References

Altbach, P.G., Reisberg L., Rumbley L.E. 2010. Trends in Global Higher Education. Tracking an Academic Revolution. Sense Publishers, Rotterdam – Boston – Taipei, 48 pp.

Center of pre-University training of foreign citizens. Information on activity. URL: https://kurskmed.com/department/center_pre-university_foreign/page/activity [Accessed September 4 2018].

Franco, P., Yermalayeva, V. 2013. 250 Brazilian Jokes. Vostochnaya Kniga, Moscow, 288 pp.

Kosheleva, E.Yu. 2011. Portrait of an Educational Migrant. The Main Aspects of Academic, Linguistic and Sociocultural Adaptation. RAUSH MBH, Tomsk, 204 pp.

Passov, E. I. 2003. Communicative foreign language education: preparing for the dialogue of cultures. Leksis, Minsk, 184 pp.

Rodionova, M.A. 2004. Russian – Portuguese and Portuguese – Russian Phrasebook. Astrel, Moscow, 367 pp.

Sklyar, E.S. 2018. Export of Educational Services in the Education System of Kursk (the Case of Kursk State Medical University). *Electronic Scientific Journal,* 6 (39): URL: http://www.innov.ru/science/economy/eksport-obrazovatelnykh-uslug-v-sis/ [Accessed June 13 2018].

Troyanskaya, S.L. 2007. Museum Pedagogy and its Educational opportunities in the Development of General Cultural Competence. Textbook. Association «Scientific book», Izhevsk, 139 pp.

CORE AND NON-CORE DISCIPLINES IN RUSSIAN HIGHER EDUCATION

Ivan S. Samokhin, Marina G. Sergeeva

Department of Theory and Practice of Foreign Languages
Institute of Foreign Languages
Peoples' Friendship University of Russia, Moscow, Russia
alcrips85@mail.ru, sergeeva198262@mail.ru

Abstract: For any speciality, the equality of sciences is impossible, and therefore the taught disciplines are not equal. In the most general form, this can

be formulated as follows: core subjects are more important than non-core ones. Practically everything should depend on the position taken by the discipline in this simple hierarchy, including the main form of organization of the educational process.

Keywords: core disciplines, non-core disciplines, lectures, seminars, exams

1. Introduction

First of all, it should be understood whether it is possible to build a hierarchy of main sciences – not by their age and complexity, as in Auguste Comte's works (Imyanitov, N.S., 2003: 3), but by their importance. Of course, in different historical periods and in different countries, sciences differ in speed of development, social response, number of researchers, applied aspects, impact on other spheres, and so on. However, it is hardly reasonable to say that some sciences are more significant than other ones in a wide, universal sense.

Now let's think whether it is possible to divide all sciences into "lower", "average" and "higher" within general education. It is impossible as well, since at school they are presented at a basic level: not as specialized areas, but as different sides of a single whole – human culture. For this reason, an interdisciplinary (integrative) approach to education is becoming increasingly popular (Dzyatkovskaya, E.N., 2014; Ignatov, S.B. & V.A., Ignatova, 2013). Not forgetting to emphasize the specifics of his/her discipline, a skilled teacher also demonstrates its connection with other areas… Of course, in schools with a special bias (humanitarian, natural-scientific or mathematical) there is a slightly different situation. These institutions focus on a particular discipline or complex of disciplines. At the same time, other subjects are studied within a general curriculum, not a facilitated one, which seems quite logical. Primary and secondary schools are not obliged to make every person "fully gifted", but must provide him/her with the minimum set of skills and abilities necessary for survival in the modern world.

Higher education faces other tasks. It is designed to give specific knowledge that is associated with a particular area chosen not by someone, but by the person himself or herself. For any speciality, the equality of sciences is absolutely impossible, so the taught disciplines are not equal. In the most general form, this can be formulated as follows: core subjects are more important than non-core ones. Practically everything should depend on the position taken by the discipline in this simple hierarchy, including the main form of organization of the educational process. For teaching the theory, these forms are the following: a lecture, a seminar (a workshop) and extracurricular (independent) work of students.

2. Research Methods

We offer a hierarchy of training courses for full-time students who are educated in the field of Linguistics (speciality – "Translation and Translation Studies"). Linguistic disciplines are considered the core ones, and other disciplines – non-core ones, since they are not directly connected with the speciality being received. A research basis is the curriculum developed by methodologists of the Moscow Institute of Linguistics (MIL) according to the 2014 Educational Standard (Curriculum for bachelors training, 2015). In accordance with this curriculum, future linguists should master more than ten theoretical non-core disciplines. It should also be noted that three disciplines ("Mathematics and Computer Science", "Life Safety" and "History") essentially repeat the secondary school programme, so it may seem that the state does not trust its general educational institutions. Especially strange is the situation with Mathematics: after all, today's students not only studied it for eleven years, but also demonstrated their knowledge at the Unified State Exam. It seems that the Ministry is sure neither of the quality of general education nor of the way it is assessed… From our point of view, linguists and translators do not need these disciplines. The exception, in our opinion, can be made only for students who received a school-leaving certificate in another country: it is unlikely that they had History of

Russia in their curriculum, and they probably studied Mathematics and Life Safety in less detail.

At the institute, where one of our authors used to work, a kind of compromise was proposed: to *de facto* replace Mathematics with History of Mathematics or Computational Linguistics. This proposal was discussed at the staff meeting, but both options were rejected. In the first case the main sceptic was a PhD in Mathematics (the teacher of this subject), and in the second case it was a Doctor of philological sciences, a Deputy Vice-Chancellor, who voiced a completely reasonable and quite obvious argument: one cannot master Computational Linguistics without passing an examination in the core disciplines, including the "Fundamentals of Linguistics".

3. Result/Findings

Higher education courses that are not included in the programme of Russian secondary education (Psychology, Cultural Studies, Fundamentals of Economics, and so on) deserve closer attention. Without them, higher education will be reduced to the dissemination of highly specialized data, to the formation and development of strictly specific skills. Perhaps this kind of education will remain professional, but it will not be *a higher one* in some special, additional sense. Therefore, a specialist with his/her "one-sided completeness" will become "similar to a flux" (as Russian fictional author Kozma Prutkov once put it). Of course, this approach also has its strengths, as demonstrated by the US experience. An American scientist may not understand his/her science on the whole, being a true expert in one of its subsections (Grayson, J. & C., Dell, 1988). However, this contradicts our educational tradition... Nevertheless, these subjects are among the non-core ones – so, in our opinion, it is better to master them independently. The university can place short textbooks on its website, and at the end of the term students' knowledge may be checked through not very difficult tests (on key names, facts, def-

initions, interpretations). The most suitable assessment form is a test without a mark.

As a rule, secondary subjects are submitted in a lecture format, take place every week and presuppose a test with a mark or an exam. This disorients students, since the basic disciplines are presented in the same way. Moreover, non-core theory prevails over the core one within the first and second years of study (Curriculum for bachelors training, 2015). As a result, most linguistic students do not feel the fundamental difference between "Political Science" and "Fundamentals of Linguistics", "Cultural Studies" and "Ancient Languages", "Sociology" and "Translation Theory". Understand, but do not feel. The essence of the profession misses their souls.

Moreover, the power of a theory teacher over students is still very significant. There are certain positive changes, but this process is very slow – so the real power of such teacher is still close to dictatorial. As a rule, he/she can be arrogant and incompetent without having a single word of criticism from his superiors. Sometimes a non-core teacher is more demanding than several core ones, but any complaints, even collective, often lead to nothing. The administration tends to see the cause of such appeals in students' tricks or laziness ... Seized with an educational fervor or a desire to assert themselves, these lecturers do not realize that all they do is harm. Their students not only experience negative emotions, but sometimes do not have time to prepare for core disciplines.

Working at another university, one of the article's authors familiarized himself with the pedagogical methods of a former school teacher, a PhD in Geography. She forced linguistic students to learn textbook sections by heart, work with outline maps, memorize the names of hamlets and villages and even write essays. After some communication with this person, the author concluded that she was driven not by a thirst for self-affirmation, but by labour enthusiasm and love for students. However, considering their complaints and future profession, this love was not

needed (to put it mildly). Another non-state educational institution has a too demanding teacher of Economics. Three years ago he gave unsatisfactory marks to fifteen future translators and interpreters, which was almost the entire "stream" (groups of students of one year). Among them was a very capable and hard-working girl who had received a medal from the Union of Non-State Higher Education Institutions of Moscow and the Moscow Region for her linguistic project. It is possible that these students' answers at the Economics exam really left much to be desired, but the teacher still had to consider their speciality... Distance learning of non-core subjects would allow higher education to avoid such excesses and save everybody's time.

We believe that there is only one non-core course which should not be given distantly and monitored through simple tests – Philosophy. In higher education institutions this discipline is not only a separate science, but also a source of special worldview that is fundamentally different from the proper scientific one. In our opinion, Philosophy should be taught throughout the entire period of study. The recommended teaching load is one lecture and one seminar lesson per semester. At each lesson, the teacher should propose philosophical topics that might be interesting to thinking boys and girls. The next topic should be chosen together with the students at the end of the seminar. We suppose that the attendance of these classes should be free, with no intermediate and even final certification (examinations or tests). Such measures will certainly reduce attendance, but the teacher will see only those people who really want to deal with some eternal questions. After all, the importance of Philosophy for all students causes great doubts, especially in modern Russia. Given the formalization of professional duties that occurs in many areas, the love of wisdom can hinder one's career. However, a wide scope is not a hindering factor – therefore, general information about the key philosophers will be useful for all students. However, Philosophy classes are not the best for such data. Universal thinkers, like Aristotle and Hegel, should be examined in the manual

on Cultural Studies, Niccolò Machiavelli and Thomas Hobbes – in the manual on Sociology or Political Science; David Yume and Sigmund Freud – in the manual on Psychology.

Now let us turn to the core subjects, the special importance of which is dictated by the "field" and "speciality" of training. The MIL curriculum includes 15 such disciplines: "Russian Language and Speech Culture", "Fundamentals of Linguistics", "Theory of Translation", "Stylistics and Pragmatics" and so on (Curriculum for bachelors training, 2015). From our point of view, the first of the mentioned disciplines is so important that it should be considered as a core one for any speciality. This is due to the significance of the Russian language for the citizens of our country and the difficult situation in which it was at the turn of the century... Studying any core subject, students should interact with a person who is a certified specialist in this field (it is even better if he/she is also a professional teacher). The lecture does not imply such contact – therefore, the main form of the educational process should be a seminar. The first author of the article, I. S. Samokhin, believes that at the beginning of a lesson, before reports and discussion, it is reasonable to conduct a little testing on the studied topic. In such a way it is possible both to test knowledge and to reduce the number of students' late arrivals. To prepare for the testing, the group should use the textbook sent to the mail or posted in the university's electronic library. The seminar will require using additional literature, which the teacher may recommend at the end of the lesson.

4. Discussion

In our opinion, each discipline needs only two lectures. At the introductory (opening) lecture, the teacher should make the students interested in his/her science: tell them in a talented way about its history, subject, tasks, opportunities and connection with other areas of our life. The second, special lecture can be devoted to the teacher's favourite topic. It is advisable to conduct this lesson at the end of the semester to inspire students before the exam.

This approach agrees with the views of the nineteenth-century German philosopher Friedrich Paulsen. The thinker believed that any lecture has three tasks: to "humanize" a particular science, show its practical significance, and arouse interest in the relevant field of human culture (Sviridenko, Yu.F. & V.P., Kuntsov, 2010). From the point of view of the XX century authors, lectures can be useful only as a supplementary means, which is reflected in the Bologna system. A study conducted in 2014 showed that students who are taught only through lectures, fail at the exam much more often than those who attend only seminars (Freeman, S. et al., 2014). It should be emphasized that in this respect Russian higher education is following a progressive path. Due to the new educational standards, lectures prevail over seminars much less than in the curricula developed ten or even five years ago. Unfortunately, positive changes occur more slowly in practice.

It seems to us that teaching load for core disciplines should be reduced by half. Then it will be 18 academic hours for most subjects. Taking into account our recommendations given in the previous paragraph, universities will have four hours of lectures and fourteen hours of seminars. We believe that it is enough. With correct pedagogical methods, such teaching load will bring good results and no tiredness.

As for exams, we endorse the traditional approach: taking a card with questions, preparing, answering the questions (and maybe having some additional communication with the teacher). We consider this process very useful: true-to-life and romantic. Its "true-to-lifeness" follows from the fact that the outcome depends not only on diligence, but also on luck, while its romantic value consists in intense emotions (both pleasant and unpleasant) and spiritual unity of students ... In our opinion, consulting lessons should take place about two weeks – not two or three days – before the exam (for example, at the last lesson). After all, some students may have questions not on the organization of the upcoming test, but on the content of the discipline. In this case, the consulting lesson can be transformed into a small clarifying lec-

ture. If there are a lot of additions and explanations, the educational material will increase and students will need more time to prepare.

5. Conclusion

In this article we proposed certain steps, which can improve the efficiency of Russian higher education. We believe that this indicator includes two main criteria: the effectiveness of training (determined by graduates' professional level) and the comfort of the educational environment (determined by intensity and ratio of positive and negative emotions). In higher education, unlike secondary and especially primary one, the second criterion is not morally imperative. However, it retains its functional significance: as a rule, the pleasure gained from a particular activity increases its effectiveness.

References

Grayson, J., O'Dell, C. 1988. American Business: A Two-Minute Warning: ten changes managers must make to survive into the 21st century. The Free Press, New York. 368 p.

Dzyatkovskaya, E.N. 2014. Education for stable development: interaction of academic disciplines. *Pedagogy,* 6: 13–21.

Ignatov, S.B., Ignatova, V.A. 2013. Integrative approach to modelling modern education. *Proceedings of Sholokhov Moscow State University for Humanities,* 1: 99–105.

Imyanitov, N.S. 2003. Up the "staircase of science" – to the art. *Philosophy of science,* 4 (18): 3–17.

Curriculum for bachelors training. Field of training: 45.03.02 "Linguistics". Speciality of training: "Translation and Translation Studies". Educational standard 940 (07.08.2014). Non-state educational institution of higher professional education "Moscow Institute of Linguistics, Moscow, 2015.

Sviridenko, Yu.F., Kuntsov, V.P. 2010. Role of lecture in modern higher education. URL: http://www.rusnauka.com/6_NITSB_2010/Pedagogica/58953.doc.htm [Accessed October 2 2018].

Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., Wenderoth, M.P. 2014. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences of the United States of America.* 111 (23): 8410–8415.

MULTIMEDIA TECHNOLOGIES AT THE FOREIGN LANGUAGE LESSONS IN NON-LINGUISTIC UNIVERSITIES

Landysh V. Akhmetshina

Volga region state academy of physical culture, sport and tourism, Kazan, Russia
Fazan_nlv@mail.ru

Abstract: This article deals with the organization of students' independent work, taking into account the original part in the field of being a foreign languages tutor at the university. The paper analyzes the experience of French teachers, identifies positive and negative factors of this activity. The study establishes that for more than a decade the Language Resource Centers have been successfully operating in France, in which teachers do not conduct traditional classes, but act as advisers, while students choose from the offered information the material necessary for them to study and independently organize their studies process. The article analyzes the role of multimedia educational technologies in the modern educational process, and their influence on the quality of education, its effectiveness. Multimedia tools have enormous learning opportunities in the process of learning English. Multimedia programs can significantly enrich the knowledge and expand the learning environment. In this paper, the authors consider how such programs help to create an environment similar to the environment of natural communication, which is especially important for independent work. Multimedia allows you to learn a significant amount of educational material at less time. The process of managing and providing modern education is increasingly implemented on the basis of information and telecommunication technologies, since they provide an opportunity to improve the efficiency and quality of the educational process in its most numerous aspects. In conclusion, it is indicated that multimedia technologies stimulate students to work in an individual rhythm, increase interest and