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SCIENTIFIC TEXT AS ONE OF THE TEACHING TOOLS

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Abstract. The article discusses the role of scientific text as a tool for teaching the Russian language. One of the main tasks of the modern education system is to educate specialists who speak foreign languages and are able to implement communicative tasks in the field of professional communication. Russian is the language of the Internet, through which young specialists can improve their professional knowledge. Knowledge of the language will help them in perceiving and understanding special scientific information.

Keywords: typology of texts, criteria for text selection, speech competence, communicative tasks, educational, linguistic facts, speech means, Russian as a foreign language, professionally oriented training.

INTRODUCTION

Today, the leading principle of teaching Russian as a foreign language is the principle of communicativeness, in other words, learning is carried out in the process of speech activity, the process of communication.

In this regard, the main goal of training is the development of coherent speech in foreign students. In accordance with the objectives of teaching Russian as a foreign language, the text is an integral didactic unit of learning. The student, studying the text, immerses himself in another cultural and linguistic space, mastering a foreign language culture. At the same time, the text is also a source of various linguistic means and, accordingly, models of their implementation.

As a basic concept, we will take the definition of text given by I.R.Galperin, where "... a text is a product of the speech-creative process, possessing completeness, objectified in the form of a written document, literary processed in accordance with

the type of this document, a work consisting of a title and a number of special units united by different types of connections, having a certain purposefulness and pragmatic orientation” [5, p. 167].

MAIN PART

The intermediate position of the research into the nature of the educational text at the intersection of several sciences - philology, psychology, pedagogy and others - gives rise to a number of controversial issues, one of which is the question of whether the educational text belongs to a scientific style.

Educational texts include very different stylistic and genre features of education, united by the didactic function they perform. Most authors who use the phrase "educational text" primarily mean textbooks, various teaching aids and reference publications, that is, written texts originally created for educational purposes. In this case, we will agree with E. Alexandrov that such an interpretation of the meaning of the term of interest to us actually deprives educational texts of any specificity and richness of typological characteristics.

Meanwhile, the diversity of types of educational texts is determined by the potential ability of the text in general to acquire the status of educational in the process of its creation, adaptation, transformation, analysis, and by various aspects of the educational process: “A large number of texts that were originally created with other, extra-curricular, goals are widely used in educational practice, since they have a socio-cultural focus, stimulate the formation of harmonious relationships between the individual and the surrounding world, the development of his creative abilities and skills. As an example, one can refer to various literary texts” [4].

Texts created in the process of research activities by students (from schoolchildren to postgraduates) as beginning scientists, least of all raise questions about their belonging to the scientific style. Despite the fact that, for example, course and final qualification papers have a smaller share of research independence, the

scientific nature of these works is not subject to doubt, although these texts are usually called educational-scientific or scientific-educational.

The increased level of globalization of the education sphere has led to the emergence of new training tasks. The new era sets new requirements for the educational process. The response to these requirements should be the development of innovative education concepts that contribute to the development of valuable employee qualities in future specialists: creativity, professionalism and learning ability.

The Russian language for students of the national audience becomes a means of professional and general educational training. It is important that in this case, it is not the Russian language itself that serves as training, but professionally oriented speech in Russian. In addition, students of national groups justify their approach to learning the Russian language from a purely practical side; they are interested in how useful the corresponding skills and abilities will be to them in the future in the practical sphere. Recently, integration processes in the field of education and science are evidence of the increasing role of the language of science as a means of educational and scientific communication. Future specialists are required to have serious scientific competence to implement professional activities. Based on this, one of the main tasks of teaching Russian to non-Russian students is formulated - to develop their skills and abilities to ensure communication in the professional sphere. Experience working in a non-linguistic audience shows us that for didactic purposes it is necessary to carefully approach the selection of educational material, especially texts on the specialty. They should differ in content and functional focus. The main goal in the process of teaching Russian to non-philologists is to ensure various forms of communication during the training period and after its completion. One of the main means of teaching Russian as a foreign language is text.

Text is a comprehensive communicative unit of learning. Teaching the language of the specialty is based on general methodological approaches to working with text. These are educational texts, texts for speech development, texts for

preparing independent work, texts for testing knowledge, skills and abilities, and training, reinforcing and control exercises, which are selected taking into account the faculty and future specialty of students.

Thus, the text is both an object of studying linguistic facts, and a source of expanding linguistic knowledge, and a model for modeling an utterance. Thus, an educational text can be intended both for the assimilation of specially selected information, and for obtaining a new educational product. The text contributes to the implementation of teaching students' speech activity; through the text, students learn grammar, morphology, word formation, and stylistics. Therefore, texts selected for training must meet communicative needs. In the process of working on such a text, students develop logical, theoretical thinking, creative abilities, and professional skills.

The theory and methodology of teaching Russian as a foreign language recognized the text as the highest unit of learning, hence the need to teach students to perceive, understand, and produce texts of different types. As a result, we identified patterns in the construction of texts of different types and the features inherent in them.

Since the basis of a scientific text is made up of messages of scientific knowledge, it is advisable to put the thematic principle into the basis of the typology of texts. It is necessary to select certain types of texts that form the basis of the language material for training. By semantic types of texts we mean texts with a common semantic correlation. For example, in Russian language classes with students of the biology department, we group texts about species, classification texts.

Another group consists of texts on the structure of organisms, on composition. In order to effectively organize the educational process, it is important to differentiate typical meanings of the text. For example, when creating a manual for biology students, we proceeded from the principle of text typology. In particular, we differentiated texts on this specialty with the meaning of the concept, the characteristics of this concept and with the meaning of the process. For example, the

texts were distributed into sections "Arthropods", "Unicellular organisms", "Multicellular organisms" and "Evolution of species". In doing so, we used the titles of headings from special textbooks. This allowed us to consider these texts from the point of view of the descriptive and narrative functions, and on this basis to model texts with a description of the concept and reasoning about the process. For example, texts about living organisms are organized by subtopics, which can then be expanded into a text: a living organism, its structure, unicellular organisms, multicellular organisms, their functions. Grammatical models will help to reveal the subtopic "Definition of the concept" *что - это что, что является чем, чем называется что etc.*

Practice shows that in the process of forming linguistic competence, a student should not only master knowledge of the language, but also acquire the skills to construct word forms, make up phrases from them, construct sentences and combine them into a text. He should be able to highlight the main and secondary information in a given text, determine the topic, give a qualifying characteristic to the message. And, most importantly, organize his knowledge into a system. Depending on the conditions of communication, on the communicative tasks, the student should be able to compare, analyze and generalize the choice of certain linguistic means obtained on the basis of the systemic organization of the educational material. Setting such tasks allows you to choose something new in the methodology of teaching Russian as a foreign language, in which the student is able to carry out speech activity in various situations, masters competence in the communicative-speech area.

CONCLUSION

The conducted research allowed us to draw the following main conclusions:

- scientific text is an effective teaching tool, since it has a number of didactic properties, such as information content, logic, accuracy, argumentation, which contribute to the deepening and systematization of students' knowledge;

- working with scientific texts in the educational process contributes to the formation of key academic competencies in students: the ability to analyze and interpret information, think critically, and correctly express their thoughts orally and in writing;

- the use of scientific texts in teaching requires the teacher to carefully select text material in accordance with the goals and objectives of a particular lesson, as well as to develop a system of assignments aimed at understanding and assimilation of the content of the text;

- the most effective methodological techniques for working with scientific texts in the classroom are: pre-text assignments, discussion of key concepts and terms, drawing up logical-semantic schemes, answering questions, abstracting, annotating;

– the complex application of the specified techniques helps to activate students' cognitive activity, increase their level of involvement in the educational process, and also helps to develop skills of independent work with scientific literature. Thus, scientific text as one of the most important elements of professionally oriented training occupies a key place in the system of means of forming and developing students' academic competence. Its effective use in the educational process allows solving a wide range of educational and upbringing tasks.

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