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НЕКОТОРЫЕ ТРЕНДЫ ИСПОЛЬЗОВАНИЯ ИКТ В РОССИЙСКИХ НАУЧНЫХ ИССЛЕДОВАНИЯХ В ОБЛАСТИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И ПЕРЕВОДА В ВУЗАХ (2012-2017)

В статье представлены некоторые результаты статистического исследования о современных трендах использования ИКТ в научных работах российских ученых, посвященных преподаванию иностранных языков и переводу в вузах (2012-2017).

Целью исследования было изучение любого упоминания или применения ИКТ, электронных, мобильных, смешанных технологий и интернета, а также интеграции и использования международного или локального ПО в лингвистическое образование в университетах.

В результате, удалось выявить некоторые тренды и основные организации, использующие ИКТ в области языкового образования. Для исследования использовалась открытая государственная онлайн база данных

В статье также излагаются критерии выборки, методы и ступени квантитативного анализа и интерпретация результатов, в том числе в виде таблицы и диаграмм.

Статья может быть интересна как преподавателям иностранного языка в вузах, так и исследователям аналогичной тематики.

Ключевые слова: лингвистика, преподавание иностранных языков и перевода, ИКТ, Россия, электронное обучение, высшее образование, квантитативный анализ.

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SOME TRENDS OF ICT APPLICATION
IN RUSSIAN RESEARCH PAPERS
IN FOREIGN LANGUAGES TEACHING AT HIGHER
EDUCATION INSTITUTIONS (2012-2017)

The article outlines some statistical research-based trends in the field of ICT usage in Foreign Languages and Translation Studies teaching at Higher Education (HE) institutions in Russia (2012-2017).

The aim was to identify application of ICT, any digital, mobile, CALL, online or Blended approaches, integrating international or local software in linguistic education mentioned in Russian professional research papers within 2012-2017 applied at Universities.

As a result, some new shifts and main HE institutions in scientific research of ICT application for language education are identified through collecting and analyzing of Russian academic papers on the official state open online database.

Database, random selection criteria, research steps, some findings as well as analytical and quantitative methods peculiarities are also briefly exposed and visualized on the table and   the   diagrams.

As a whole, the article could be interesting to international researchers of similar problems in the field of eLearning and any Higher Education teachers, practicing eLearning or Blended education in Linguistics and Translation Studies.

Keywords: eLearning, linguistics, translation studies, HE, Russia, ICT, quantitative analysis.

Introduction

In Russia, in our opinion, one of the most reliable online sources of information on recent authors' publication activity and citation index (called RINTS or РИНЦ) is the free portal http://eLibrary.ru/, though it is not complete. So if you need to search the author in Russia, it is better to use the site and its publication metrics, which is more or less accurate. When we name persons or Universities in this article, we do not suppose to provide full information as we rely on our research and personal experience, and ask for apology of those not mentioned. Besides, the topic requires further studies.

Many national and regional universities in Russia have departments where scientists and teachers collaborate on research in Linguistics and Translation Studies (TS) teaching. Only some of them use Information Technology (ICT) and/or Internet possibilities for learning as it mainly depends on Institution's policy and technical possibilities. Many teachers and students use their own devices and mobile smartphones and tabs with Wi-Fi for learning and teaching. Digital Labs are now not enough. The concept and practice of digital education is becoming popular in Russia especially after 2013, especially between teachers of informatics and at secondary education level. But we are framed only with Universities (or HE) in our article.

The examined research papers show that many regional Universities provide necessary PCs, video and audio equipment for educators, use electronic textbooks, various Information Technologies (IT) applications, particular online programs and are even introducing different corporate Learning Management Systems (LMS) generally based on Moodle, for teaching foreign languages. We have noticed most frequently named Universities in the dissertations database list such as Nizhniy Novgorod Institute of Foreign Languages, Tambov State University, Uralsky State University in Ekaterinburg, Moscow State Pedagogical University and some other. As for RUDN University it is famous by researches in teaching Russian

language to foreigners and providing quality post graduate education to foreign students in Russian language. Our research confirms this fact for PhD dissertants, and many of them are using different ICT in Linguistics teaching. Institute of Foreign Languages at RUDN is planning to promote and integrate new corporate LMS (Moodle software - based) into pedagogical process as well as to develop and encourage individual teachers' wiki-based collaborative technologies, preparing online, blended and distance courses in Linguistics and Translation Studies. Some approaches were outlined in the works of Natalya Sokolova, Director of the Institute (Sokolova, 2015), (Mrachenko, Sokolova et al., 2016), also Natalya Mikheeva (Mikheeva, 2010), (Mikheeva, 2004) and Irina Vasilyeva (Vasilyeva, 2016; Vasilyeva, 2016). The background of the research is based on Blended and Digital didactics, exposed in several publications, such as G.Dudney, N.Hockley, M.Pegrun (2013), C.J.Bonk (2006), P. Shamra, B.Barett (2007) and others.

Aim, source, methodology, random selection criteria

The aim is to count frequency and analyse trends of any dissertations on Pedagogy in Linguistics, where any ICT or Internet tools were applied or mentioned. This is only a small part of the general research on the matter, followed by detailed dissertations topics and methods classifications and content analysis. Our goal is to share some general statistics on the research matter.

The source of data is the official website of VAK (ВАК) or Higher Attestation Committee under the Ministry of Science and Education of the Russian Federation. It is the National Governmental Higher Academic Degrees Awarding Committee, compulsory for approving all dissertations written and defended at authorized Universities in the Russian Federation. The site is in Russian language - http://vak.ed.gov.ru/. We chose it for the research as it is the only free and complete national database (or could be national corpus) of all academic dissertations' summaries (called 'autoreferats') in all subjects from 2004-2017

in RF and contains necessary search engine with filters providing more or less accurate statistics and search results. Full texts of the selected dissertations summaries are also available online for further content analysis.

Methodology is quantitative analysis of lists found by onsite search engine and contextual search for any ICT mentioned teaching tools both in the titles and body texts of the selected dissertation summaries. The figures are summarized in Tables and visualized in Charts.

Sources are the defended dissertations for PhD in Pedagogy in Linguistics (called Kandidat Nauk), and higher degree of Doctor of Science (called Doktor Nauk) in Pedagogy in Linguistics. In the West there are similar degrees of PhD in Education, or higher degree of DS in Education in Foreign Languages. But they do not completely correspond in value to the Russian ones.

Selection criteria: Besides considering all types of dissertations (PhD and DrSc), we looked through the list to identify scientists working only at Universities (not at secondary or high schools, or vocational education). We selected only local dissertations' specialty 13.00.02 for Pedagogy in Linguistics (Foreign Languages, TS), completed with some relevant dissertations appeared on the list of 13.00.08 code for professional education. Mainly, we selected proper dissertations from the random manually by title (any mentioning of ICT used for teaching) or by looking through the full text for the same. Then we counted their number, classified them by year, by degree and analyzed the trends.

Overall, we researched the archived and current dissertations' summaries in Russia for the period of 2012-2017, total list comprising 1338 entries or pieces (dissertations) found.

Results

Picture 1

Year (as selected on VAK online Database)	Total dissertations random of the codes 13.00.02,13.00.08 - Pedagogy - from VAK online database (ps)	Total dissertations random of the codes 13.00.02, 13.00.08, Pedagogy in Linguistics with any ICT (ps)	PhD dissertations (ps)	DrSc dissertations (ps)
2012	269	38	36	2
2013	296	42	40	2
2014	263	55	49	6
2015	258	49	45	4
2016	166	34	31	3
2017 (Jan--Sept)	86	16	15	1
Total	1338	234	216	18

Source: http://vak.ed.gov.ru/, 2017

The table represents cumulative and comparative number of dissertations (pieces) by titles and authors listed in the VAK Database from 2012 to 2017 as of the end of May 2017. All dissertations both PhD and DrSc) are real and were defended or ready to be defended by higher education teachers at Universities. Unfortunately, we cannot supply here the full list of the selected titles and authors because it's in Russian language and there is not enough space for such big lists.
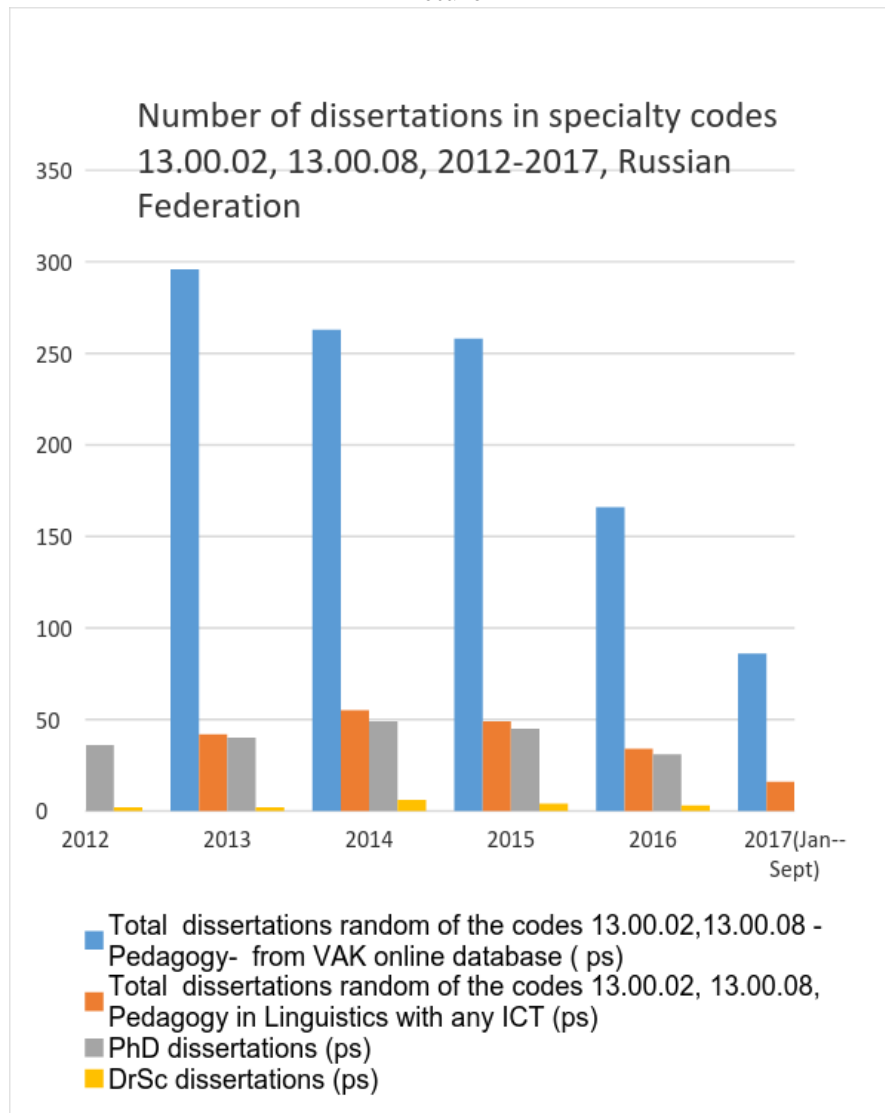
The table also shows the trend of the drop (about 37%) in

general dissertations number from 2014 (if we take it as 100%) to about 63% in 2016 which is partly due to ongoing education system reforming and reducing number of Higher education institutions in the country in general, started in 2014 till now. On the other hand, the terms and requirements to dissertations defense became much more strict, especially for post doc students preparing DrSc one. So, we stay rather pessimistic on any growth perspectives in this field for the coming years.

As for random of dissertations we looked through and selected to the list of Pedagogy in Linguistics at higher education level, where any ICT tools are mentioned or applied in the context of research, its share averages some 17,5 % of total, and PhD seekers are prevailing (92,3%). This is no wonder as higher DrSc degree is much more complicated and strict in requirements according to the current regulations by the Ministry of Science and Education of RF. So, we consider that regardless DrSc dissertations' small growth in 2013 and 2016, their number will stabilize at comparatively low level - as postdoc research stays expensive and elite against massive production of postgrads' seekers at Universities in the country. We are to say that ICT usage for Language and TS for offering new ways of teaching and research at University level is relatively low.
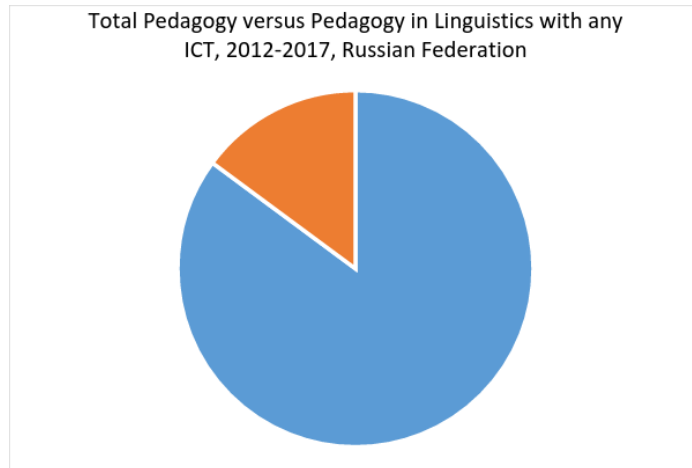
The below graphs and pie charts (pictures 2,3,4) illustrate the above trends and data from the Table .
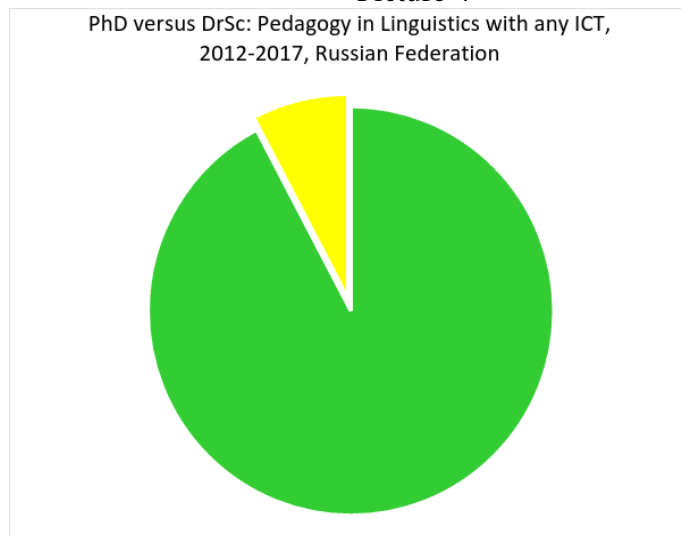
Picture 2

Number of dissertations in specialty codes 13.00.02, 13.00.08, 2012-2017, Russian Federation

Source: http://vak.ed.gov.ru/ 2017

Picture 3

Total Pedagogy versus Pedagogy in Linguistics with any ICT, 2012-2017, Russian Federation

Source: http://vak.ed.gov.ru/ 2017

Picture 4

PhD versus DrSc: Pedagogy in Linguistics with any ICT, 2012-2017, Russian Federation

Source: http://vak.ed.gov.ru/ 2017

Conclusion

The observation covers only a small part of the research on the current situation with ICT, CALL and Internet tools applications for languages and translation studies teaching at Universities in the Russian Federation. The Database we analyzed is only for new ICT applications for Languages and TS teaching at Universities, that became a part of research for the degree and defended, so we did not estimate private teachers' experiments in the field – there is no any reliable statistics on that. But even those figures demonstrate the persistent trend of technology application in Humanities and Languages teaching. So we are to recognize its importance both for theory and practice of pedagogy in Linguistics at HE.

Overall, we consider that the above findings could be useful for other scientists in the same field to complete information about particular country.

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ДИАХРОНИЧЕСКИЙ АНАЛИЗ КОЛОРОНИМОВ
В НАУЧНОМ ХИМИЧЕСКОМ ДИСКУРСЕ:
СЕМАНТИЧЕСКИЙ АСПЕКТ

Данная статья посвящена исследованию семантических особенностей колоронимов в диахроническом аспекте во