

УДК 81'33

Архипова Елена Ивановна

кандидат филологических наук,

доцент

Новосибирский государственный

технический университет

г. Новосибирск, Россия

Elena Arkhipova

PhD in Philology, Associate Professor

Novosibirsk State

Technical University

Novosibirsk, Russia

elena1503@inbox.ru

ИСПОЛЬЗОВАНИЕ КОРПУСА ТЕКСТОВ КАК СРЕДСТВА ФОРМИРОВАНИЯ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНЦИИ ЛИНГВИСТА

В данной статье рассматривается использование корпуса текстов как средства формирования исследовательской компетенции начинающего лингвиста. Цель исследования – продемонстрировать преимущества использования корпуса текстов. Данный инструмент позволяет осуществлять детальный поиск слов и словосочетаний, предоставляя данные, полезные для исследовательской работы лингвистов. Автор рассматривает исследовательскую деятельность как ряд взаимосвязанных действий – от подготовительного этапа до внедрения результатов в исследовательскую среду. Использование корпусных ресурсов способствует объективности отбора материала для исследования, а также учету особенностей его использования. Кроме того, текстовые корпуса содержат коллекции аутентичных текстов, аннотированы, некоторые из них предназначены для конкретных областей исследования. Текстовые корпуса в лингвистических исследованиях могут использоваться на этапе систематизации и обработки исследовательского материала, а также на этапе верификации результатов. Особое внимание уделяется тому, что использование этих ресурсов делает акцент на автономности работы лингвиста, развивая его исследовательскую компетенцию.

К л ю ч е в ы е с л о в а: исследовательская компетенция; корпус текстов; исследовательская деятельность; исследовательские навыки; исследовательская среда.

USING A CORPUS OF TEXTS AS A MEANS OF FORMING RESEARCH COMPETENCE OF A LINGUIST

This article discusses the use of a text corpus as a means of developing the research competence of a beginning linguist. The purpose of the study is to demonstrate the benefits of using a text corpus. This tool allows for detailed searches of words and phrases, providing data useful for the research work of linguists. The author considers research activity as a series of interrelated actions – from the preparatory stage to the implementation of the results in the research environment. The use of corpus resources contributes to the objectivity of the selection of material for research, as well as taking into account the specifics of its use. In addition, text corpora contain collections of authentic texts, annotated, some of them targeted for specific fields of study. Text corpora in linguistic research can be used at the stage of systematization and processing of research material, as well as at the stage of the results verification. Particular attention is paid to the fact that the use of these resources emphasizes the autonomy of the linguist's work, developing his research competence.

Key words: research competence; text corpus; research activity; research skills; research environment.

Research competence is one of the main personal qualities of a professional, expressed in the preparedness and ability to independently acquire new knowledge as a result of transferring the semantic context of activity from functional to transformative, based on existing knowledge, abilities, skills and methods of activity [1].

Competence is the personal ability of a specialist to solve a certain class of professional tasks. This ability can develop in the process of activity, which is determined by the methods and means of action as a result of posing the problem,

defining the object of research, analyzing and explaining the results obtained during the research work, verifying the results, and modeling further research.

Thus, it is possible to trace the relationship between research activity and scientific-intellectual creative activity aimed at obtaining and using new knowledge, which is a broader concept that includes scientific-organizational, scientific-informational, scientific-pedagogical and other types of activities [2].

Research activities represent a number of interrelated actions – from choosing a topic to introducing the results into the research environment:

- preparation (choice of the research topic, setting goals for research activities, accumulating primary information, collecting theoretical information on the research topic, collecting factual material), formulating an initial hypothesis;

- basic part (extraction, transformation and construction of knowledge using modern information and communication technologies, confirmation of the hypothesis);

- final stage (formation of new knowledge, skills of self-organization, self-learning, self-regulation and self-development) [3, p. 64–66].

According to I. A. Zimniaia, research skills are the result and measure of research activity, i.e. as the ability to conduct independent observations and experiments, acquired in the process of solving various kinds of research problems [4, p. 56].

The necessary skills for creative solution of problems related to conducting educational and research activities in the field of foreign language are: to draw up the methodological apparatus of research, collect scientific information, compile a bibliography on a scientific topic, apply basic and auxiliary research methods (critical analysis of literary sources, scientifically recorded observation, questioning); to create secondary texts of a scientific nature: abstracts, theses; to organize the presentation of individual or group research projects, etc. [5, p. 6].

The development of Internet technologies created the possibilities of using text corpora in research. Analysis of data collected in the corpus is used to solve various applied problems with the help of the up-to-date information about words, shades of meaning, as well as using illustrative examples.

The constant search for a concise, but at the same time capacious presentation of language material is reflected in corpus resources. The search for information makes the beginning linguist act as a doer, focusing on his needs, ready for autonomy. Working with text corpora plays an important role in the formation of research competence of the beginning linguist.

Text corpora in linguistic research can be used in the framework of different stages, mainly, in the process of systematization and processing of research material. The ability to analyze source data, establish correlation between system elements can be facilitated by the use of text corpora.

Research competence has a complex structure and its mastery depends on their structural and functional components: motivational, cognitive and reflexive [6].

The arguments, supporting the corpus-based research, imply that text corpora contain collections of authentic texts; can be monolingual/multilingual; are annotated; some of them are designed for specific fields. For instance, this tool can provide information on the research of homonyms, offering comprehensive range of contexts from different sources (Pic. 1) [7].

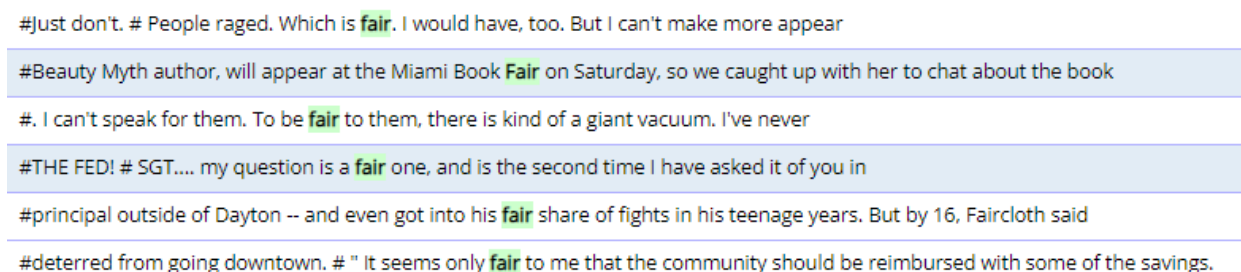


Рис. 1. Search request “fair” from the Corpus of Contemporary American English

The dialect subcorpus of the National Corpus of the Russian Language [8] provides information about dialects, in some cases with audio examples (Pic. 2).

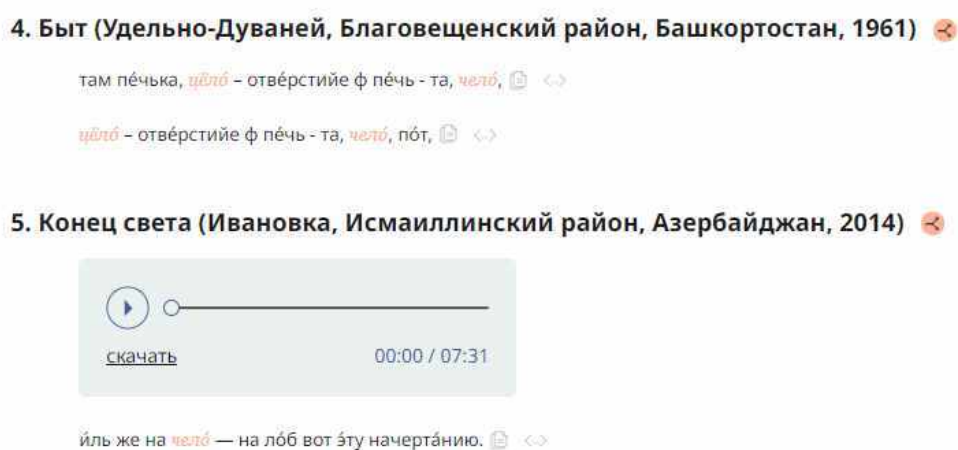


Рис. 2. Search request “чело” from the National Corpus of the Russian Language

Along with those who support the use of text corpora, there are those who are against the use of corpus resources in linguistic research, because corpus data is not complete and sufficiently presented. Still, the absence of some information on linguistic units cannot serve as an argument against the use of the corpus as a whole.

To summarize, it should be noted that independent research activity is an important part of mastering the research competence, the basis for the development of other types of competencies necessary for a future scientist. While using text corpora, linguists acquire valuable experience enhancing the formation of deep knowledge in the specific discipline. Moreover, the ability to identify a problem, formulate a goal, objectives and hypothesis, plan experiments, analyze the data obtained and evaluate the results of the study will prepare them for solving many

professional problems. The use of corpus resources can provide significant assistance in research activity, skills in forming a query, using tools, and interpreting results will facilitate independent research work of the beginning linguists.

REFERENCES

1. Osipova S. I. Development of research competence of gifted children. M., 1998.
2. Begunova M. S. The essence of research competence as one of the components of the competencies of a modern foreign language teacher. Bulletin of KazNPU, 2016.
3. Trofimova V. V., Minakova V. F. A system for developing research competencies and technological groundwork in scientific and educational activities. St. Petersburg : Publishing house of St. Petersburg State Economic University, 2018. P. 64–66.
4. Zimniaia I. A. Research work: methodology, theory, practice of organization and implementation. M. : MSPI, 1999.
5. Skripnikova T. I. Formation of research competence of students-future teachers of a foreign language. Vladivostok : Far Eastern Federal University, 2020. P. 6.
6. Zeer E. F. Psychology of vocational education. M. : Academy, 2013. 416 p.
7. Corpus of Contemporary American English [Electronic resource]. URL: <https://www.english-corpora.org//coca/> (accessed: 20.06.2024).
8. National Corpus of the Russian Language [Electronic resource]. URL: <https://ruscorpora.ru/> (accessed: 20.06.2024).