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SYSTEM OF VISUALIZATION IN TEACHING FOREIGN LANGUAGES

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Abstract: The article is devoted to the use of visual materials in the process of teaching foreign languages. The problem of adequate presentation of visual educational information is analyzed. The types and formats of tasks that are aimed at the assimilation of data of similar kind are considered.

Keywords: visualization, educational information, system approach, principles of visualization, means of knowledge visualization

1. Introduction

Nowadays no one can deny the necessity and importance of using video materials of various formats within the process of teaching foreign languages, since present generation is a unique generation of people living in the age of abundance of visual in-

formation, it has been brought up not on textual, but on visual presentation of any kind of information.

Modern young people studying foreign languages better perceive, process and remember visually presented material. For example, any multimedia curriculum or an educational film. The problem of adequate visualization of educational information and the practicability of its use attracts the attention of not only teachers and methodologists, but also psychologists, psychiatrists, physiologists, neurologists, etc. The presentation of information in visual-audial form provides its qualitatively new perception and processing. A person perceives any information within four stages:

- sensory-motor (sensory perception),
- symbolic (figurative convolution of sensual-logical information),
- logical (discursive-logical interpretation of information),
- linguistic (accommodation of information in mind through the word-image, worked out at the previous stages).

In traditional printed textbooks the necessary sensory-motor stage of perception of information is practically absent. Educational material is presented at the lexical level with some reference to the symbolic stage (meaning the illustrations). It is one of the reasons for the difficulty in perceiving information. Without the first necessary stage, perception cannot be complete. Abundance of the natural method of understanding and processing of information leads to time savings in the educational process. When the instructional material is presented using visual elements, various channels (audition, vision, etc.) are involved in the process of perception. It allows you to lay the educational information in long-term memory, the key to extracting it is any of the signals sent to the brain (for example, a word or an image).

But the problem is that, despite the significant spread of visual tools, their use in the educational process is often unsystematic and chaotic. In this regard, we suggest using a systematic

approach to develop complexes of visual tools in teaching a foreign language.

Systems thinking makes it possible to identify all the determining parameters and interrelationships of components, to optimize the processes of learning, understanding and practical application of knowledge (Lavrentyev, G.V., 2012: 183), and that means to improve the quality of foreign language teaching in general.

2. Objectives/Purpose of the study

It is worth saying, that the complex of some aspects of the educational process is combined into a system subject provided that a single goal is achieved (in this case, the purposes of language teaching): the elements are closely interconnected and are developed in every specific act of educational activity; are formed under the influence of the environment, which dictates the requirements of what and how to train in connection with the needs of the society; are united with each other through the purpose of learning as a system-forming component of the system (Zotova, I.N., 2006: 71). Thus, the primary goal of creating a system of tools for visualization of educational information in teaching foreign languages as the basis for the functioning of the system of visualization tools it necessary to be determined.

3. Methodology

Defining the objectives of the system of visualization tools in foreign language education, we rely on the concept of foreign language education developed by E.I. Passov, according to which foreign language education has four aspects: cognitive, developmental, educative and training (Polyakova, E.V., 2012: 8). That is why we consider the realization of the training, educative, developmental and cognitive potentials of foreign language education through information visualization and knowledge visualization as a target component of the system.

Effective functioning of the system is also provided through implementation of a complex of elaborated principles, as far as the principles precisely ensure continuity in the policy. In the absence of continuity between the elements of the system, they become unstable, and that complicates their use when contacting with the environment (Lavrentyev, G.V., 2012: 189).

Analysis of individual publications on the problems of teaching a foreign language using visual AIDS allowed to identify the most significant principles:

the principle of purposefulness – the use of this principle demands from the teacher to know the primary purpose of using this visualization tool in a specific situation in the educational process, based on the need to implement the training, educational, developmental and cognitive aspects of foreign language education;

the principle of functionality means that any means of visualization performs in the process of teaching specific educational, developmental and cognitive functions, providing practical mastery of the language;

the principle of integrated approach involves the inclusion in the content any media and/or knowledge to ensure joint training of the three sides of speech (lexical, grammatical and pronunciation), their structural components, whereby there is a parallel assimilation of pronunciation, vocabulary, grammar and the development of oral speech, reading, and writing.

At the same time, it is essential to understand that the information saturation of the educational process involves special preparation of educational material before its presentation to students. Therefore, it is necessary to represent knowledge and information in a "short" form.

It can be explained by the fact that the subjects of study can affect the learner through its different features, and each analyzer transforms into a nervous process only a separate type of external energy. Therefore, the richness and completeness of the sensual

image to the vast extent depends on the participation in the perception of various analyzers.

Psychological researches have shown that 80% of information people receive through the visual analyzer since the capacity of the channels receiving and processing information through the "ear-brain" line is 50,000 bits/sec, and through the "eye-brain" line is 50 000 000 bits/sec (Lavrentyev, G.V., 2012: 48). These data suggest that the need for a complex combination of verbal methods with non-verbal methods (visual, visual) is obvious. That is why a teacher of a foreign language who has abandoned the traditional way with its verbal means can achieve great results by including video materials and multimedia in the educational process. It is known that the effectiveness of the educational process also depends on such psychological processes as perception, attention, motivation, imagination, thinking, etc. The specificity of video-audio materials cannot, but affect the nature of these processes. Psychological researches in this area prove that the enrichment of sensory experience that is formed in the process of perception of reality is a necessary condition for human mental development. The sensory-perceptive level is the initial level of human psychic and mental development. Modern video materials and multimedia can provide a particular system for the development of sensory and perceptual abilities of a person, make it possible to demonstrate the processes and phenomena that a person can not directly perceive due to the limitations of the senses. Figurative material copies reality, serves as a model, giving in a varying degree of accuracy the idea of the original. At the same time, educational material is presented in the screen-sound model with the greatest accessibility for perception. For example, as shown by scientific researches, to identify a simple object a person needs: with the help of verbal description – 2.8 seconds, with the help of image on the contour drawing – 1.5 seconds, with the help of a color photo – 0.9 seconds, with the help of video – 0.7 seconds, with the support of demonstration of

the object in nature – 0.4 seconds (Bodrov, V.N., Magalashvili, V.V., 2008: 422).

From these data, it is clear that the perception of artificial prototypes is significantly different from the understanding of real prototypes. The nature of media determines specific implications for the formation and development of the cognitive abilities of the individual (Kondratenko O.A., 2013: 104). For example, a printed text as a source of information is based on the principles of content abstraction from reality; such features characterize it as linearity, consistency, objectivity, rationality. These features form a way of thinking that in some way has a similar structure with the printed text. According to P. Norton, almost any form of visual information contains problematic elements, the solution of which is based on the analysis, synthesis, generalization, folding or deployment of information.

Moreover, the bigger the problem of visual information, the higher the intensity of mental activity of the learner. The process of visualization is the folding of mental contents into an optical image that can be deployed and can serve as a support for adequate spiritual and practical actions. Thus, visualization of educational information contributes to the more intensive assimilation of the material, orients the learner to search for systemic relations and patterns. The need for the integrated use of video materials in the educational process is in their vast impact on the means of understanding and memorization. Getting acquainted with the symbolic information a person aims to translate it into a verbal form, and to present heard in the way of images. However, the advantages of using video materials and multimedia will only be fully realized when perception entails mental activity, combined with various types of cognitive activity from motor functions to inductive, logical and creative thinking. Passive observation of students for what is happening on the computer screen can not lead to effective assimilation of the content of the educational material. The need for widespread use of video materials in the process of teaching foreign languages is also because their use

opens up great opportunities for the implementation of the most crucial academic principle – visibility. A communicative culture of the individual does not arise from scratch; it is formed by human communication experience. The primary sources of acquisition of communicative competence, according to A. N. Leontiev (1977), are:

- socio-normative experience of folk culture, i.e., knowledge of the system of symbols and regulations and their use in communication,
- knowledge of communication languages used by folk culture,
- interpersonal communication experience,
- art perception experience (Azimov, E.G., Shchukin, A.N., 2009: 127-128).

P. M. Erdniev states "that the greatest strength of program material mastering is achieved when applying the training information simultaneously in four codes: illustrative, numeric, symbolic, verbal.

In this regard, the principle of system quantization and the principle of cognitive visualization, which to a greater extent reflect the specifics of visualization in the educational process, become essential.

The principle of system quantization is based on the proposition that all kinds of models of knowledge representation in a compressed compact form correspond to the property of a person to think in images. According to this principle, the training material, located compactly in a particular system, is better perceived, and the allocation of strong semantic points in it contributes to the useful memorization (Nikulova, G.A., 2010: 149).

The principle of cognitive visualization follows from the psychological laws, according to which the effectiveness of the assimilation of information and knowledge increases if the training uses cognitive graphic educational elements (performing not only illustrative but also cognitive function). It leads to the fact that the process of assimilation is connected with the "shaped"

right hemisphere. At the same time, "supports" (drawings, diagrams, models), compactly illustrating the content, contribute to systematic knowledge. An abstract educational material, first of all, requires specification, and different types of visualization correspond to this purpose – from subject, to very abstract, conditionally sign. "When perceiving visual materials a person can cover with a single glance all the components included in the whole, trace the possible connections between them, categorize the degree of importance, commonality, which serves as the basis not only for a deeper understanding of the essence of new information, but also for its translation into long-term memory» (Nikulova, G.A., 2010: 149-150).

4. Result/Findings

Most modern researchers on the problems of implementation of visualization in the educational process agree that it is necessary to distinguish the concepts of "information visualization" and "knowledge visualization." For example, "information visualization" refers to a graphical representation of abstract data that makes it easier to access, while "knowledge visualization" is used to share knowledge, for example, in e-learning. It has the very purpose of data transmission, which allows stimulating cognitive processes in learning (Sverchkova, Y.A., 2012: 421).

Thus, it can be considered reasonable to include two elements in the system: knowledge visualization tools and information visualization tools.

These concepts, however, have their specifics concerning the subject area in which they are presented. The cybernetic approach to the idea of "information" can not be used in teaching a foreign language, since the content of training, in this case, is a foreign language culture (Polyakova, E.V., 2012).

Information visualization tools play a unique role: they acquaint the learner of a foreign language with the world of foreign language culture and language as its component, presenting mes-

sages in an already processed, "compressed" form, and act simultaneously as a visual stimulus for communication.

Table 1 presents the principal means of visualization of information that are most common in domestic and foreign methodological science and practice, as well as their cognitive, educational, developmental and educational aspects.

Knowledge visualization tools are created to transfer knowledge, stimulate cognitive processes, the most significant development at the same time get the principles of quantization of knowledge and cognitive visualization. The created means of knowledge representation help not only to master the studied material but also to generalize and remember the reviewed material, as well as contribute to its longer storing in memory and natural reproduction. With language learning distinguish phonetic, grammatical, lexical, cultural, socio-cultural knowledge (Azimov, E.G., Shchukin, A.N., 2009: 73). Besides, we consider it necessary to include communicative proficiency in this list as communicative competence is impossible without communicative knowledge (Kamyanova, T., 2008:109]. Consequently, knowledge visualization tools are means of representation in a convenient and accessible form of phonetic, grammatical, lexical, socio-cultural and communicative knowledge for their generalization and more effective assimilation.

Nowadays, a large number of knowledge visualization tools are used, special attention is drawn to visualization tools using modern information technologies.

Multimedia presentation

The advantage of presentation as a means of visualization is connected with the fact that knowledge is transmitted in the unity of image and text, using along with feelings memory, thinking, imagination and personal meaning. A person as a kind of mental designer perceives the information introduced in the presentation. During the introjection, the assignment of the identity of the constructor occurs (Zotova, I.N., 2006: 82). Dynamic presentations, which are educational videos based on multimedia presentation

with the active use of animation effects, have become very popular in recent years.

The use of multimedia presentations within foreign language lessons makes it possible to implement a communicative approach to mastering all aspects of a foreign language: cognitive, educational, developmental and educational, within the educational element – all kinds of speech activity: reading, speaking, listening, writing. The creation and use of multimedia presentations within foreign language lessons help to implement a person-oriented approach to learning, provides individualization and differentiation of knowledge based on the abilities of students (Konratenko, O.A., 2013: 95).

Success in the development of knowledge and skills in this case is due to the fact that working with presentations makes to structure the material, to formulate it very briefly and concisely, to systematize the perceived information, presenting it in the form of a brief summary, in the way of basic concepts, rules, shown in the form of schemes.

Mental maps

In 60-70-es of the 20th-century American scientist, Tony Buzan invented Mind-Maps (mind maps, memory cards, intelligence maps). MindMaps is a method of graphic expression of the processes of perception, processing and memorizing information, solving creative problems, a tool for the development of memory and thinking, through which you can use both hemispheres to form educational and cognitive competence of students (Shchukin, A.N., 2006: 84).

Schemes (mind maps) operate on the same principle as our brain, which remembers keywords and images, and not sentences. Schemes allow you to record and remember associations and connections, to place a more substantial amount of information. In the process of compiling such maps are easily interiorized.

It is difficult to overestimate the potential of mental schemes in teaching a foreign language; they can be used for the development of knowledge of socio-cultural orientation, the for-

mation, and improvement of grammatical and lexical skills, as well as in the planning of monological statements and dialogical speech, for the development of writing skills.

The use of mental maps in English lessons makes it possible:

- to create motivation to learn a foreign language as a means of communication;
- to organize individual, group and collective activities of students;
- to design educational content following the age characteristics of the students;
- to implement a differentiated approach to training;
- to organize independent work of students;
- to coordinate project activity of learners;
- to teach students to use dictionaries, reference books and other sources of written and oral information to find necessary meanings, decoding dictionary designations;
- to develop students' creative and intellectual abilities, thinking, memory, and intuitive abilities.

It is possible to draw a mind map on paper or use a computer program ConceptDraw MINDMAP Professional, Mind Manager Pro 6, Edraw Mindmap, service bubble.us (Shchukin, A.N., 2006: 320).

Tag clouds – Wordle. Wordle is a service for creating a cloud of words from the given text. On-site www.wordle.net in a specialized field, you must enter text, and the program will generate a cloud, displaying the most frequently used words in a large font.

Turning any text into such clouds is possible. Using Wordle is useful for people who perceive most of the information through sight (visuals). Using the service Wordle opens up great opportunities for both teaching and learning a foreign language. The use of this technique in the classroom in a foreign language is one of the means of increasing interest in learning to provide better mas-

tery of students' oral speech, to improve the level of language and speech training, to the formate and improve lexical skills. Technically simple implementation and free use of the application provides excellent opportunities for the dissemination of this type of knowledge visualization tools.

Infographics

Infographics is a unique way of visual information representation. The ideological basis of IG is schematization – graphic data organization connected with an investment of ideas and thought forms of different degree of complexity in the way of the drawing, a scheme, a table or a diagram. Raw data – observations, measurements, reflection – turn in the IG after the "reduced performance" with the help of graphs, figures, pictures, and words in the reports and compressed images, i.e., the presentation-rendering after multi-stage processing. The object of infographics, as a rule, consists of information-intensive fragments, each of which initially has links with many other pieces (Passov, E.I., 2010: 433). In the methodical literature, it is indicated that the primary purpose of infographics is informing. The main feature of enabling a visual object in the subset of informational graphics is its ability to provide a large amount of diverse information in an organized, easy to understand manner or be the means of indicating the action or the value of other types of data. Consequently, an infographic should be considered as a knowledge visualization tool, since in this case, the implemented task is not merely the presentation of information but its visualization to further analysis, identification of the relationships between some of the data in a convenient form that allows transferring knowledge efficiently.

5. Discussion

Thus, the system of visualization tools used in teaching foreign languages provides its goal as a realization of educational, developmental and cognitive potentials of foreign language education through visualization of information and viewing of

knowledge. Development of visualization tools is based on the principles of focus, functionality, complexity, principles of system quantization and cognitive visualization. The structural components of the system include: information visualization tools and knowledge visualization tools, each of them implements all the elements of foreign language education. Consequently, the use of visualization tools in foreign language education provides ample opportunities not only to get acquainted with the facts, processes, and events of culture but also to transfer in an accessible and easily digestible form lexical, grammatical, phonetic and communicative knowledge.

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DEVELOPING OF THE DISCURSIVE COMPETENCE IN TEACHING INTERPRETERS

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Abstract: The article describes the discourse as a perception object in consecutive translation. The authors offer their definition of discursive competence and reveal its content in oral communication. The article focuses on the information-oriented listening skills development of future interpreters. The information-oriented skills are a basis for developing perception abilities which are a part of the discursive competence. Authors' attention is also paid to the listening comprehension exercises to establish information-oriented skills.

Keywords: discourse, discursive competence, consecutive translation, information-oriented listening skills of future interpreters, extralinguistic context

1. Introduction

The paradigm shift in linguistics led to the emergence of discourse as a new branch of knowledge and social technology. It led to changes in translation studies: the object of translation was considered the text as a component of one of the particular dis-