

## **SOME ASPECTS OF TEACHING SCIENTIFIC TEXT WORKING**

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*Teaching students working with scientific texts is one of the goals, stated in educational process. Different linguistic tools, which can be applied to variety of texts, can make the procedure of academic writing more effective, with less time expenditure. Techniques of text compression, paraphrasing, summarizing; different techniques of reading are becoming more actively used nowadays. Some aspects of teaching students to use these tools are shown in this article.*

**Key words:** *compression, paraphrasing, summarizing, technique of reading*

## **ОБУЧЕНИЕ РАБОТЕ С НАУЧНЫМ ТЕКСТОМ**

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*Обучение студентов работе с научным текстом является одной из задач учебного процесса при изучении иностранного языка. Некоторые лингвистические инструменты, применяемые к текстам, могут сделать процесс академического письма более эффективным при наименьших затратах времени. Компрессия текста, перефразирование, реферирование, краткое изложение содержания источника, различные техники чтения становятся наиболее востребованными. Некоторые аспекты обучения студентов применению этих инструментов рассмотрены в данной статье.*

**Ключевые слова:** *компрессия, перифраз, краткое изложение, техники чтения*

Currently, the aim of modern education is not only to teach students to get knowledge and to develop skills, described in “key competencies that should be formed” [11, p.240-244], but one of the most acute tasks is to give them the foundations of general approach to any scientific problem to be solved. While studying the students are to be able to do different tasks, connected with reading a great number of articles, texts, documentation and some other materials [7, p.194-195]. One of the basic skills the student is to have when dealing with scientific text is the ability to treat a large amount of source information in order to find necessary text sources [4, p.185-187], the content of which will help, for example, writing essays at junior courses, or term papers - for senior ones, and, finally, writing a diploma at the final stage of training. Students have to process a large amount of literature, so

teaching them to master various reading techniques, allowing to find necessary information at short periods of time, and, what is more important – “to teach the students to know how to work with any scientific text” [4, p.185-187]. So these are important tasks of teachers of a foreign language, when they teach students to work with scientific texts. This kind of work helps according to Shmeleva Zh.N. to “increase the students’ and post-graduate students’ motivation for language learning” [5, p.178-179], [10, p.223-229]. And for sure it makes the teacher “get ready for the lesson of a foreign language with the purpose of teaching different types of activity” [6, p. 185-186] especially if we talk about “advanced students” [9, p.152-154].

Scientific text is a kind of text which is written in general literary language, but which has its own grammatical, lexical, structural, semantic and logical-compositional features of construction. In scientific text, in contrast to the artistic, journalistic or business, functional types of speech are used, such as description, narration, reasoning, proof, etc.; in scientific text a different set of general language and textual means are applied. So, it is quite necessary to develop “grammar skills” [8, p. 211-215]. Composition of scientific texts also differs from other types of text, as it is determined by logic of scientific narration: advancement of working hypothesis, its justification, proof of its verification for realization of which, such methods of thinking as analogy and hypothesis, deductive or inductive ways are actively used.

Compression of a scientific text is a re-structuring of the source text, as a result of which it is possible to create new texts such as, for example, an abstract. Writing a summary is also a kind of compression of the text, creating of which is conducted at a more advanced stage of teaching a foreign language [2]. Summary is a shortened version of the text, the content of which is set out by lexical and grammatical means other than in the source, while maintaining basic information of the text. When writing a Summary, amount of interpreted text is greatly reduced, so to create a Summary, it is necessary to read the source text. Detailed reading technique is a full extraction of the gist of the text content. Only such approach will make it possible to understand the text as fully as possible and will give the opportunity to reduce its volume to several sentences without distorting the content.

When teaching students to write a Summary, the teacher should follow sequence of processing source code, called the algorithm for creating a Summary. Initially, the text should be translated into Russian using the dictionary (Detailed reading technique), since only a deep understanding of the content of the text can provide an opportunity for its compression. It is necessary to think over the answer to the question: what was the author's goal in writing this text and how much it coincides with its own purpose of presentation. Next, it is necessary to highlight the main and secondary ideas of the text in order to remove excessive information, which can be omitted. As a rule, details, examples, illustrations, etc., which do not concern the text, are deleted from the Summary of the text. Further, the text undergoes structural transformation, for which it is necessary to determine whether it is the text containing comparative analysis, description or generalization and, on the basis of this, to compress it, leaving its original structure unchanged. In addition to structural transformation, it is necessary to carry out lexicogrammatical transformation by the

author's own language means, namely, to select stylistically replaceable synonyms, and from the point of view of grammar, to restructure individual phrases, and in some cases, whole sentences. It will also be appropriate to change the pledge of the verb, replace parts of speech, if it does not change semantic content of the text, and also to find additional grammatical constructions.

It is also effective to use method of replacing simple sentences by complex ones, complex subordinates, which will also compress the text. After writing a draft of a Summary, it is reasonable to check the text for coherence, that is, exclude its fragmentary, making it sound smooth and convenient for perception. In this case, using of such conjunctions and linking words as: as, therefore, however, although, since, etc. will help. At final stage, the text of the Summary is subjected to verification if there are some distortion of its original meaning (figuratively speaking, if the child had not been "splashed out" together with water), checking the preservation of the author's own style of writing, as well as presence of grammatical and lexical errors.

Knowledge of means of working with scientific text and means of its compression, different techniques can help students to deal with big amounts of literature, simplify the process of scientific writing and make it more convenient and effective. This skill can be used not only at the lessons of English, but also at the lessons of humanitarian and interdisciplinary courses. These skills will help the students develop mental abilities as well as make them "adapt and socialize" [12, p.156-168].

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