РОССИЙСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ им. А.И. ГЕРЦЕНА
ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ
КАФЕДРА ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ФИЛОЛОГИИ
НАУЧНАЯ ШКОЛА «ПРИКЛАДНЫЕ ИССЛЕДОВАНИЯ ЯЗЫКА И РЕЧИ, ШКОЛА Р. Г. ПИОТРОВСКОГО»
САНКТ-ПЕТЕРБУРГСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ
КАФЕДРА МАТЕМАТИЧЕСКОЙ ЛИНГВИСТИКИ

ПРИКЛАДНАЯ ЛИНГВИСТИКА

В НАУКЕ И ОБРАЗОВАНИИ

ALPAC REPORT — ПОЛВЕКА ПОСЛЕ РАЗГРОМА

ТРУДЫ VIII МЕЖДУНАРОДНОЙ НАУЧНОЙ КОНФЕРЕНЦИИ
24–26 ноября 2016 г.

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Труды VIII Международной научной конференции

24–26 ноября 2016 г.

HERZEN STATE PEDAGOGICAL UNIVERSITY OF RUSSIA
PHILOLOGICAL FACULTY
DEPARTMENT OF EDUCATIONAL TECHNOLOGIES IN PHILOLOGY
SCIENTIFIC SCHOOL «APPLIED STUDIES OF LANGUAGE AND SPEECH.
RAIMUND PIOTROWSKI SCHOOL»
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PHILOLOGICAL FACULTY
MATHEMATICAL LINGUISTICS DEPARTMENT

APPLIED LINGUISTICS IN RESEARCH AND EDUCATION
ALPAC REPORT — 50 YEARS AFTER DEFEAT

Proceedings of the VIII th International Biannual Conference

November 24–26, 2016

Санкт-Петербург 2016
Saint-Petersburg 2016

УДК 801
ББК 81-1
Т 78

Печатается по решению организационного комитета конференции «Прикладная лингвистика в науке и образовании» и УМО РГПУ им. А.И. Герцена

Организационный комитет
VIII международной конференции
«Прикладная лингвистика в науке и образовании»

Л.Н. Беляева (председатель), *А.С. Герд*, *В.З. Захаров*, *А.В. Зубов*, *Л.К. Гейхман*, *О.Н. Камшилова* (ответственный секретарь), *Л.В. Рычкова*, *К.Р. Пиотровская*, *В.А. Широков*, *Н.Л. Шубина*

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Т 78 **Труды VIII Международной научной конференции «Прикладная лингвистика в науке и образовании. ALPAC REPORT — полвека после разгрома».** 24–26 ноября 2016. г., Санкт-Петербург. — СПб.: ООО «Книжный Дом», 2016. — 328 с.

ISBN 978-5-94777-406-1

Сборник содержит материалы докладов, представленных на VIII международной научной конференции «Прикладная лингвистика в науке и образовании. ALPAC REPORT — полвека после разгрома».

В докладах обсуждаются актуальные вопросы прикладных исследований специальных языков и текстов (терминология, терминография, словари и перевод), разработка и применение методов структурного анализа текста (математическое моделирование, стилеметрия и лингво-статистический анализ), концепции и инструменты создания и ведения корпусов текстов. Анализируются и предлагаются современные технологии для поддержки обучения языкам.

ББК 81-1

ISNB 978-5-94777-406-1

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In honor of Dr. Sci. LARISA BELIAEVA

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Л.Н. Беляева

ALPAC REPORT: ВОСПОМИНАНИЯ О БУДУЩЕМ

Аннотация. История разработки систем машинного перевода и ее перелома в результате отчета ALPAC отражает основные проблемы автоматической переработки текстов на естественных языках и развития информационных технологий в целом. Реализация практических систем машинного перевода в индустрии локализации является условием согласованного научного и технического перевода.

Ключевые слова. Машинный перевод, отчет ALPAC, индустрия локализации.

L.N. Beliaeva

ALPAC REPORT: FUTURE REMINISCENCES

Abstract. History of machine translation systems and its turning point as a result of the ALPAC report reflects the main problems of natural language processing and information technologies development as a whole. Realization of practical machine translation systems in the localization industry is condition of consistent scientific and technical translation.

Ключевые слова. Machine translation, ALPAC report, localization industry.

В современном мире экономики знаний системы машинного перевода являются привычным сервисом, используемым как в технологической цепочке научного и технического перевода, так и самыми разными категориями пользователей. Однако история создания и развития этих систем, их взлеты и поражения отражают путь, который проходили различные информационные технологии, и существование психологических и технических препон. Поэтому рассмотрение этой истории в момент ее перелома представляет особый интерес.

С меморандума Уоррена Уивера, разосланного в 1949 г. (полный текст меморандума см. в [Locke, Booth 1955]), ведет отсчет история практической реализации идеи машинного перевода (МП). Одним из

Т.Н. Носкова, Т.Б. Павлова, О.В. Яковлева

СОЦИАЛЬНЫЕ МЕДИА: НОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ ПРАКТИКИ И КОМПЕТЕНЦИИ[1]

Аннотация. Анализ среды социальных медиа, в которых активна молодежь, выявляет ее потенциал в построении новых образовательных практик. Эффективное достижение поставленных целей в них требует формирования особых компетенций педагогов. Раскрыт процесс формирования искомых компетенций.

Ключевые слова. Социальные медиа, профессиональный опыт, профессиональные компетенции, образовательная практика.

T.N. Noskova, T.B. Pavlova, O.V. Yakovleva

SOCIAL MEDIA: NEW EDUCATIONAL PRACTICES AND COMPETENCES

Abstract. Analysis of the social media environment, where young people are active, results in identifying its potential in building new educational practices. The effective achievement of set goals requires the of specific teachers' competences. The process of the required competencies development is disclosed in the paper.

Keywords. Social media, professional experience, professional competences, educational practice.

Modern electronic space is the environment of new ways of interactions. A specific virtual world has been formed, and it is to some extent reflecting the social world. At the same time, this world has evolved a new society with its own norms and rules, based on the network ethics. For teachers it is important that the electronic space has become a habitat for the today's youth — forerunners of the information society. This new space is different from the "face to face" classroom interactions. It takes place in a different establishment of social relations and interactions. Participants receive a large variety of information resources, social contacts and grounds for self-realization. At the same time,

[1] ACKNOWLEDGMENTS: The research leading to these results has received, within the framework of the IRNet project, funding from the People Programme (Marie Curie Actions) of the European Union's Seventh Framework Programme FP7/2007-2013/ under REA grant agreement No: PIRSES-GA-2013-612536

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there are big risks to physical and mental health, and to the development of a growing person. Teachers need to "cultivate the culture" is the electronic space, developing new educational practices. But when developing new practices they should base not only of the accumulated professional and life experience, but also be deeply aware of the needs and demands of young people, active and initiative in the social media environment.

Social media is a variation of mass communication through the Internet, a historically new kind of communication. It is defined as a group of Internet-based applications, ideologically and technologically Web 2.0 based, allowing participants to communicate in social networks and to create content in the process of exchanging it. Social media is a part of e-environment interactions in which a user opens a media channel to broadcast content in a certain direction, addressed to a wide audience. This audience is based on self-organization and participants begin to interact with each other in the discussion of media messages and create new messages in this regard as a result of a network of cooperation. Message content producers enter into a relationship with the consumers of these messages and involve them in further content production. Participants of electronic interactions can share knowledge, experiences, opinions, news, videos, photos, music, links to websites, and so on to establish and develop social contacts.

Today, various education practices are based on social media implementation. Acquisition of various skills occurs in the remote interactions. Communication includes not only texts but also images and multimedia. A network communication is formed by a variety of dynamic and interrelated resources that are created not only by experts, but also by students. Description of features of these interactions is the subject of research [Patarakin et al. 2015; Kommers et.al 2015].

The most vital questions are the following. Under what conditions new professional competence can be formed? How education specialists the new century can learn solving professional problems through electronic environment? What are the characteristics of the environment where these competencies can be applied?

What are the generalized characteristics of new education practices based on social media? On the technical side, they include the use of Web 2.0 technologies and social media channels. On the pedagogical side, these are specially organized education interaction, stimulating activity of electronic media users. On the psychological side, such new practices are creating a unique atmosphere of cooperation, unity of purpose and objectives of joint activities. From a communicational point of view, it is important that online communities are bundles of interactions with students themselves being organizational centres, not just a teacher acting as an organizer of the process. However, all these features are external, formal and simply recognized. At the same time, there are certain

underlying factors that exhibit the novelty of pedagogical practices discussed here. These factors are associated with the formulation of new goals and objectives of education activities. Tasks that encourage students to go beyond the education standard, to find their own meanings and motives in the education activity. Finding these new meanings can radically change a course of action.

In general, comparing the new and traditional education practices, we can state the following. In the classroom education practices, the leading role belongs to a teacher, who sets out a content and organizes activities of students. Thematic content meets the education standards, it is the same for everyone and it is obligatory to assimilate for all students. Pedagogical technology of a classroom practice is built as a linear sequence of group activities, with the feedback, provided by the teacher, monitoring and evaluating all activities. All this stimulates the implementation of education standards in the tight time framework of classroom teaching for the whole group of students.

When using social media as a set of arrangements, interactions and practices that aim to create learning environment based on the use of social services in order to provide users' activity, the situation is changing. Current users of the network are themselves the authors of the network and can add their content — articles, photos, audio and video, leave comments, shape design of their pages, etc. Using the potential of social media requires a different course of education practices that allow evolving initiative, increasing activity through the choice, self-awareness of own meanings in the performed activities. Therefore, the aim of the new education activity is not just the implementation of training on the orders of a teacher, but the exertion of activities and initiatives in learning.

In a networked environment, interacting with others, being an avid user of personally learned knowledge, a student carries out own search for new knowledge, development and competence, and achieves results in the joint distributed activities. Emotions, motivations, meanings of learning are changing [Pfaff-Rüdiger et al. 2016]. All this makes it possible to achieve new results, under certain pedagogical conditions during interactions through social media tools.

Thus, through these new education practices the emergence of learning autonomy can be stimulated. According to such strategy, a learner builds his/her own knowledge independently in a specially created and maintained by a teacher e-learning environment. In this environment, learners are able to transfer their knowledge and skills in the practice of life — to teach others, help them to develop their knowledge, participate in various projects, creative activities. Therefore, in these practices moving beyond standard of education activities and self-realization is stimulated.

Today, social media is implemented for different purposes, for various focus groups [Ricoy 2016], as resources for solving educational problems, as new communication formats, and for organizing feedback [Noskova et al. 2014, 2015; Mkttchian 2015].

Consequently, a modern teacher needs to have competences that help preparing children and youth to interact with a wide variety of social media. However, social media themselves are the basis for the complex resolution of this problem as they are involving young people in the educational interactions, allowing to realize new opportunities and eliminate risks of this medium.

Obviously, the new practices discussed in this paper do not replace the traditional ones, but provide an opportunity for a new way to organize the education process. Therefore, it is advisable to build learning interactions both based on classroom education activity and electronic environment activity.

The Institute of Computer Science and Technology Education of Herzen University (Russia) has been implemented for three years jointly with the UNESCO Institute for Information Technologies in Education a course "Social Media and New Education Practices". The course is addressed to master degree students, majoring in pedagogical education. The main goal of the course is to form competencies of teaching and solving educational problems in the modern media environment.

The relevance of the course is determined by several reasons:

- extensive use of social media in solving problems of education practice;
- high motivation of young people to use social services;
- renewed education standards demand revision of education practices.

The course content includes the following issues:

- new socio-psychological phenomenon in the global electronic environment;
- social media: concept, social significance and pedagogical potential;
- media education problems;
- the role of social media in the education environment: design of media environment to address specific education objectives;
- Internet services of social media and virtual education methodology based on the interactions based on social media.

In the process of studying each module of the course students develop their pedagogical projects of an e-learning environment, through which, using the tools of social media, they are preparing for the decision of professional tasks related to the theme of master thesis. Master degree students from the Institute of Pedagogy and Psychology, Institute of Childhood, Faculty of Correctional Pedagogy joined the study of the course in the spring semester of 2016. General outline of the course is presented in Figure.

In education practice has become popular such a model, implemented on the basis of social media, which takes place parallel in a classroom and an e-learning environment. In social networks, examples that implement educational activities based on social media are available. However, master degree students who studied the course "Social Media and New Education Practices" were able to reach a higher level — to design such education practices that

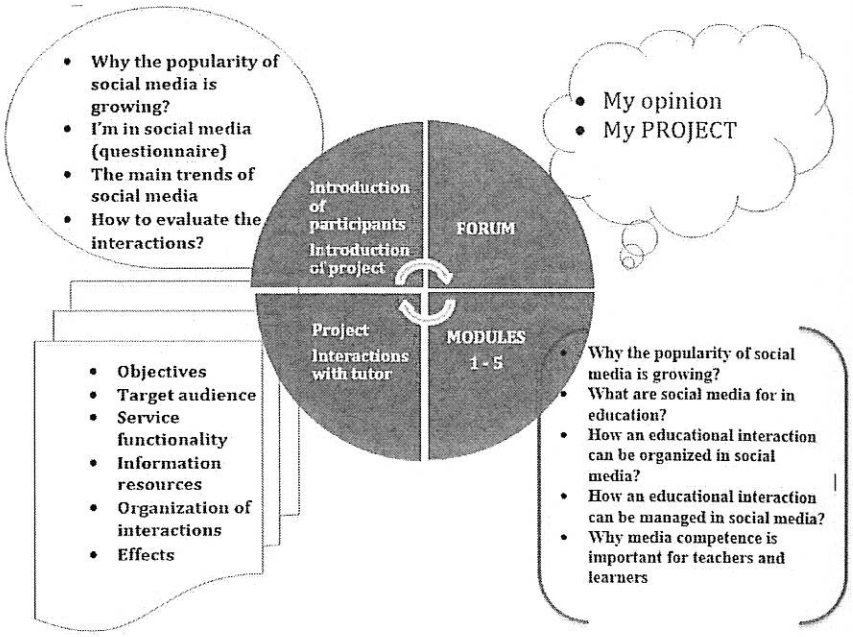

Figure. Social Media and New Education Practices. General course outline

evolve in a network environment with the interactions unfolding in electronic formats.

New education practices implemented based on social media is not just the expansion and enrichment of the traditional educational activities in auditorium. They can be considered the prototype of the future, when students themselves will demonstrate conscious educational initiative in finding solutions and adopting the goals and objectives of the educational activities for building competencies. In search and acquisition of electronic educational resources, they will start looking for network partners to work together, provide mutual support and share knowledge. Sharing knowledge helps to achieve the intended results better and to correct actions. They will seek for the assistance of teachers for the evaluation and correction of their knowledge and skills, building up a more optimal education path. These network communities of practice will stimulate the productive activity of students, their initiative based on the generated motivations to use acquired knowledge, to carry them into practice, exchanging them with other users, discuss, create, and act together.

Important competences will be formed in such organization of education interactions of students — not only professional, but also social competences. The most important educational activity is personally meaningful; it has the true sense and strengthened motivation. All this is necessary to the further education path, to the aspiration for lifelong learning in a dynamic knowledge society.

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Научное издание

ПРИКЛАДНАЯ ЛИНГВИСТИКА
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ALPAC REPORT — ПОЛВЕКА ПОСЛЕ РАЗГРОМА

Труды VIII Международной научной конференции
24–26 ноября 2016 г.

Публикуется в авторской редакции с оригинал-макета,
предоставленного авторами

ООО «Книжный Дом», лицензия № 05377 от 16.07.2001
191186, Санкт-Петербург, М. Конюшенная ул., д. 5
Подписано в печать 18.11.2016 . Формат 60×84/16. Бумага офсетная.
Объем 20,5 печ. л. Тираж 200 экз. Заказ № 2034

Отпечатано в типографии ООО «Инжиниринг Сервис»
190020, Санкт-Петербург, ул. Циолковского, д. 13