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## Teaching Non-Linguistic Specialties Students of the Main Types of Work with a Scientific Text in the Study of the Discipline “Professional Foreign Language”

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# Teaching Non-Linguistic Specialties Students of the Main Types of Work with a Scientific Text in the Study of the Discipline "Professional Foreign Language"

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**Abstract.** The study of a foreign language in a non-linguistic university is an integral part of the educational process. The information about the peculiarities of teaching the discipline "Professional foreign language" is presented in this article. Proficiency in a foreign language at this stage of learning language is an indispensable component of the professional training of a high-level specialist. The article describes the main content of the given discipline as well and the information about the main goals and objectives of the teaching "Professional foreign language" is briefly analyzed. Since the basis of the course of a professional foreign language is the work with a scientific, professionally-oriented text, so the main types of work with the text such as reading, annotation, abstracting, abstracting translation are considered in this paper in detail.

## 1. Introduction

One of the most important tasks of modern methodical science is to increase the efficiency of teaching a foreign language to the students of non-linguistic specialties. Nowadays, possession of a foreign language is a necessity because the requirements for a high-level specialist are increased due to the very fast developments of modern technologies.

Proficiency in a foreign language is an obligatory component of the professional training of a high-level specialist. The main aim of teaching a foreign language in a non-linguistic university at a professional level is to provide the students with a language competence which allows specialists to communicate in any situations.

The theme of this article is "Teaching non-linguistic specialties students of the main types of work with a scientific text in the study of the discipline "Professional foreign language". This theme is relevant as students of non-linguistic universities continue the learning of a foreign language after a school course and it is very important to teach students more professionally, more effectively at this stage of learning. We should create such conditions where the formation of communicative skills will play the main role. The possession of such language tools and skills which can be obtained during listening, speaking, reading and writing is supposed.

The goals of our research are to study the main types of work with the scientific text and to find out the most appropriate types of text work for students of non-linguistic universities.

The tasks of this work are:

- to study the content of the discipline "Professional foreign language";
- to analyze the main types of text work and to find out the most appropriate ones;



- to consider the main educational technologies and teaching methods used by a teacher in a non-linguistic university.

The content of a professional foreign language depends on the aims set by a teacher according with the requirements of Federal State Educational Standard of last generation. The main purpose of learning a foreign language consists of the formation of a foreign language competence. It is important to carry out a foreign interpersonal and cross-cultural communication with native speakers. To acquire this language competence, it is necessary to possess common language lexical items and grammatical constructions, characterizing the scientific style of speech.

The peculiarities of studying a professional foreign language must be performed in different directions: work with a scientific professionally-oriented text; study specialized themes for the development of speech competence; study lexical items, grammatical constructions. It is also supposed to use cross-cultural material.

The basis of a professional foreign language course is the work with scientific, authentic texts. The teacher provides texts and exercises, which are necessary for the development of corresponded skills and abilities, for example, in order to accumulate special lexical items, it is necessary to do lexical-grammatical exercises. But the exercises at the level of the text are important for the formation statements in oral or written speech. Exercises including structuring of information are aimed at ensuring that students can acquire skills in commenting, reasoning and conducting discussions.

The main aim of teaching students in a non-linguistic university is teaching them how to work with scientific foreign texts. Traditionally, teaching of a foreign language is aimed at the teaching main skills of reading and translating professionally-oriented literature. If we talk about learning a foreign language in a non-linguistic university, the text work becomes the most relevant. The training course of a foreign language in the university consists of two parts: a foreign language and a professional foreign language. The first year of education includes an introductory-corrective course, where students repeat the school course and continue to study a foreign language at a higher level. At this stage of learning, the communicative method of instruction becomes the main one.

The professional course of a foreign language is aimed at the development of reading skills and translating of scientific literature as well.

Work with the scientific text is a program requirement for learning a foreign language. Scientific text is a text possessed grammatical and lexical features inherent to scientific communication style. There are different concepts of a scientific text in the methodical teaching of foreign languages. Drozdova T.V. considers the scientific text as a linguistic text possessed the definite functional-informative peculiarities. The scientific text, according to her conception, serves for storing and transferring scientific knowledge in verbal form and is created to develop and enrich scientific knowledge [7].

Khomutova T.N. calls the texts a "product" of the scientific activity, which reflects the scientific picture of the world [7]. Chernyavskaya V.E. gives the following definition to a scientific text: "the scientific text is an expression and reflection of the scientific style as a special way of the cognitive and communicative speech actions of the subject, solving the task of reporting a new knowledge of reality in the process of formulating the text" [5].

We can make a conclusion that while teaching a foreign language students have to get knowledge about scientific picture of the world, that's why a scientific text is the main tool of achievement of that goal. The task of a teacher is to select a professional scientific text in such a way that it includes knowledge that will contribute to the development of the student's scientific knowledge.

Nowadays, there are the following types of work with a scientific text: different kinds of reading, abstracting, abstracting translation, annotation.

Analysis of theoretical material shows that the problem of abstracting of a foreign text is studied in the methodology of teaching a foreign language in detail. The problem of teaching the abstracting is a subject of scientific research of domestic and foreign scientists: Veize A.A., Zimnyaya I.A., Klychnikova Z.I., Folomkina S.K and others.

One of the founders of the study of the main issues of abstracting is Veize A.A. He considers not only the concept of abstracting but other types of work with a text. In his research, Veize A.A. calls

an essay as a text that is based on the semantic compression of the source to convey its main content. He divides the abstracting into informative and educational. The informative document is designed for the fact that the consumer should not have to resort to the original source, that's why the abstract is more carefully compiled, it is more informative. The educational abstracting is in no way connected with the informative. Students abstract the text for themselves, for further work with material that is not of value in an informative sense [1].

Grechihina A.A. considers an abstract as a summary of the main points of the content of the text [2].

Markushevskaya L.P., Tsapaeva Yu.A. say that the abstract is a presentation of the material in written or oral form, conveying its main content, which is accompanied by an assessment and conclusions of the referent [3]. Provotorov V.I. defines the abstract as a semantically adequate, limited to a small volume, but which conveys a complete exposition of the main content of the primary document [2].

Writing an essay is an integral part of the educational process. An abstract is an independent, scientific research work of a student. With the help of an abstract, students have an opportunity to express their own opinion and to show their own views on this or that problem.

The abstract translation is considered as a special case of abstracting and it represents such type of activity which refers to the compression of the text. Shapovalov T.R. says that the abstract translation can include interlingua converting and the very abstract itself simultaneously. The language units of the secondary document replace the greater amount of content than the original text units [2].

The annotation of a foreign text is an succinct summary of the content of the source. It doesn't disclose the basic concepts, the annotation gives information about any source of material.

If we talk about teaching a foreign language in a non-linguistic university, it is important to emphasize that at the stage of a professional foreign language, students learn how to write the annotations to the texts. The main task of this kind of work is necessary because in order to write an abstract report to the scientific conference or to write a diploma, students must process a great amount of material, read and learn scientific articles not only in their own language but in a foreign language as well. In order not to lose necessary information, students can write an annotation to every article or text and then they can find that information. That's why students learn to write annotations while reading scientific literature in a foreign language.

Currently, there are different models of writing annotations, a teacher can choose an appropriate material himself and present it to the students.

As practice shows, the main work with the text is reading and understanding what has been read. At this stage, it is important to teach students the main reading skills of a scientific foreign text. It is supposed to get acquainted with the structure of the whole text. The knowledge of linguistics gives an opportunity to teach students how to shorten a text, to single out the main content of a text. Such work with the text allows students to be ready for learning annotations and abstracting of a scientific text.

There are different types of exercises for text work, for understanding the main information of the text. But the greatest importance for the technique of text work is understanding the semantic structure of the paragraph. The ability to find key sentences in a paragraph will help to navigate the text and to understand the semantic meaning of it.

Speaking about the teaching of a professional foreign language, it is necessary to note the fact that the modern educational methods and technologies play the main role. The use of various technologies during foreign language classes increases the motivation and activity of the students. A teacher should know new methods of teaching a foreign language, special techniques for selecting the best method of teaching in accordance with the level of knowledge and requirements of the students.

At the present stage of teaching, students should fully possess communicative competences. A foreign language is a means of communication, that's why cultural and intercultural approach in teaching continues to be developed in education. Students should be prepared on the bases of high-quality modern authentic educational material for conscious use of a foreign language in further life and work [8].

What modern educational technologies are used by teachers of a non-linguistic university?

Computer technologies are one of the most used technologies at the modern stage of the educational system. They are understood as a combination of means and methods for creating pedagogical conditions of work based on a computer technology, on telecommunications connections and interactive software which help the teacher not only to search, summarize and analyze information, but to manage the cognitive activity [6].

The next technology, that is used in the educational process, is teaching in cooperation. It means that the lesson is built in such a way that students have an opportunity to work in pairs or small groups, solving the set tasks together and thereby developing different skills of verbal communication and research activity [4].

And one of the modern teaching technology, which is worth noting, is the training centered on the student. The meaning of this technology lies in the fact that the whole initiative in the process of a lesson is transferred to the student. This technology supposes the fullest disclosure of students potential and helps to create a partnership between the teacher and the student [8].

It should be also noted that the teaching of a foreign language at the professional level depends more on the teacher's training. It is important for him to create such conditions of education in which the students will be able to possess a foreign language at the appropriate level and become a high-level specialist [8].

In conclusion, we would like to say that the goals and tasks set in the article were fulfilled. The main content of the discipline "Professional foreign language" was analyzed. The main types of work with a scientific professionally-oriented text have been studied. Here it is important to say that teaching of a foreign language in a non-linguistic university at the professional level is a teaching of different types of work with a scientific professionally oriented text. It is rather difficult to define what type of work with the text is main and more effective. All types of work with the text together play an important role and are necessary for formation of reading skills and speech development skills. Any work with the text, in the final analysis, should lead to the solution of the set tasks.

## 2. Conclusion

Modern educational methods and technologies used by a teacher in a non-linguistic university are considered and it was revealed that the teaching of a foreign language at the professional level depends more on the teacher's training. Another more important task of a foreign language teacher is to prepare students not only to read and translate scientific literature, to develop speech development skills, but also to teach them to work with different sources of information. Students should acquire main skills in working with foreign texts, possess the main techniques of text compression and collect, summarize and analyze information.

And it is also necessary to add that teaching students the basic types of work with a scientific, foreign language text is an integral part of the educational process in the study of the discipline "Professional foreign language". And how effectively will the possession of the discipline depends on the teacher and on what educational methods and technologies he chooses to achieve the goals and objectives.

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