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USING CORPUS TECHNOLOGIES IN STUDYING FOREIGN LANGUAGES

The author describes the possibility of using the language corpora in general and in the study of professional foreign language. The article presents an overview of the results, emphasizes projects and research aimed at improving the learning of foreign languages with the help of language corpora. Linguistic techniques such as compiling, the study of special cases and their application in the study of a foreign language are discussed. Problems which are encountered in the application of linguistic cases for language learning are enumerated.

Keywords: *corpus-based teaching, language corpora, learner corpora, DDL, CALL.*

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THE ROLE OF COMPUTER TECHNOLOGIES IN THE COMMON CULTURAL COMPETENCE DEVELOPMENT OF STUDENTS FROM NON-LINGUISTIC UNIVERSITIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

This article deals with such concepts as «common cultural competence», «linguistic competence». Common cultural competence is regarded as a core competence of the individual student, necessary for the general and professional skills formation. The main aspects of common cultural competence are presented. In the article the role of computer technologies in the process of foreign language teaching are revealed with the focus on the competence under study.

Keywords: *common cultural competence, language competence, computer technology, non-linguistic universities, level of foreign language.*

There are many views on common cultural competence in general. First of all, it is necessary to realize what this concept mean. It is a certain range of questions students from both linguistic and non-linguistic universities should be much aware of. This aspect of human development is of great importance today. Various methods and approaches are applied for its formation, therefore, to understand what methods are the best to use, teachers work and study a lot of new technologies and literature on this subject. Recently, in view of the widespread integration of digital technologies in the learning process, computer technology began to occupy a leading position in the field of learning [1; 2].

Therefore, the relevance of this work lies in the growing importance of the computer technology role in the development of common cultural competence with which it is possible to form future skills.

The novelty of this work lies in the fact that no one has previously conducted a similar survey-study among students of Institute of Natural Resources at TPU.

The aim of our study was to investigate the role of computer technology in the development of common cultural competence of non-linguistic students in the process of learning a foreign language.

To achieve this aim the following objectives should be taken into account:

1. to study and analyze scientific literature on this topic.
2. to conduct sociological survey and analyze its results.
3. to identify the most popular online source of additional education.

The basic methods to be used in this article are theoretical analysis of literature on teaching methods as well as modern technologies and survey of students.

Using digital technology allows you to improve the level of general cultural competence. A significant range of multimedia production and online sources makes it possible to achieve a high level of knowledge [2].

The researchers interpret the common cultural competence as an area of issues in respect of which the student must be competent. In particular, it is knowledge and experience in the field of national and universal culture; moral and spiritual basis of life in society; competence in domestic, cultural and leisure sphere; experience in developing an overall worldview is expanded to cultural and universal human understanding of the world [3; 4].

Thus, it becomes possible to put forward our own definition of common cultural competence as a wide range of questions, the answers to which are the basis for obtaining a system of subjective knowledge of the world.

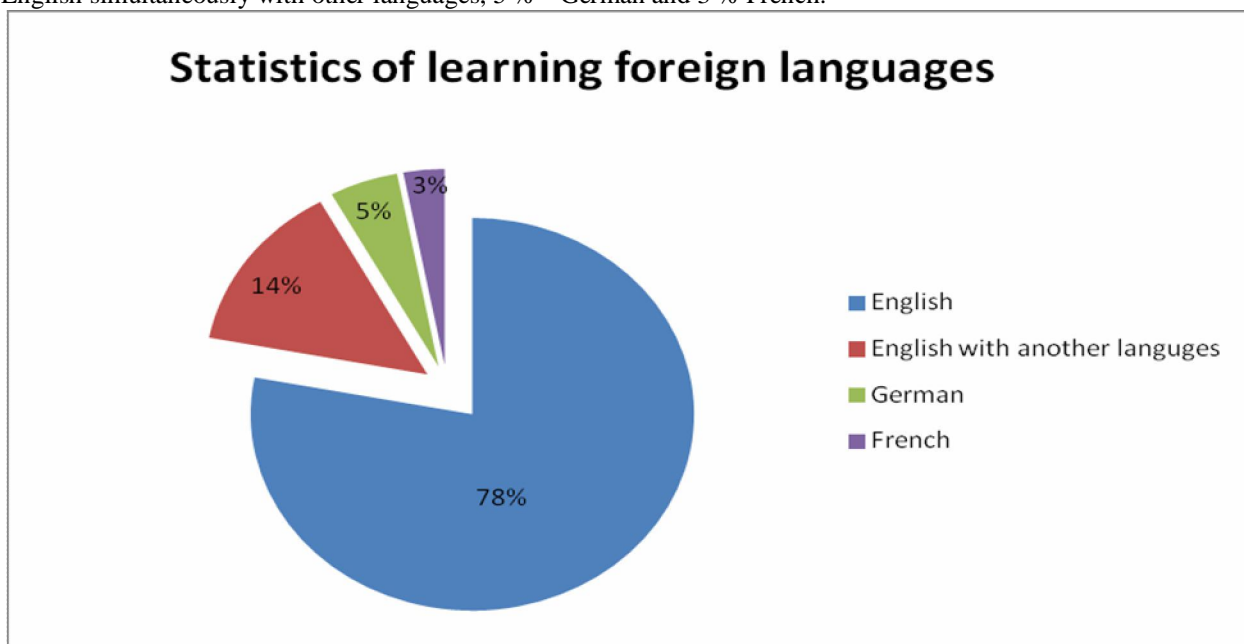
Development of common cultural competence of students is an indispensable basis for the development of metasubject level of educational content and the formation of linguistic aspects in the process of learning a foreign language in particular [5].

In connection with the widespread globalization of modern society linguistic competence plays an important role in understanding the overall worldview of the student.

To identify the overall level of language skills of TPU students, sociological survey was conducted among students of 1-2 courses of the Institute of Natural Resources to the number of 146 people aged from 18 to 21. The survey was conducted on the following issues:

1. What language do you learn?
2. Assess your language level on the following points:
 - a) elementary
 - b) pre-intermediate
 - c) intermediate
 - d) upper-intermediate
 - e) advanced
3. Are you going to continue foreign language study?
4. What are the multimedia and Internet resources you use in the process of foreign language study?
 - a) CD DVD discs
 - b) video sources
 - c) games
 - d) internet
5. What Internet sources do you use?
6. What attracts you in them?

During the survey we have found that 78 % of respondents are studying only the English language, 14 % learn English simultaneously with other languages, 5 % – German and 3 % French.



The second question was connected with the level of foreign language competence:

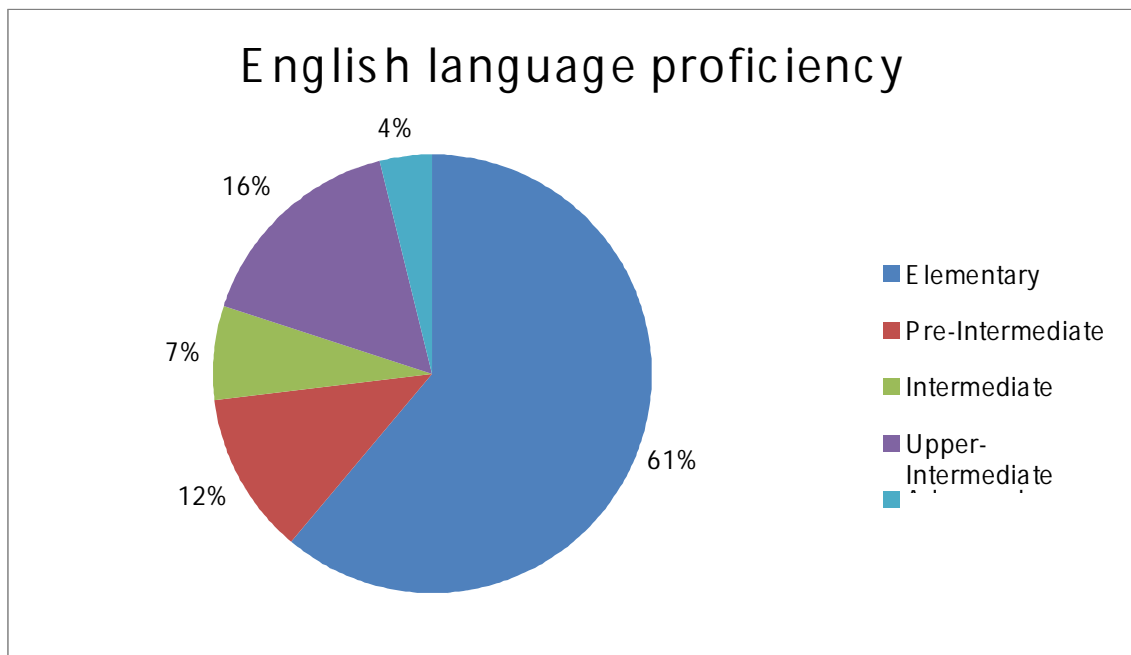
About 61 % of students have Elementary level of English, 16 % have Upper-intermediate level, 12 % are of Pre-intermediate level, 7 % have Intermediate level and finally, only 4 % belong to the group of Advanced level.

As we see on the diagram, the majority of the students do not have a highly-developed foreign language competence. It is very disappointing fact the reasons for which are difficult to formulate. A lot of students did not receive enough knowledge at school; some students find this discipline very difficult for study. A great number of students do not believe that they are able to master any foreign language.

Moreover, not all the students find this subject very exciting for them; they prefer paying attention to natural or technical sciences.

Another reason for such poor results among students of Tomsk polytechnic university is the shortage of time spent on foreign language learning. Students have only two classes a week that is not enough for an efficient educational process.

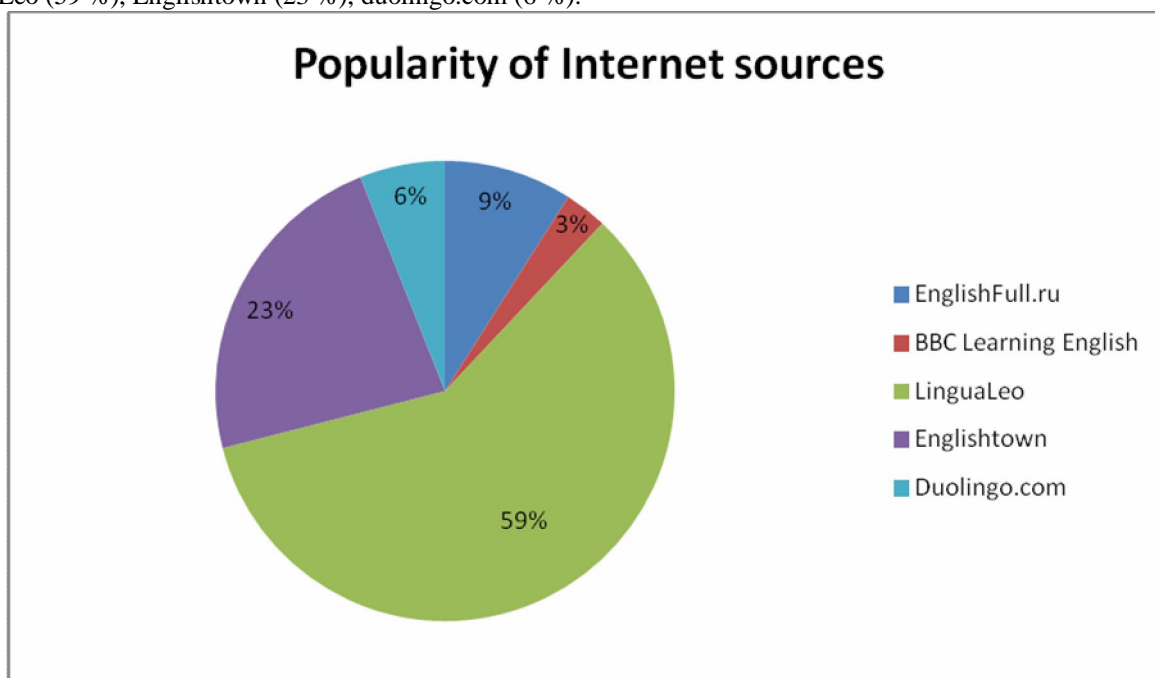
Undoubtedly, there are many opportunities for learning a foreign language, however students should be able to study on their own, plan their work and be independent and diligent.



Taking into consideration the third question, it is possible to trace that more than half the respondents are engaged in further language learning.

Next diagram shows the most popular Internet sources among students.

2 % use CD DVD discs for further study of foreign languages, video sources are applied by 5 % and 9 % use games. 89 % of respondents use such Internet sources as: EnglishFull.ru (9 %), BBC Learning English (3 %), LinguaLeo (59 %), Englishtown (23 %), duolingo.com (6 %).



As a result, work has revealed the most popular Internet resources, universities allow students to learn a foreign language at a high level, all the results of the survey were submitted to site of administrators (stud.lms.tpu.ru), TPU is a platform for distance learning.

Thus, it is possible to emphasize that computer technologies play an important role in the formation of common cultural competence of students from non-linguistic universities.

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РОЛЬ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ОБЩЕКУЛЬТУРНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Настоящая статья посвящена таким понятиям, как «общекультурные компетенции», «языковая компетенция». Общекультурная компетенция является основной компетенцией каждого студента, необходимой для формирования общих и профессиональных навыков. Представлены основные аспекты общекультурной компетенции. В статье раскрывается роль компьютерных технологий в процессе обучения иностранному языку с акцентом на изучаемую компетенцию.

Ключевые слова: общекультурная компетенция, языковая компетенция, компьютерные технологии, неязыковые университеты, уровень иностранного языка.

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LEARNING ENGLISH WITH THE HELP OF THE E-LEARNING COURSE BASED ON LMS MOODLE

The paper is devoted to the role of e-learning course «ENGLISH LANGUAGE, MODULE 3» developed by E. V. Shvagruckova for studying English. It highlights the structure of the course and the main principles of working with it. The knowledge and skills obtained by students with the help of this course are described. Also, the results of the student survey connected with their attitude towards the e-course are demonstrated.

Keywords: e-learning course, educational process, English language, knowledge and skills.

Nowadays, the distribution of information technologies affects all the fields of human activity, including the higher professional education. Almost all well-known and high-demand universities create special e-learning courses for their students. The usage of electronic educational systems is an important component of studying pointed subjects. The e-learning course is the collection of educational resources for effective study, what means the development of educational materials included in the curriculum of courses (block courses). Due to e-learning the traditional educational process is transformed not only into the cognitive activity of students connected with the acquisition of