

## **НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ РЕФЕРУВАННЯ НАУКОВИХ СТАТЕЙ З ВИКОРИСТАННЯМ ПРОФЕСІЙНО ОРІЄНТОВАНИХ ТЕКСТІВ**

**Т.А. Кравцова**

*Розглянуто питання навчання реферування.*

*Відзначено, що ефективність оволодіння студентами-іноземцями реферуванням наукового тексту залежить від багатьох чинників, а саме: рівня мовної підготовки студентів, точного усвідомлення ними особливостей виконання даного завдання та грамотної організації навчального процесу викладачем.*

*Було запропоновано послідовність дій для написання реферату.*

**Ключові слова:** *написання, реферат, навчання, іноземний, науковий, стаття.*

## **ОБУЧЕНИЕ ИНОСТРАННЫХ СТУДЕНТОВ РЕФЕРИРОВАНИЮ НАУЧНЫХ СТАТЕЙ С ИСПОЛЬЗОВАНИЕМ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННЫХ ТЕКСТОВ**

**Т.А. Кравцова**

*Рассмотрены вопросы обучения реферированию.*

*Отмечено, что эффективность овладения студентами-иностранцами реферированием научного текста зависит от множества факторов, а именно: уровня языковой подготовки студентов, точного осознания ними особенностей выполнения данного задания и грамотной организации учебного процесса преподавателем.*

*Была предложена последовательность действий для написания реферата.*

**Ключевые слова:** *написание, реферат, обучение, иностранный, научный, стаття.*

## TEACHING FOREIGN STUDENTS ABSTRACTING SCIENTIFIC ARTICLES USING PROFESSIONALLY ORIENTED TEXTS

T. Kravtsova

*A good review is concise, focusing on the main ideas, and leaving out much of the supporting and explanatory detail of the original text. A concise abstract is one in which the author's main ideas have been captured in a few well-chosen words, and supporting details have been characterized in a general way or reduced to a few representative details. The question of teaching foreign students to make abstracts in Russian are revised. It was noted that the effectiveness of proficiency of foreign students abstracting scientific text depends on many factors: the level of language training students, accurate awareness of students the features of this assignment and competent teacher of the educational process. This essential aspect of the Russian language teaches to analyze the text, to find key information, expands students' outlook.*

**Keywords:** *writing, abstracting, educating, foreign, scientific, article.*

**Formulation of the problem in general.** Abstracting of scientific literature is an important form of activity to improve students' language skills. As nowadays students have a lot of high professional requirements (to be educated, to possess modern information technologies, to be a creative person), it means that student must have skills to process scientific information, to be able to work with literature. For the 4th year foreign students working with professionally oriented Russian-speaking information will help to improve basic knowledge of the subject. Making an abstract will help to prepare speech, to communicate with colleagues, to write competent resume and to pass recruiting interview.

The ability to intelligently and briefly give information with preserving the most important information is the main purpose of this activity. Abstracting is increasingly used by students while preparing conference speech or diploma speech.

**Analysis of recent research and publications.** Teaching abstracting as a methodology problem is not new. It has been developing actively since 70-80s of last century. Teachers of Russian as a foreign language well known such surnames as A.N. Bakhtina, D.D. Voronina, V.V. Dobrovolska, A.N. Barykin, N.M. Lariohina, Z.A. Fedotova, A.K. Demidova and N. Kolesnikova and others. Actuality of the problem persists nowadays despite of the existence of theoretical developments and published manuals.

**The purpose of the article** is the substantiation of the concept of teaching the fourth year foreign students abstracting based on professionally

oriented Russian texts, defining the structure of material and presentation of gradual list of actions during performing this type of work.

**The main material research.** Abstracting scientific articles at the lessons of Russian as a foreign language gives opportunity to solve several practical problems in education:

- to use actively the potential of all lexical language;
- to improve ownership of grammatical structure of language;
- to use the ability to understand the content of the text, highlighting the most important things;
- to transfer its content, expressing one's assessment of read material, to make conclusions.

It should be noted that the task of developing abstracting abilities are often left unresolved. One of the reasons is the belief of many students that abstracting is the easiest type of activity.

The teacher of Russian language has a number of problems while teaching foreign students abstracting scientific material. The first of them is the selection of scientific oriented articles. Students must be prepared to understand proposed article. It means that they have studied some scientific terms and concepts at the other lessons or that proposed theme were worked out and discussed at the lessons of Russian language [2, p. 154]. This condition is very important because understanding of the text depends on the quality of such text. The teacher must be sure that students understand the text component terminology, they have a set of necessary data synonyms of offered terms. Otherwise some difficulties of understanding the text can arise and abstracting turns into a usual process of rewriting. Teacher also need to pay attention to the actuality of the chosen them or discussed problem because the result of education largely depends on the interest of students in the subject of study.

As for the selection of educational material for teaching abstracting the teacher must decide which articles should be started at first as the most part of the students have an average level of language training.

The next important thing is to prevent of making mistakes that are admitted by foreign students at the beginning of the work with article. First, students often confuse the term "retelling" and "abstracting". They simply retell the content of the read material, ignoring the analytical aspect of the task. Secondly, students often try to rewrite the article.

Third, students do not have knowledge about the structure of the abstract, that means they can't find the main idea, elements, make conclusions and make comments. Most often they give some facts that are contained in the article in a chaotic manner.

Perhaps such errors can be caused by absence of ability to perform this type of work, neglect attitude to the task or lack of experience abstract performance. Despite the fact that abstracting scientific articles starts only from the third year of study foreign students have difficulty coping with this kind of work. Insufficient knowledge of Russian grammar are represented, it is difficult to focus on both form and content for the students. In order to help foreign students overcome the difficulties that arise, abstracting technique must be demonstrated, examples of this kind of work must be given, students must be allowed to work in creative groups with further comparison of presentation at the beginning of work with texts [4, p. 17].

The teacher should help foreign students to eliminate possible psychological difficulties associated with overcoming fear of speaking and speech, opportunities to make mistakes. Creating a natural situation of communication at the lessons, teacher allows students to express their views on this problem, to improve both the ability of working with the text and the ability to express their views in Russian [3, p. 267].

Taking into account the complexity of the abstract as speech work, foreign students should work gradually, moving from observation of the abstract models constructions in prepared abstracts to building of their own proposals, and then to reproducing and processing of the parts of the abstract and the text of the abstract as a whole.

L.B. Bay offers the following sequence of actions as recommendations for students during the abstract making [1, p. 136].

1. Read the title of the article, find the name, surname of the author (s). Determine where the article was published (in a collection of articles, magazine), in what year, at which pages it was.

2. Read the article to learn about its structure and basic content.

3. Find the formulation of the theme (goal, objective) in the introduction of the article or formulate it yourself and write the theme of the article.

4. In the final part find the conclusions reached by the author (if there are any).

5. Read the main part of the articles dividing it into meaningful parts, make a plan (or scheme).

6. Denote the fragments containing the main information, the main provisions of each part, find in the text and formulate the most important questions (themes, problems).

7. Analyze your plan: using the text of the article define the hierarchy of the plan points; if necessary, combine several items into one; in your plan highlight of those items that will be need to abstract and mark the corresponding fragments in the text.

8. Pay attention to the presence and nature of arguing and illustrations material (tables, schemes, photos, statistics), its role in the overall logic presentation problems. Note, select those that will be used in the abstract.

9. Make a plan of your abstract (introduction, main part, conclusion), determining the place of the main information of the article.

10. Write an abstract, setting out the basic information in accordance to existed plan and using abstract designs constrictions description text.

11. Check the written abstract, edit, correct mistakes.

12. Rewrite abstract cleanly.

**Conclusions.** Abstracting scientific articles is a complex skill that allows you to understand, evaluate, select and summarize the most important information contained in the text, put it orally or in written form to transfer the received information to other percipients. This activity involves a high degree receptive of foreign language:

a) meaningful perception of read text, understanding of it;

b) ability to orient through the text, to get the right information out of it;

c) developed technique and rapid reading.

Ability of abstracting Russian scientific literature includes a range of operations aimed at familiarization with the structure and content of the publication; extracting key information, its synthesis, reduction and fixation. Abstracting promotes to develop skills of navigating in the scientific and technical publications, to find important information and to present it in recapitulatory form. Thus, the effectiveness of having by foreign students of abstracting ability of Russian scientific texts depends on many factors, including:

– students' level of language training;

– students' precise awareness of performance features of the task;

– competent organization of educational process by the teacher of Russian.

Teaching abstracting is a challenge, especially in non-language university. Teachers should not only skilfully use their methodical knowledge during teaching abstracts, but also to take into account the students' psychological characteristics to improving, developing and increasing the learning process.

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