

Values and Cultural Axes of the University Media and Linguistic Educational Portfolio

Dragos VICOL and Natalia NASTAS
“Dunarea de Jos” University of Galati, Romania
“Limba noastră” Research Center, Galati, Romania
dragoshvicol@yahoo.com
natasanastas@mail.ru

Abstract

In the process of configuring the values and cultural axes intended to constitute the educational media and university linguistic portfolio, a primary role belongs to the flexibility of the studies. This principle presupposes elasticity and variety, essential becoming the "struggle" for the "recovery" of each student. The modern educational system is currently trying to free itself from the foundation of the restrictive, exclusively national framework, with studies being implemented **at the regional, European and world levels**. The awareness of this aspect, as a matter of priority, gives each level the quality of a mandatory link within SUPES.

The development and maturation of the educational-university concept from the perspective of the media and linguistic components will ensure fluent university and extra-university communication. These objectives are also achieved through an adequate knowledge of modern languages, through erudition and tenacity. At the same time, we will try to establish, in agreement with the Cross-Border Faculty of the "Dunarea de Jos" University in Galati (Romania), French-speaking, English-speaking, German-speaking courses, etc.

The values and cultural axes of the university's educational media and linguistic portfolio aim, with predilection, at applied university studies. The teaching staff is the major, responsible element that watches over the inseparability of theory and practice, their complementarity being mandatory and being part of the correlational benefit circuit. This communication must reflect the needs of the time.

In the context of autochthonous and international universityism (based on university classicism, fluent knowledge of foreign languages, applied university studies, internationalization), the values and cultural axes of educational media and university linguistic portfolio essentially include the correct assimilation of specialized terminology, the fostering of correct, coherent speech, training the skills of perfecting official documents. In this order of ideas, the fixed objectives will be reconfigured, by establishing didactic strategies in the selection of the content of the instructional-educational activity, the gradual amplification of the educational content, the systematization of knowledge through a linear or concentric approach, the appropriate combination of frontal didactic work with group work and with the individual activity of each student, the integration of audiovisual techniques in language teaching.

Keywords: academic perspective, the value base of the languages taught, standards compatible with the modern status of the scientist, creativity and communication skills, respect for other civilisations, circulation of the most progressive research-innovation methods.

The values and cultural axes of the university media and linguistic educational portfolio represent an indispensable paradigmatic structure of any university. It ensures, through specific didactic, scientific and extracurricular means, the teaching of native and foreign languages and implicitly their practical possession as a means of informing and documenting students, master's and doctoral students.

Starting from these concrete realities, the principles of activity promoted reside in the fact that the essence of acquired knowledge must have humanistic meanings, and the

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multilateral intellectual development of the personality must be primarily based on fundamental moral elements.

The educational path of the University Departments that have modern languages in their portfolio must, therefore, be based on the perpetuation of the traditions of promoting the value base of the languages taught, to which should be added the assumption of the own cultural and civilization mission of the foreign language teacher, as a binder and catalyst factor for achieving a positive climate in the audience's environment from a moral point of view.

For this purpose, concerted efforts will be made to continuously improve the educational process, to explore and, implicitly, to expand the boundaries of the knowledge universe and the training of genuine personalities, able to face the imperatives of the time and become leaders in various spheres of activity, especially in the conditions of increasingly complex and problematic globalisation.

The achievement of these objectives demands the primacy of professionalism, as well as impeccable moral-behavioural probity on the part of all university environment actors: students, teaching staff, and auxiliary collaborators. These categories must interact permanently in ensuring a beneficial climate for the improvement of our society, in general, by:

- maintaining in the humanist course the respect for human rights and dignity;
- acceptance of unity through variety, fairness, collegiality and tolerance, pursuing the intangibility and perpetuation of imperishable social-human values for each individual, the entire collective, as a whole;
- the assumption, respect and promotion of these values, which contribute to the establishment of a harmonious and mutual trust climate, marked by conclusion, spirit of collegiality, tolerance and creative enthusiasm, generator of innovative ideas, progress and vision.

Following these wishes, in order to achieve the expected objectives of maintaining a harmonious institutional climate, the necessary elements for the configuration and materialization of these framework elements are to be implemented, based on the needs and aspirations of the students and the teaching staff.

We rely on the receptivity and clairvoyance of all the members of the departments in the awareness of the need to follow and apply the framework of excellence in terms of university ethics, having in the foreground the human personality, its peremptory uniqueness, the civilization values, stored over the centuries in the inner forum of this personality, and the desire to continuously improve the human model through ethical-aesthetic sapient elements and to contribute to placing it in the vanguard of society at the beginning of the 3rd millennium.

The promotion of the idea of studying modern languages from the universityism perspective, as a complex, beneficial, totalizing idea, conceived and interpreted so far in our educational area very vaguely raises multiple and controversial polemics. The construction and perception, in itself, of this complex notion is currently maintained in an amorphous area, the basic, constitutive, functional elements being ignored. One thing is certain: we have no right to experiment, take chances and put the destiny of young people at stake, that's why the inoculation of the idea of studying modern languages from the academic perspective_will not admit confusion and inadvertences, requiring the irrevocable eradication of ambiguity and amateurism from the educational process.

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On the other hand, in the new conditions of the market economy, knowledge, including modern languages, has become a commodity, higher education institutions acting directly on the interest of students and parents. However, this fact does not represent an abdication from traditional educational concepts, from professional deontology, thus not being confused with the condition of "slavery" and "unconditional submission" in front of the new social-economic realities.

Gaining respect in front of students and public opinion, at the same time, considering the demands and imperatives of today, must have in the foreground the conviction that nowadays professional success is practically impossible without the perfect possession of modern languages.

In the process of teaching subjects from the portfolio of the Departments of Modern Languages, the primary axis of study flexibility will be followed. This principle presupposes elasticity and variety, essential becoming the "struggle" for the "recovery" of each student. The modern educational system is currently trying to free itself from the corset of the restrictive, exclusively national framework, with studies being implemented at regional, European and world levels. The awareness of this aspect, as a priority, gives each level the quality of a mandatory link.

The development and maturation of the educational-university concept will ensure fluent university and extra-university communication. It is wrong to consider from the start that young people trained in universities are destined to work exclusively between the frontiers of our country. This prejudice must be eradicated once and for all, as graduates, masters and doctors of science need to be able to compete with their peers on the world map. These objectives are also achieved through an adequate knowledge of modern languages, through erudition and tenacity. This is especially visible during the "Dunarea de Jos" university, Galati, where French-, English-, German- and etc.-speaking branches operate successfully.

The role of modern languages in the educational process

This role targets, with predilection the applied university studies. The didactic staff is the major, responsible element that watches over the inseparability of theory and practice, their complementarity being mandatory and part of the correlational benefit circuit. It is important that this communication reflects the needs of the time.

The educational concept in the context of autochthonous and international universityism (based on university classicism, fluent knowledge of foreign languages, applied university studies, internationalization), includes essentially the correct assimilation of sports terminology as well, the cultivation of correct, coherent speech, the skills formation of perfecting official documents. In this order of ideas, the objectives fixed for the courses held at the department will be reconfigured, by establishing didactic strategies in the selection of the instructional-educational activity content, the gradual amplification of the content of the education, the systematization of knowledge through a linear or concentric approach, the appropriate combination of face didactic work with the group work and with the individual activity of each student, the integration of audiovisual techniques in language teaching.

The general purpose of the above will stipulate the presence of the following:

Objectives

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- the initiation of students, master's students, doctoral students in the science of conceiving, presenting and receiving an elevated speech in modern languages;
- cultivating the methodical spirit of approach and analysis of the arguments content ;
- formation of the capacity for discernment regarding the dissociation that must be operated between the background of a problem and the artifices used to present it in one of the most favourable way;
- building the social role of possession and coherent expression in modern languages, their importance in achieving effective communication;
- training the necessary skills to distinguish what is credible from what is not true, what is imposed by virtue of the logical constraint of what is accepted as a result of persuasion techniques;
- knowing the value and limits of these techniques, their application conditions ;
- presentation of affective reasoning by analogy with logical reasoning and explanation of how affective reasoning is structured and functions within oral/written expression;
- understanding the role of each part of the speech, as well as the importance of the logical unit of the speech;
- presentation of the characteristics of a coherent speech/message, compatible with the literary standard.

Important, in this sense, is the didactic priority fixed on the axis: the targeted objective — the content — the didactic strategy (methods, means, time) — evaluation (items, time). The educational process, at the same time, will be structured from the connections of effective didactic technology to the new methods of interpretation of the "oratory" phenomenon and to the methods of communication sciences.

The study of modern languages will be based on the interdisciplinary relationship with other objects (the concept of interdisciplinarity), but also with other fields of knowledge: philosophy, history, history of the state and law, communication culture, aesthetics, mythology, music, theatre, cinematography, etc.

The design of these objectives requires the natural application of a wide spectrum of activities and learning opportunities. In the plan of developing communication skills in mother tongue and in modern languages, it will be recommended to carry out bibliographic documents and the production of texts, with their subsequent analysis and evaluation. The application of interactive working techniques in the classroom, the development of linguistic, inter- and intra-personal intelligence is suggested.

Motto „correctly, simply and beautifully, only he who masters the language in all its aspects, who knows its literary standards" can express his thoughts" to become a practical reality at SUPES, both in the environment of students and teachers.

For this, the following tasks will be closely followed:

- to eliminate from the audience's active vocabulary, the mistakes generated by Russian-Romanian bilingualism (bilingual homonymy, incorrect spelling of reflexive verbs, prefixal structures calque, semantic calque, etc.);
- to contribute to improving the everyday language of students and teachers;
- to create the necessary skills for drafting official documents, in accordance with the standards of the literary language and office and secretarial practices;
- to develop creativity and communication skills.

The final objective is to contribute decisively to the formation of an intellectual environment par excellence through the correct and adequate possession of the spoken and written literary language.

Scientific and extracurricular activity

The research-innovation activity will be based on the unity of assumed rights and obligations, derived from the principles of egalitarianism and equity, mutual respect, respect for human dignity, maintaining a climate of non-violence, free from threats and pressures, marked by the spirit of collegiality, tolerance, professional interaction, mutual help and advice. All these wishes will arise from the need to ensure:

- standards compatible with the modern status of the scientist;
- standards of the scientific community as a whole;
- safeguarding community interests;
- respect for other civilizations;
- maintaining the cultural dialogue of values;
- the circulation of the most progressive research-innovation methods;
- fundamental and applied academic exchange, including experiences and successful

scientific patents.

The awarding of scientific supremacy will be produced by the force of plausible arguments, silent convictions and not by disqualifying attacks on the person, pressure of any kind, mystifications, imposition of visions, harmful influences, unfair competition, and other harmful phenomena.

Scientific research focused on the following directions will be strengthened:

- specialized terminology;
- comparative-contrastive study based on texts with various themes (in French, English and Romanian);
- foreign language methodology;
- the voluntary movement, etc.

The activity of the methodical seminar "New orientation in the study of modern languages" will be continued and ideologically reconfigured, placing a significant emphasis on the scientific research activity of the students, being proposed them new topics of analytical research. The following activities, which have become traditional, will continue to be found among the priorities: Days of Francophonie, contests in the subjects studied, evening events, literary sessions, meetings with notorious personalities, etc.

Particularly important is the advanced support of scientific research in accordance with the principles of professional deontology, the transparency of the results obtained and the unfettered acceptance of constructive criticism, the verification of the quality of achieved results and their originality.

That is why it is important that:

- to use the scientific results obtained by colleagues only in accordance with the ethical standards accepted by the academic community and to properly carry out the respective citations and tacitly consulted and used bibliographic references;
- not to limit the rights of other researchers, including those who act as co-authors;
- to demonstrate correctness and impartiality in the activity provided by the reviewer, expert, or scientific work referent;
- to respect the principle of confidentiality in the process of elaborating scientific information, which does not need to be made public until the end of the entire process of research-innovation and/or technological transfer, the same being valid in express cases of review and expertise of analytical and scientific materials;

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- to contribute to the development of the academic environment, to the promotion of students' research skills, to guide them and to impress the inherent qualities of the future scientific researcher.

Aspects of ethics and professional deontology

The actors of the foreign language departments will be objectively appreciated and stimulated for the activity performed, in accordance with the standards of the legislation in force, starting from the premise that the university environment represents an academic community based on the principles of participatory democracy, which respects fundamental human rights, safeguarding its member interests.

Consequently, an adequate professional environment must be ensured, the intended goal being the achievement, by each collaborator, of the following objectives:

- minimizing the influence of unprofessionalism;
- maintaining and increasing a high level of competence in the teaching-learning process;
- the impression of an advanced level of pedagogical qualification;
- the objective and equidistant assessment of the knowledge, skills and competences acquired by the students.

Final considerations

The framework objectives aim at the goals and key competencies at ensuring the quality of the study process. They indicate the relationship of collaboration and interaction between teacher and student, the latter becoming an active subject. The contents of the analytical programs will not constitute a simple "board of subjects", but a benchmark. The students, in agreement with the teachers, will have the freedom to decide on the selection of didactic content within the curricular limits, as well as they will choose together the methods of didactic approach to the academic discipline.

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