguistic and culture of francophone states, in most cases, civilization, literature and culture of France.

What foreign language DER are studied by the master's level students? First of all, let's give an example of the most advanced electronic libraries (EL) in French in terms of content. They include illustrated electronic resource «Gallica» (<http://gallica.bnf.fr/services/engine/>), developed and updated by the National Library of France (Bibliothèque Nationale de France), the most popular in professional environment. Besides fiction and scientific literature, the resource contains a collection of illustrative materials: photographic images and historical graphics, it also provides access to professional texts on history and philosophy, politics and economics, sociology and psychology, management and law in French. It is important that this resource contains encyclopedic databases and various dictionaries of universities and academic institutions «Encyclopédies & Dictionnaires» (<http://eduscol.education.fr/cdi/res/rip-et-projets-soutenus/encyclopedies-dictionnaires>) useful for philologists and linguists and translators. The French resource that provides software for hypertext materials processing, «Ebooks Libres et gratuits» (<https://www.ebooksgratuits.com>) is free and includes downloadable texts. The library of classical world literature in French is most fully reflected in the electronic catalog EL «ABU: la Bib-

liothèque Universelle» (<http://abu.cnam.fr/BIB/>) and is of particular interest to the master's level students making projects in philology or translation studies.

In this regard it is necessary to mention the DERs promoting the development of sociocultural competence/skill as a component of communication skill implying «sociocultural knowledge (information about the country of the target language, spiritual values and cultural traditions, features of the national mentality)» (Azimov E.G., Shchukin A.N., 2009: 287). Let us name the today's radio resources giving an unique opportunity to listen to a live speech of native speakers online, and when referring to archival materials allowing to clarify information on the topic of interest. The «Radio France Internationale» (<http://www.rfi.fr>) resource contains adapted news releases for French learners: «Journal en français facile» (<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile> ) and offers to determine the level of French proficiency on the TCF exam materials (<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/tcf-session-davril-2018/1> ) in monthly updated sessions. The official site RFI also includes a blog of specialists in French-language literature, sections of video on cultural, scientific, technical, sport topics (<http://www.rfi.fr/videos/>), etc.

For advanced level of proficiency in French, it will be useful to regularly visit the Internet version of the channel «France 24» (<http://www.france24.com/fr/>) , which also contains materials in English and provides an opportunity to watch feature films and documentaries in French and also includes news television programs, reports and videos reflecting different positions and opinions on current public and political events in France (for example, «Pas 2 quartier», «Un œil sur les médias», «Focus», «L'invité du jour», «Info éco», «7 jours en France» and others).

Certainly, the Francophiles pay appropriate attention to the informative educational resource «TV5 Monde» (<http://www.tv5monde.com/>), useful primarily for preparing to

DELF, the international qualification exam in French language containing interactive listening, grammar, vocabulary tests, the possibility of interactive writing of linguistic dictation with subsequent verification (section «Langue française», [http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm?utm\\_source=tv5monde&utm\\_medium=metanav&utm\\_campaign=langue-francaise\\_decouvrir-le-francais](http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm?utm_source=tv5monde&utm_medium=metanav&utm_campaign=langue-francaise_decouvrir-le-francais)). The «TV5 Monde» has become very popular thanks to app «7 jours sur la planète» (<http://www.tv5monde.com/cms/chaine-francophone/info/p-1914-7-jours-sur-la-planete.htm>), for iOS and Android and designed for different levels of language proficiency.

## **5. Discussion**

### ***5.1. The role of information facilitators***

In the context of studying the civilization of France with the use of ICT, we agree with E.G. Azimov and A.N. Shchukin, designated that «the study of interrelation and interaction of culture and language in the process of their functioning» to be the object of the linguistic culturology and defined that the subject to be «material and spiritual culture created by a man in its existence and functioning, i.e. everything that constitutes the linguistic picture of the world» «in the circle of the related sciences like socio-linguistics, ethnolinguistics, linguistic studies, cultural studies» (Azimov, E.G., Shchukin, A.N., 2009: 127).

Information facilitators are, as a rule, available Internet resources and databases with sign-up access. Note that these resources have a high educational value both for a French language teacher and his/her scientific activities, and for a student learning the language and culture of French-speaking countries, because this type of educational materials allows to perform tasks on the program remotely without leaving the house and in the computer classroom with the instructor. The full-text educational products classified on the specific topics are more targeted. They have the following type classification: «1. packages of electronic maga-



zines (specialized); 2. monographs on the Internet; 3. preprint archives; 4. full-text databases; 5. educational materials on university servers; 6. collections of electronic dissertations; 7. electronic photo archives; 8. archives of illustrations, paintings, audio and video files; 9. terminology data banks, etc.» (Guseva, A.H., 2018: 41).

## ***5.2. Conclusion***

A brief analysis shows only a few examples of DERs, used by the master's level students when performing ERT tasks. As a result of competent selection and constant updating of their own database of digital educational resources and media objects, the master's level students gain new linguistic, socio-cultural and discursive skills and abilities. It can be said that giving classes to master's level students in this case can be considered as monitoring their progress in research activities, moderating the communication process in the translation community and vocational guidance. At its core the research work through foreign language DERs implies extensive and hard work on examination of hyper-text and lexicographic sources, foreign language lexical and grammatical materials, as well as viewing and selecting multimedia materials. In this regard, the master's level students are offered a list of sources and DERs, which they must complement and also give reasons for their choice, as a base to perform interactive tasks.

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## **TEACHING ENGLISH FOR PORTUGUESE NATIVE SPEAKERS: THE CASE OF BRAZILIAN APPLICANTS AT KURSK STATE MEDICAL UNIVERSITY**

**Olyesya V. Razdorskaya**

*Department of Foreign Languages  
Kursk State Medical University, Kursk, Russia  
razdorski@yandex.ru*

**Abstract:** The article deals with the problem of pre-University training of Brazilian applicants at the Russian medical university. The author describes two directions of teaching English – professional and sociocultural, and innovative pedagogical technologies used. In our conditions, studying English becomes the means of getting to know Russian culture.