

EDITORIAL V. 7, N. SPECIAL 2, 2021 – THE IMPORTANCE OF LANGUAGE EDUCATION AND THE STUDY OF FOREIGN LANGUAGES/CULTURES FOR THE PROFESSIONAL AND INTELLECTUAL EDUCATION¹

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In view of globalization and the new demands for teaching and communication with the use of different and efficient digital technologies and innovative teaching methodologies which facilitate foreign language learning, the works in the field of Applied Linguistics, as an inter/transdisciplinary and intercultural science which identifies, examines and proposes reflections and possible solutions to problems or issues related to language in a given context, become more and more numerous and fertile.

In this perspective, we bring you the current issue of *EntreLínguas*, with a special focus on papers from the area of Languages, Linguistics and Foreign Language Teaching and Learning. It is a compendium of papers addressing how countries, nations, and ethnicities of different languages/cultures deal with national and international influences for language education. Thus, within the scope of the journal, and respecting the differences between the languages of different peoples and how they deal with linguistic and educational issues, we present a set of papers by authors from Russia, Iran, and other CIS countries (Commonwealth of Independent States) that show how scientific knowledge and new technologies have

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collaborated to the formation of human beings for professional practice and intellectual curiosity in the various areas of knowledge.

The first paper we present in this issue, entitled **“Application of pedagogical cues for teaching grammar in technical higher education institutions”**, brings a sample of how auxiliary elements, in the form of images, NLP, comics strips etc., can contribute to learning the rules of the English language in an easier, faster and more efficient way. The use of this type of teaching material combined with the appropriate methodology for teaching English grammar proved to be more efficient than the teaching methods that did not rely on this aid in the teaching context researched.

Considering that today commercial, employment, and cultural connections with other countries are increasingly present and relevant in social and professional life, communication between people is vital for such relationships. In this sense, the paper **“Formation of profession-oriented chinese language competency in non-language major students”**, brings a study on the use of digital technologies that can contribute to students, who do not specialize in languages, to learn Chinese efficiently and effectively. Starting from the concept of terminology minimum geared towards intended professions and teaching methods that consider the native language, digital resources are explored for the development of language skills for professional purposes of these students.

In order to subsidize the teaching of foreign languages, especially English, the paper **“Advantages of using paleontological components in extracurricular activities in the english language for middle-school students”** comes to show how paleontological studies can contribute to the teaching of English and at the same time bring a rich cultural experience to students in Kazakhstan. Besides presenting the richness of linguistic and cultural elements when using the mentioned resource, the study also highlights the possibility of interdisciplinarity between Biology and English Language through the development of cultural and linguistic competences. The proposal is inserted in a teaching context that creates motivations for elementary school students to want to learn English as a Foreign Language.

The paper **“Russian linguoculture: the concept “justice” as a nuclear linguistic unit of the conceptual field “guardianship”**”, from the perspective of the Russian worldview on the concept of justice, seeks to analyze the development and linguistic significance of the terms worked on (justice and guardianship) in Russian linguistic culture and consciousness. By establishing the relevance and evidence of how these concepts permeate Russians' notion of “spirituality”, it demonstrates how a linguistic core unit within a semantic field forms a world image in people's consciousness.

Contributing to linguistic studies, seeking to analyze the common origin of noun and verb identifiers and how these have undergone a process of differentiation over time, the paper entitled **“Representation of possessiveness in the verbs of languages of different systems”** analyzes the possessive character of various languages, when comparing the development of different forms of linguistic construction.

Concerning the teaching of Russian as a Foreign Language, the paper **“Linguodidactic framework of teaching russian intonation to a multinational audience in light of experimental data”** addresses the difficulties that students from different nations face when encountering the intonations present in Russian. The authors address the issue from a comparative point of view, showing that, despite the peculiarities of each group related to idiomatic features, there are characteristics that can be taken as general, such as: secondary melodic features, intensity and duration indicators, and that arise independently of the specificities of each nation.

Regarding the relationship between musical language and verbal language, we present the paper **“On correlation of musical and natural languages: rock music and english”**. The authors point out that although the relationship between music and verbal language is already a worked theme, the focus of this work tends to concentrate on folk music and classical compositions. In this perspective, the study brings an analysis focused on British Rock, analyzing the success that this musical style has around the world, beyond the creations of musicians of singular talent and concentrating on analyzing structural and semantic features of the English language and British culture that can reveal the great acceptance of this musical style.

Also focusing on verbal language, we present analyses focused on the structure of written compositions, the paper **“Artistic features of discrete structure in german novel”** brings to light German fragmentary prose in the 19th and 20th centuries. In an analysis of the aesthetic structure of the information contained in these works, the authors point out how narrative discretion determines the artistic function of such productions, making pointers to the relevance of this prose style that greatly influenced the typological characteristics of the modern novel.

Analyzing the pedagogical practice of a foreign language teacher, the paper entitled **“Specifics of the structural stability of professional creativity of a foreign language teacher”** presents an analysis involving a study made with two groups of 35 teachers, trying to verify how relevant the capacity of professional creativity is for the exercise of the

profession and how art therapy and continuing education can contribute to the development of the professional competencies of a foreign language teacher.

The work of Hazin Lahiji, a prominent poet of the 12th century who was the center of many literary conflicts and controversies, is analyzed in the paper **“The role of lexical homogeneity in the poetry rhythm of Hazin Lahiji”**, using the analytic-descriptive method within a formalist approach to understand how the poet, making use of rhetoric, coherence and time, creates rhythm in his poems adding value to the sounds and music of the poems.

Thinking about the teaching of Russian as a Foreign Language, the paper **“Understanding the nature of the main character in russian literature on the material of the novel “A Hero of Our Time” by M.Y. Lermontov”** proposes the combination of modern teaching technologies to the study of classical Russian literature, ordering a process of cultural familiarization with the learning of the Russian language. Within the realized experiment, a symbolic and graphic system is created to be used as an analysis of the work, making the understanding of it more accessible and effective for learners, which contributes to the achievement of communicative and linguoculturological goals.

In the sequence, we have the paper entitled **“Development of cultural linguistic module in open education courses”**, in which the topic of teaching the Russian Language to students of the Commonwealth of Independent States (CIS) and foreigners in a process of valorization and strengthening of that language is addressed. The study was done with questionnaires presented to various groups involved (graduate students, university professors and teachers from the Republic of Kazakhstan) in teaching Russian as a Foreign Language and, through the answers, the authors analyzed what the main demands and barriers encountered for teaching the language.

From an interdisciplinary perspective, the paper **“Peculiarities of complex sentences with object clauses in the texts of mathematical works in the english and french languages”** seeks to identify how the linguistic/communicative resources available and used, in each of these languages, clearly convey the proposal of complex sentences, pointing out the differences of construction in each of the languages and how these constructions when used can facilitate the understanding of complex mathematical sentences.

The next paper, **“Traditional expressions in folktales from russkoye ustyie”**, analyzes folktales of one of Russia's peoples, the oldest Russian occupants of Siberia living in the Republic of Sakha (Yakutia). In these tales, their representational and semantic features are observed, seeking to understand how the subdialects of these peoples influence their

composition and representation of the world, showing that there is a close reality between the lexical meanings and the specific realities of these peoples.

The paper **“Methodology of first-year students’ foreign language written discourse competency development”**, on the other hand, presents an insight into foreign language learning with a focus on college students' writing ability. In conducting the study, 5 components are considered: goal, concept, content, procedure, and outcome, to create a methodology for developing students' writing competence.

Analyzing a minority ethnic group living within the territory of the Russian federation, the German Russians, the paper **“Language as a consolidating factor of ethnic identity of the russian germans”** seeks to investigate the various factors that can influence the ethnic-cultural unity of that people. By examining the discourse of some people from that ethnic group, the paper develops an observation about the factors that can help that linguistic community to maintain its ethnic identity, in a process of national self-awareness, preservation and revival of culture and traditions. In view of the inseparable relationship between language and culture, the authors address the language/language issue as the most important factor for the consolidation of this identity.

As the internet era is becoming more and more prevalent, the next paper addresses how to understand the production of the electronic text, and how this new digital support influences the composition of popular science oriented writings. By verifying the use of polysemic texts, containing verbal and non-verbal content, especially images, the author of the paper **“Influence of photography on students’ perception of electronic popular science text”** seeks to demonstrate how the use of imagetic components in the electronic text makes it more accessible and attractive, configuring itself into an efficient model of communication, because an image is able to replace several written sentences and the combination of photographs and short texts in subtitles is able to generate high comprehension while generating attraction to the text.

Focusing on the transformation of the image of Yakutia in the works of 19th and 20th century Russian poets, the paper entitled **“Transforming the image of Yakutia in Russian lyric poetry”** analyzes how this sphere of written influence between Russian literature and the writings of the Yakut tradition was constructed.

By analyzing the linguistic personality formation models of current teachers, the paper **“Writings by philologists of the past as a basis for shaping linguistic personality of a modern teacher”** shows how the influence developed by past scholars, especially Apollos, a learned priest of the 18th century, can be used to help teachers in their communicative

training principles for various fields. By comparatively analyzing the personality formation and works of the past with those of today, and the possibility of using these past personality models as a reference for so-called modern Russian teachers, the research also found problems in modern education. As a result, the research identified it is necessary to use these writings and models from the past to improve the training of modern instructors.

The second to last paper, entitled **“Precedent phenomena of the contemporary russian and spanish mass media as cognitive structures of a linguistic identity”**, discusses factors that precede communication, aspects that stem from regional interpretations that lead the same term to have different meanings in different contexts. By using examples from Spain and Russia with selected terms such as Don Quixote and Napoleon, the research demonstrates how ethno-cultural factors that precede communication influence understanding, so that communicative competence must be acquired in parallel with cultural understanding, otherwise effective communication may not be achieved.

“Problematic field of communicative practices under globalization: linguistic aspect”, the last paper in this issue, analyzes how globalization impacts communication, looking at aspects of generalization and mixing of cultures through the accelerated speed of communication created in virtual space, but also considering the possibilities of expansion, promotion, and preservation of cultural aspects through this ability to make discourse span the globe. The paper addresses and analyzes the ambiguity between positive and negative factors of adapting linguistic aspects to this new context and new speed of the digital age.

Therefore, we end this issue of *EntreLínguas* Journal presenting discussions with international authors who brought relevant and fertile contributions to the field of Linguistics and Education, especially Linguistics Applied to the Teaching of Foreign Languages. In the set of papers presented here, we can observe the importance of interdisciplinarity for the teaching of language/culture in different learning contexts. In this sense, the teacher needs to update himself/herself by constantly researching, that is, looking at the past to give new meaning to the present. The valorization and the use of historically built knowledge about the physical, cultural and social world become essential to the search for new types of knowledge.

Accordingly, we wish you all an excellent reading and that the studies presented here may bring new reflections and perspectives for future research.

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