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Информация о владельце:
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Должность: Ректор
Дата подписания: 05.05.2026 16:17:51
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)**

Institute of World Economy and Business

(educational division (faculty/institute/academy) as higher education programme developer)

COURSE SYLLABUS

INFORMATION AND COMMUNICATION TECHNOLOGIES

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's degree)

(field of studies / specialty code and title)

The course instruction is implemented within the professional education programme of higher education:

"Foreign language of professional communication and specialized translation"

(higher education programme profile/specialisation title)

1. COURSE GOAL

The goal of mastering the course "Information and communication technologies in specialized translation" is to familiarize undergraduates with the possibilities of using new information and communication technologies in the process of specialized translation and in the design of a specialized translation text.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Information and communication technologies in specialized translation" is aimed at the development of the following competencies /competences in part:

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-7	A single universal competence in the field of information culture for the level of education of the Master's degree in all areas of training.	GC-7.1 Ability to use technologies and methods of search, processing, analysis, storage and presentation of information in the field of information and language culture
PC-5	mastering methodology for pre-translation analysis of the text, contributing to the accurate perception of the original utterance, preparation for translation, including the search for information in reference, specialized literature and computer networks	PC-5.1. Performs written translation in compliance with the norms of lexical equivalence in accordance with the required level;
		PC-5.2. Knows the grammatical, syntactic and stylistic norms of the target language in written translation (there are no grammatical, syntactic and stylistic errors in the translation text);
		PC-5.3. The grammar, syntax, and stylistics of the translated text are equivalent to those used in the original text.;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Information and communication technologies in specialized translation" refers to the component of (B1.V.DV.02) block of the higher educational programme curriculum.

Within the higher education programme students also master other modules and / or internships that contribute to the achievement of the expected learning outcomes as results of the course "Information and communication technologies in specialized translation" study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-7	A single universal competence in the field of information culture for the level of education of the Master's degree in all areas of training.	Quantitative Linguistics And New Information Technologies	
PC-5	mastering methodology for pre-translation analysis of the text, contributing to the accurate perception of the original utterance, preparation for translation, including the search for information in reference, specialized literature and computer networks		Translation analysis of specialized texts Specialized abstract translation of texts Professional editing of specialized texts Translation of official documents Translation Internship

* - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Information and communication technologies in specialized translation" is 2 credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)*

Type of academic activities	TOTAL, academic hours.	Semesters/training modules			
		1	2	3	4
<i>Contact, academic hours</i>	17	17			
including:					
Lectures (LC)					
Laboratory work (LW)					
Practical/seminar classes (S)	17	17			
<i>Self-studies, academic hours</i>	46	46			
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>	9	9			
Course workload	academic hours	72	72		
	credits	2	2		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
1 semester (18h)		
Module 1. Translator Workflow Management	Topic 1.1. Experience of creating automated translation systems.	S
	Topic 1.2. Development of new technologies aimed to optimize translator workflow	S
	Topic 1.3. Producing technological updates as customized for translators	S
Module 2. The origins of new information technologies in translation	Topic 2.1. Early experiments in machine translation	S
	Topic 2.2. Automated translation dictionaries	S
	Topic 2.3 TM-tools (TranslationMemory)	S
	Topic 2.4 Information technology and business.	S
Module 3. Linguistic foundations of information technologies in translation	Topic 3.1 Translation as an analytical and synthetic process	S
	Topic 3.2 Models of translation as a process, principal theoretical models	S
	Topic 3.3 Types of translations, communicative singularities	S
	Topic 3.4 Analytical and synthetic	S

Course module title	Course module contents (topics)	Academic activities types*
	comprehension of environment and system in communication process	
	Topic 3.5. contrastive nature of analytical and synthetical process.	S
Module 4 Scope of IT Practical Application	Topic 4.1 Linguistic ingredient, termhood of information	S
	Topic 4.2 Machine translation systems, key principles of localization in translation	S
	Topic 4.3 Translation technology feasibility	S
Module 5 Machine translation systems	Topic 5.1 Machine translation systems and the Internet. Machine translation system as a linguistic processor.	S
	Topic 5.2 Modern-day requirements to machine translation systems, error typology when operating machine translation systems	S
	Topic 5.3 Efficiency assessment of the main currently valid machine translation systems	S
Module 6 Automated translation dictionaries	Topic 6.1 Principles of nominative activity	S
	Topic 6.2 Building a dictionary, formation of computer lexicography, key principles of terminological consistency, external and internal attributes of typology and terminology	S
	Topic 6.3 Conditions of terms-notions correlation, terminological system variability, communicative conditions of a functioning terminological system	S
Module 7 Machine translation systems	Topic 7.1 The origins of TM tools, the ideology of TM tools	S
	Topic 7.2 Practical use of the TRADOS 5 Freelance system, the general principle of TranslationMemory	S
	Topic 7.3 Service programs, some auxiliary functions, other TranslationMemory systems	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Computer class	An auditorium for conducting classes, group	472

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
	and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations.	Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment	324 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Shevchuk V.N. Information technologies in translation. E'lektronny'e resursy' perevodchika – :Uchebnoe posobie.- Zebra E, 2023
<http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1>
2. Popov S.A. Informacionny'e texnologii perevodchika Uchebnoe posobie. — Velikij Novgorod: NovGU im. Yaroslava Mudrogo, 2022. — 234 s.
<http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1>
3. Kratkoe rukovodstvo po perevodu i redaktirovaniyu perevedenny'x dokumentov v SDL Trados Studio Copyright ©2021 SDL plc.

Additional reading:

1. Neujmin Ya.G. Modeli v nauke i texnike: Istoriya, teoriya, praktika. L.: Nauka. Leningradskoe otdelenie, 2018.
2. Ubin I.I. Lingvisticheskie osnovy' sozdaniya avtomaticheskogo perevodnogo slovary: Avtoref. dis. . d-ra filol. nauk. M., 2019
3. Uzilevskij G.Ya. Sostoyanie i perspektivy' razvitiya cheloveko-komp'yuternogo vzaimodejstviya kak nauchnogo napravleniya // Pol'zovatel'skij interfejs: issledovanie, proektirovanie, realizaciya. -Orel, 2019

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements

<http://lib.rudn.ru/MegaPro/Web> - RUDN Electronic Library System (RUDN ELS)
<http://lib.rudn.ru/MegaPro/Web>
<http://www.biblioclub.ru/> EL "University Library Online" <http://www.biblioclub.ru>
<http://www.biblio-online.ru> EL "Yurayt" <http://www.biblio-online.ru>
<http://www.studentlibrary.ru/> EL "Student Consultant" www.studentlibrary.ru
<http://e.lanbook.com/> EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

2. Databases and search engines:

<http://docs.cntd.ru/> electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https://www.yandex.ru /](https://www.yandex.ru/)
- Google search engine [https://www.google.ru /](https://www.google.ru/)
- SCOPUS abstract database [http://www.elsevierscience.ru/products/scopus /](http://www.elsevierscience.ru/products/scopus/)

*Training toolkit for self- studies to master the course *:*

1. Methodological Guidelines for preparation for classes in the course “Information and communication technologies in specialized translation”.

It is a collective discussion of theoretical issues by master's students under the guidance of the teacher. The main objectives of the practical training are:

- consolidation, deepening and expansion of students' knowledge of the course;
- development of the ability to set and solve intellectual problems and issues;
- improvement of the students' ability to prove their point of view, as well as to prove and refute other judgements;
- demonstration by students of the achieved level of theoretical training;
- development of skills of independent work with literature.

At seminars there are detailed discussions on the basis of the plan, oral questioning of students on the questions of the lesson, listening and discussion of reports (abstracts) of students, colloquium, solving linguistic problems, etc. The choice of the form of this lesson is determined by the specifics of the topic, the level of training of undergraduates, and is designed to provide the most complete disclosure of the content of the topic under discussion, to achieve the greatest activity of undergraduates. When realising the competence approach in the educational process active forms of conducting classes are used. When studying various topics of the discipline, role-playing and business games, debates, case studies, brainstorming are used.

Active learning methods used in teaching include:

- educational group discussions,

In a learning discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given classroom. The goal is a search process that should lead to objectively known but subjectively, from the students' point of view, new knowledge.

When conducting a discussion, it is necessary that the student participants have a clear understanding of the subject matter, the general framework of the discussion and the order of the discussion. When organising a discussion, the teacher should create a favourable, psychologically comfortable environment. Seat the participants in a circle. In addition, it is important to clarify the topic, question beforehand. The introductory part is built in such a way as to update the participants' knowledge, introduce the necessary information, create interest in the problem.

There are several options for organising the introductory part of the discussion:

1. A brief preliminary discussion of the issue in small groups;

2. Introducing the topic of the conversation through the assignment of one or two participants to make an introductory problem statement that reveals the problem statement;

3. using a brief pre-talk on the topic.

Any of the options should not take too long to allow for a quicker transition to the discussion.

There are a number of sequential steps that must be taken to effectively conduct a discussion:

1. Allocate roles-functions in the discussion group (facilitator (organiser), analyst, recorder, observer).

2. Determine the order of work when discussing the problem in discussion groups (problem statement; grouping participants into groups, assigning roles in small groups, explaining to the leader what the expected participation of participants in the discussion is; discussing the problems in small groups; presenting the results of the discussion in front of the whole team; continuing the discussion and behaviour of the results).

- training (business and role-playing) games,

Among the active forms of student training, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of education and upbringing and training sessions.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, teamwork, independent thinking. Training games are built on the principle of imitating various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the game conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to give themselves some names or numbers.

The third is the direct work of the teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is composed in a free form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare and summarise the results. This is an important part of the learning process.

When applying the role-playing method, the organisers should follow some recommended guidelines:

1. A role-play plan should be carefully developed, with literature for role development or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavour.

2 The effectiveness of role-playing is determined by the novelty of the experience, so if it is used every chance you get, the value of this interactive technology is diminished.

3) The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and validation.

Academic training is a method of active learning aimed at the development of knowledge, skills, abilities and personal qualities. It is an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering theoretical material and its consolidation, as well as the development of professional skills.

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. <https://esystem.rudn.ru/course/view.php?id=640>

*The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Ass. Professor FLD EF

Position, Educational Department

Sibul V.V.

Signature

Name and surname

HEAD OF THE HIGHER EDUCATION PROGRAMME:

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