Concept of Formation of Multilingual Linguomethodic Competence

Natalia Valeryevna SHULDESHOVA

Oryol State University named after I.S. Turgenev, 95, Komsomolskaya St.,
Orel Region, 302026, Russian Federation

Keywords: Multilingual Competence, Intercultural Communication, Foreign Languages, Terminology.

Abstract. The twenty-first century is an era of multilanguage personalities and polyglots. The interaction of peoples around the world, their desire for mutual understanding, the international position in the field of education on the intensification of learning languages, wide access to the educational space of the world community—all this demonstrates the importance of multilanguage competence in the modern world. By creating a solid foundation in the field of professional training in foreign languages, we form the ability to use them as a means of intercultural communication.

1. Introduction

Humanity has always been in search of the best for its development. Scientists associate the success in all spheres of scientific activity with professionalism, which reflection should be a competent personality in his field of knowledge. From a scientific and practical perspective, multilanguage competence is important both in the intercultural communication and in the field of professional training in foreign languages. Modern society is deeply concerned with the problems of high-quality professional linguomethodic training for future specialists, which is reflected in the world concept of educational modernization. And if in previous years the purpose of linguomethodic training was to transfer linguomethodic knowledge and the formation of appropriate skills and abilities, but nowadays, professional readiness is interpreted as the professional competence of the future specialist.

2. Multilingual Competence in the Field of Professional Training in Foreign Languages

The information culture as a general and modern concept of informational scientific and practical experience and knowledge is widely distributed among the masses. The informational literacy demonstrates the ability to effectively and mobile search for the necessary information, besides an information literate person should properly sort it, analyze it and use it with a high percentage of efficiency in professional activities. The main difference between literacy and competence is that a literate person has knowledge, and competent, plus, effectively uses their knowledge in practice [1].

The Russian scientist E. V. Kovnatskaya argues that the professionally oriented component of multilingual competence can be determined, firstly, as a system of linguistic and intercultural knowledge, skills and individual abilities for speech-making allowing a specialist to focus on the functional communication factors and taking them into account to generate a correct linguistically and terminologically rich speech, and, secondly, the complex of linguodidactic knowledge and skills allows to adequately represent and describe linguistic phenomena for the educational purposes [2].

Multilingual linguomethodic competence is multifaceted: it is an art of perception, presentation of ideas; and a combination of constantly emerging ideas with methodological and linguistic innovations; and analysis, synthesis of national and international experience in learning and teaching languages, and much more.

Multilingual linguomethodic competence includes the following specific skills:

- ability to correctly use linguomethodic terms in native and foreign languages;
• ability to saturate native and foreign speech with professional terminology to create correct professional and business relations;
• ability to adequately translate special terminology in the contacting languages;
• ability to correctly explain the content and essence of foreign original texts and materials in the native language using professionally oriented terminology;
• ability to correctly identify professionally oriented terminology to the rest of the text for the functioning of professionally meaningful communication;
• ability to correctly analyze and present theoretical views of the national and international methodological and linguistic researches of the contacting languages.

3. The Formation and Studying of Linguomethodic Terminology

Linguomethodic terminology in its current state has developed relatively recently and has not been studied so carefully. However, the importance of its studying increases every year due to the expansion of international contacts in the field of education in general and methods of teaching languages in particular. The problems of terms have long been of concern to scientists and linguists. There was a task to intensify the work on the development and standardization of terms.

Today, theoretical researches are reflected in various fields of science and activity. The latest terminological developments were carried out in the international research centers ISO (International Standard Organization), Infoterm (Information Terminology), IITF (International Institute for Terminology Research), ELRA (the European Language Resources Association). The research results were presented at the international conferences EURALEX (European Association for Lexicography), TAMA (Terminology and Advanced Microcomputer Applications), TKE (Terminology and Knowledge Engineering) and considered at fourteen international congresses of languages for special purposes (VAASA, Guildford).

The study of special vocabulary (terminology) is becoming increasingly important for the development of languages, as well as to facilitate mutual understanding between specialists in various fields of science, which leads to the need to unify and standardize terminological reference books, dictionaries for the understanding and adequate translation of professionally oriented vocabulary. In this article, multilanguage terminology is considered as a unified system of linguomethodic knowledge, where understanding the mechanisms of functioning of terminology and algorithms of speech actions in different languages plays an important role.

4. Language for Special Purposes

The pace of modern life, information, technological progress in all spheres of society has significantly increased the influx of new terms, including in the field of linguistics and methods of learning and teaching native and foreign languages.

The language system is constantly enriched with new terminology, knowledge generation, skills in the field of linguistics and methodology should be available and adequate for the educational process. The main product in the area will be special terminology to enhance knowledge generation to facilitate sharing and developing professional communication for use at the international level. So terminology is an integral part of professionalism in the general understanding, but competent knowledge and use of terms in speech characterize multilanguage linguomethodic competence as the basis of intercultural professionally oriented communication.
5. Formation of Multilanguage Linguomethodic Competence

Multilanguage linguomethodic competence is focused on the formation of skills to learn and use linguomethodic terms for the effective participation in the intercultural communication. And the means of the terminology describing should allow to correctly represent and to reveal the linguomethodic necessary skills.

In order to clarify the tasks in the formation of multilanguage linguomethodic competence, it is necessary to identify the following components that characterize a person as a competent one in the field of linguistics and of teaching languages methods:

- correct linguodidactic interpretation of vocabulary units (words) in oral and written speech;
- correct formulation of the rules for the use of lexical units (words) in oral and written speech;
- correct selection and compilation of authentic training materials for the formation of different types competencies;
- correct systematization and use of linguistic and speech material;
- correct compilation of sociocultural commentary of the language pieces for educational purposes;
- adequate choice of terms for the correct linguistically and terminologically rich speech;
- adequate description of the terms in the academic and professional purposes;
- ability to convey the content of methodical instructions and competent use of linguomethodic terms in oral and written speech in native and foreign languages;
- professional interpretation of terminologically rich speech or text of foreign colleagues;
- correct understanding of special terminology;
- correct presentation of professionally oriented text in native and foreign languages;
- correct description and application of methodological terms in the educational process;
- analysis and generalization of pedagogical experience in teaching native and foreign languages;
- contextual conjecture of terms concept;
- allocation of General and specific in terminological correspondences of native and foreign languages, etc.

The process of formation of multilanguage linguistic competence of a specialist is a phased process affecting the internal (mental) and external (practical) actions leading to the formation of the above knowledge, abilities and skills based on the theory of the phased formation of the actions by the great Russian scientist and psychologist P. Y. Galperin [3].

To form a multilanguage linguomethodic competence, the following basic knowledge, skills and abilities are required:

1) mastering terminological vocabulary, that is, obtaining special knowledge;
2) formation of skills, that is, correctness in choosing a term, correctness in translating linguomethodic terminology into native and foreign languages, filling speech with terminological statements;
3) formation of the ability to use multilanguage linguomethodic terminology in a professionally oriented situation.

The sequence of actions for the formation of such a multilanguage linguomethodic competence for future specialists is reflected in the following model 1:

6. Research Part

The theoretic methodological basis of the research work was:
psychological, linguistic, linguodidactic theories concerning the methodology, lexicography, terminology, development of language skills;
• the main theoretical principles that reveal the regularities of the formation of lexical skills;
• conclusions of terminography;
• research materials of methodologists to determine the basic linguomethodic concepts.

Model 1 Model of Formation of Multilanguage Linguomethodic Competence

| The accumulation of observations and diagnostics of experience in the use of multilanguage linguomethodic terminology. |
| --- |
| ↓ |
| Compilation of a multilanguage Glossary of linguomethodic terminology as a support for the formation of multilanguage linguomethodic competence. |
| ↓ |
| Compilation of an explanatory dictionary of linguistic terminology as a support for the formation of multilanguage linguomethodic competence. |
| ↓ |
| Compilation of a set of training exercises for the formation of multilanguage linguomethodic competence. |

The study of the user’s perspective with terminological dictionaries over the past three decades was carried out using various types of research methods (Hartmann, 1989; Svensen, 1993; Bejoint, 1994; Karpova, 2002; Petrosyan, 2003) with different groups of informants. Among them mainly students and teachers, as well as translators were. One of the analysis’ methods is a questionnaire based on questions on the structure of the dictionary, its lexicographic form, etc.

For scientific research and to identify the level of necessity and importance of a multilanguage linguometodic dictionary of terms, as well as to determine the user’s prospects there was created an appropriate questionnaire. A survey and questioning was conducted on the basis of the Oryol State University named after I. S. Turgenev, at the faculty of foreign languages among students, faculty members of the departments of foreign languages and translators, methodologists.

The total number of respondents was 150 people, among them 120 people participated in the written questionnaire. They were divided into three groups of 40 informants each. The first group—full-time students of the faculty of foreign languages; the second group—graduate students and teaching staff, faculty of the foreign languages department; and the third group-translators, methodologists of the foreign languages.

Attention was paid to how well the three groups were aware about the specialized dictionaries, the percentage of their using, during which activities specialized dictionary is in demand; which type of information they prefer to see in them; about the work with terminological data banks, etc. For convenience of analysis there is a table and a diagram with graphical representation of the percentage responses of the three groups. The results of the data on one of the questionnaire are given below.

In what cases do you mainly refer to specialized dictionaries?
1) interpretation;
2) reading specialized texts;
3) translation of specialized texts into a foreign language;
4) translation of specialized texts into the native language;
5) writing of scientific papers; articles;
6) other (indicate that) ____________________________/

The percentage responses are displayed as follows:

| Nº  | 1.  | 2.  | 3.  | 4.  | 5.  | 6.  |
|-----|-----|-----|-----|-----|-----|-----|
| Group 1 | 45 % | 57 % | 65 % | 65 % | 16 % | 5 % |
| Group 2 | 85 % | 70 % | 90 % | 90 % | 45 % | 14 % |
| Group 3 | 95 % | 97 % | 98 % | 99 % | 87 % | 25 % |

Figure 2. Preferences Regarding the Purpose of Using the Terminology Dictionary.

An important indicator of this questionnaire is the question of using specialized dictionaries to solve a number of problems. The using of a specialized dictionary to translate texts into the native language, the completing a receptive task occupies a leading position. The second most popular goal of informants is the translation into a foreign language, completing a productive task. This is followed by reading specialized texts and interpretation. The final point (others), for example writing of scientific papers occupies the last place.

Such a choice of information categories is not accidental, informants prefer the category of translation and meanings because most often they make use of a specialized dictionary translating texts into the native or foreign language. The need to use other categories is due to the user`s desire to get...
the maximum information from the dictionary entry, as well as the desire to determine the place of any term in the system of the subject language.

7. Conclusion and Further Work

As you know, terms are the basis of any professional speech. Without mastering them, it is impossible to read or speak on certain professionally oriented topics. Based on the above, multilanguage linguomethodic competence is understood as part of linguodidactic competence and gives the opportunity to participate in professionally oriented communication in particular and in intercultural communication in general. Knowledge of terms, terminological correspondences and the ability to use them in speech are the most important components of multilanguage linguomethodic competence, it is the framework on which all intercultural professionally oriented communication is built.

So, the study and the research on this topic, diagnosis of problem points, data collection, survey, questionnaire and analysis of the results indicate the need for consistent implementation of actions for the formation of multilanguage linguomethodic competence for future specialists (Table 1).

The scientist methodologist R. K. Minyar-Beloruchev, who notes that "linguodidactics is urgently needs an orderly terminology, which should be the basis of theoretical research; such terminology cannot be interpreted in its own way by certain authors" [4]. Along with the obvious achievements of lexicography, there are still problems to be solved. Among them, the problem of selecting vocabulary for the dictionary, the problem of optimal structure of the dictionary, ways of interpreting the meaning of lexical units in the dictionary entry, the development of parameters that serve as the basis for the classification and evaluation of the quality of dictionaries, and much more. All this requires further deep scientific research and practical work to implement the future plans and tasks.

References

[1] Shuldeshova N. V. Competence in modern educational space. Scientific journal "Scientific notes". Oryol state University named after I. S. Turgenev, No. 2 (83) 2019. pp. 346-349. https://cyberleninka.ru/article/n/kompetentnost-v-sovremennom-obrazovatelnom-prostranstve/viewer

[2] Kavnatskaya E. V. Sociocultural aspects of development of skills of professional and business communication of specialists in the field of teaching foreign languages: dissertation ... candidate of pedagogical Sciences: 13.00.02. Moscow, 1999. 310 p. https://search.rsl.ru/ru/record/ 01000268645

[3] Galperin P. Ya. Main results of researches on the problem "Formation of mental actions and concepts". M., 1965. https://psyfactor.org/hist/galperin-2.htm

[4] Minyar-Beloruchev R. K. Theory and methods of translation. Moscow: Moscow Lyceum, 1996. 208 p. https://studfile.net/preview/4121905/