

Methodische Aspekte der studentischen philologieausbildung

E. A. LAGAY

Kandidat der pädagogischen Wissenschaften, außerordentlicher Professor, Staatliche
Usbekische Universität für Weltsprachen, Taschkent, Usbekistan

Abstrakt. Der Artikel befasst sich mit den methodischen Aspekten des Lehrens von Studenten-Philologen wissenschaftlichen Sprechens. Unter modernen Bedingungen des Ausbaus der internationalen Zusammenarbeit in allen Bereichen ist die Aufgabe der Pflege einer Kultur des wissenschaftlichen Denkens und entsprechend einer Kultur des wissenschaftlichen Sprechens von besonderer Relevanz. Die Schüler haben die größten Schwierigkeiten, eine eigenständige Monolog-Aussage zu erstellen. Der Artikel belegt die Durchführbarkeit und Wirksamkeit systematischer und systematischer Arbeit auf der Grundlage einer Reihe verschiedener Übungen zum Unterrichten von Notizen zur Entwicklung der Fähigkeit der Schüler, sich in der allgemeinen Zusammensetzung des pädagogischen und wissenschaftlichen Textes zurechtzufinden, den Schlüssel zu identifizieren Gedanken, auf denen der Text aufbaut, grundlegende Informationen prägnant formulieren. Die Durchführung solcher Übungen trägt zur Bildung von Spracherfahrungen bei, die für die unabhängige Produktion wissenschaftlicher Texte aller Genres erforderlich sind.

Schlüsselwörter: wissenschaftlicher Stil, Philologiestudenten, Notizen, Übungssystem.

METHODOLOGICAL ASPECTS OF STUDENT-PHILOLOGY TRAINING

E.A. LAGAY

candidate of pedagogical sciences, associate professor, Uzbek State
University of World Languages, Tashkent, Uzbekistan

Abstract. The article deals with the methodological aspects of teaching students-philologists scientific speech. In modern conditions of expanding international cooperation in all areas, the task of fostering a culture of scientific thinking, and, accordingly, a culture of scientific speech, is especially relevant. Students experience the greatest difficulties when creating an independent monologue statement. The article substantiates the feasibility and effectiveness of systematic and systematic work based on the implementation of a set of various exercises for teaching note-taking for the development of students' abilities to navigate in the general composition of the educational and scientific text, identify the key thoughts on which the text is built, concisely formulate basic information. Performing such exercises contributes to the formation of speech experience necessary for the independent production of scientific texts of any genre.

Keywords: scientific style, philology students, note-taking skills, exercise system.

Introduction

At the present stage of development of society, new requirements are put forward for the professional training of university graduates, including the formation of a modern linguistic personality, the main personal competence of which is communicative competence.

In this regard, language is considered as a special means of communication, capable of functioning in different communicative-speech situations. Therefore, the concept of functional style is relevant to the modern scientific paradigm.

Each functional style in the system of the modern Russian literary language shows a tendency towards isolation. This feature can be traced practically at all levels of the language system and is explained primarily by the constructive nature of the style, the defining basis of which is taking into account the laws of the functioning of linguistic means, depending on the real problem of speech communication in this area. It is the communicative attitude, which determines the content of an utterance, that makes it necessary to isolate from the system of language such units, the features of the functioning of which are most essential for the expression of this content. This connection between linguistic construction and content is especially characteristic of the scientific style.

There is no need to prove that one of the main professional skills of a student of philology is the ability to use a monologue speech in a scientific style. The degree of proficiency in monologue speech of the scientific style also determines the readiness of students to perceive lecture courses in linguistic disciplines, as well as scientific literature.

As noted by N.A. Bure, M.V. Bystrykh, S.A. Vishnyakova, “the formation and development of the skills of normative, free and adequate communication in the educational and professional sphere, which in general increases the efficiency of the process of mastering knowledge in special subjects and, ultimately, it is aimed at free communication in the industrial sphere - an important part of the preparation of students, and especially students of philology. In other words, together with a complex of special knowledge, each professional who is receiving higher education must master a certain minimum of knowledge, skills and abilities in the scientific style of speech” [1, p. 3].

However, in reality, mastering the skills of using scientific speech is a problem for students. This problem turns out to be even greater for those for whom Russian is not their native language, and the number of such students (mainly representatives of Turkic-speaking nationalities) studying at the philological faculties of higher educational institutions of the Republic of Uzbekistan prevails. Such students are faced with the task of mastering their specialty - the Russian language - in the language of this specialty.

PURPOSE AND OBJECTIVES OF THE RESEARCH

The most important condition for increasing the effectiveness of the educational process is the interconnected teaching of the types of speech activity. The skills and abilities successfully formed among students in all types of speech activity in the educational and professional sphere of communication lead to a better

understanding of the main content of the educational lecture on the profile of the future specialty, the ability to use note-taking techniques for both the audited and the read material, the ability to select and transmit basic information in educational - scientific text, use the studied lexical and grammatical constructions of the scientific style of speech in the design of the speech. This necessitates the development of methods and techniques in teaching methods that can facilitate and accelerate the process of mastering the language of scientific literature.

To successfully achieve this goal, it is necessary not only to improve methodological skills, but also to deeply comprehensively study the style of scientific speech. Therefore, considering the scientific style from the theoretical positions of functional stylistics, in our opinion, the main methodological task is to develop students' skills to distinguish, analyze, and most importantly, to use for practical purposes the linguistic and design features of the scientific style, which represent a certain integral complex.

METHODOLOGY

The use of a theoretical method, which includes analysis, synthesis and critical understanding of the available scientific and methodological sources, scientific observation and experimental teaching made it possible to determine methodological approaches to teaching the scientific style of philology students and to prove their effectiveness.

RESULTS

A large number of studies at the end of the last century are devoted to the study of the specificity and consistency of the scientific style. However, due to the fact that at present science in our life is acquiring more and more importance, the study of the scientific style is still the primary task of linguists, methodologists, didactics.

The scientific style is characterized by the accuracy and consistency of presentation, clarity and convincing argumentation. Each style feature has its own inherent linguistic expression.

So, for example, according to M.P. Senkevich, "without the accuracy of scientific knowledge, the progress of science is impossible. Hence the predominance in scientific speech of those linguistic means that are unambiguous and capable of maximally expressing the essence of concepts. These are terms" [5, p. 35].

Thus, all the signs of the scientific style and the linguistic means of their expression "are not a collection, not a set, but a system of interrelated means, which in general gives a special character to this type of speech, creates its quality ..." [2, p. 117].

As our experience in the university shows, the level of students' proficiency in the use of scientific speech in practice does not always fully meet the modern requirements of the state educational standard. Students generally make little use of scientific-style monologue speech; the facts of linguistics are explained by them in a language that we take away from the literary norm, therefore, inaccurate, inexpressive, elementary. Students have practically no developed skills in writing essential information perceived by ear, that is, taking notes of an oral monologue

statement, while taking notes of lecture material is an important skill for the implementation of educational and professional activities of university students.

Today, both in the psychological and in the methodological literature, note-taking is defined ambiguously. Some authors consider it as an independent type of speech activity, others - as one of the forms of written speech.

In our opinion, a clearer and more complete definition of note-taking is given in his works by V.P. Pavlova. In her opinion, note-taking is “the process of mental processing and written fixation of the read or audited text; the process, the result of which is a record that allows its author to immediately or after a certain period of time with the necessary completeness to restore the information received” [4, p.3].

In order to successfully carry out note-taking of educational and scientific information, students must be able to solve the following tasks: to navigate in the general composition of the educational and scientific text (read or audited); to see the logical development of an educational and scientific monologue statement or text, to understand the system of presentation of information by the lecturer as a whole, as well as the course of development of each individual thought; identify the key thoughts on which the text is based; define detailing information; laconically formulate basic information, without transferring everything entirely and verbatim into the written secondary text [6, p.56].

The work in the classroom proves that for the formation of the above-mentioned skills and abilities, the developed system of exercises of varying degrees of difficulty, performed in oral and written form, is quite effective. Let's give examples of some of them.

To a group of exercises aimed at developing the skills of grammatical correctness of written speech; predicting the meaning of lexical units and statements in general; determining the meanings of key syntactic structures and their constituent grammatical forms of the word; highlighting the basic syntactic models of the scientific style of speech; simplification of the sentence structure, include the following.

The exercise. *Complete the sentences with the necessary verbs.*

1. The "set" of style features is not so numerous, and therefore often this or that style feature ... inherent in several styles at the same time (it turns out; explained; indicated). 2. Word ... is a building material used for the production of speech (text) (defined; is; highlighted). 3. Some features, in particular accuracy, consistency, imagery, etc., are essential ... in their properties within the limits of various functional styles, they turn out to be variable (appear; divide; differ).

The exercise. *Compose and write sentences using the word which.*

Sample: Morphology is a section of grammar; studies a word in terms of its grammatical properties. = Morphology is a section of grammar in which a word is studied in terms of its grammatical properties.

1. *Verb participle - non-conjugated form of the verb; combines the grammatical properties of a verb and an adverb.*

2. *Introductory words are words; are not grammatically connected with the members of the sentence, are not members of the sentence and express the speaker's attitude to the expressed thought, characterize the way of its design, etc.*

3. *A complex syntactic whole is a combination of several sentences in a text; characterized by the relative completeness of the topic (microtheme), semantic and syntactic cohesion of the components.*

The exercise. Convert complex sentences to simple ones using participial phrases.

1. *Among synonyms there is a small group of full (or absolute) synonyms that have the same lexical meaning and do not differ in their expressive coloration and stylistic fixation.*

2. *Professionalisms - words that are traditionally used to designate a particular subject or phenomenon in a particular professional environment.*

3. *In school practice, pronouns do not include pronominal adverbs that are combined with proper adverbial lexemes.*

The exercise. Transform the parts of the predicate in sentences with a short adjective or participle.

Sample: The use of a word in one definite meaning is a feature characteristic of the lexical system of the scientific style of speech. - The use of a word in one definite meaning is characteristic of the lexical system of the scientific style of speech.

1. *The optimal combination of communicative and aesthetic motivation of linguistic and speech means is an important condition for a literary text.*

2. *In scientific speech, constructions with derivative prepositions during, in continuation, in light, etc. are common.*

3. *The expressive function, which is conditioned by the influencing focus on the addressee, manifests itself in certain stylistic features.*

Another group of exercises is aimed at the formation of skills and abilities of the logical development of thought in the text; highlighting key lexical units of the text and basic syntactic structures; selection of meaningful information of the whole message.

The exercise. Read the text, divide it into paragraphs.

The scientific style is subdivided into sub-styles - actually scientific, scientific and educational, scientific and technical, popular science, which are, as it were, variants of the scientific style; the latter sub-style adds popularity to the scientific style features. The genre also influences in a certain way the character of speech (compare the style of a monograph, article, abstract, scientific information, etc.). The official style breaks down into legislative, jurisdictional, administrative sub-styles, sometimes diplomatic is also distinguished. They include a number of genre varieties: code, charter, instruction, contract, order, act, statement, etc. Genre-stylistic differences in the official-business style are more noticeable than, for example, in the scientific, i.e. internal functional differentiation in business speech is brighter and more definite. The most common stylistic stratification of artistic speech occurs, obviously, in accordance with three kinds of literature: lyrics, epics, drama. A once-

in-a-lifetime sphere of communication, characterized as a whole by very clear specific stylistic features, is, at the same time, stylistically heterogeneous. First of all, the varieties of oral and written (mainly epistolary) speech stand out. Such is, in the most general outline, the internal differentiation of functional styles [3, p.26].

The exercise. Read the text. Find and write down keywords.

In the process of learning a language, mastering it, quite gross, as if lying on the surface, violations of elementary stylistic norms of speech (along with, of course, in general with a violation of the norms of language) are not uncommon. They can be called stylistic mistakes.

The question of these errors, their classification and correlation with other errors in the speech of schoolchildren is one of the topical issues in the methodology of teaching the Russian language.

One of the reasons for the insufficient culture of speech of schoolchildren is the still encountered apologetic attitude of teachers to the so-called stylistic mistakes. Moreover, in school practice, all violations of linguistic and speech norms are often referred to as stylistic, except for spelling, punctuation and orthoepic: errors in the use of vocabulary and phraseology, morphology and syntax, and even logical and factual.

Recently, the requirements for the stylistic culture of speech of schoolchildren have significantly increased, attention to the issues of communicative expediency in the selection of language means and the construction of speech [3, p.110].

The exercise. Read the text. Arrange the paragraphs in a logical sequence, pay attention to the formal communication signals (pronouns, conjunctions, introductory words).

Understanding language and speech as a unity of functional styles can be considered styles of both language and speech, in other words, styles of the functional aspect of language in the process of speech activity, in the reality of its use in acts of communication.

Therefore, it is more legitimate to assume that functional styles are, of course, speech styles that actually exist in speech (with all their more particular varieties: sub-style, genre, etc.), in the processes of speech communication.

Functional styles can be called linguistic only in the sense that they are linguistic (and not literary or any other) phenomenon that exists in the minds of speakers.

However, such an understanding of the corresponding terms is true precisely when interpreting language in a dynamic plane (language as a functioning system). With a narrow, one-sided understanding of the language, the indicated ratio of language styles and styles of speech disappears [3, p.76].

CONCLUSION

The implementation of these and similar exercises, as our pedagogical practice has shown, contributes to the formation of note-taking skills and, in general, the speech experience necessary for the independent production of scientific texts of any genre.

References

1. Bure N.A., Bystrykh M.V., Vishnyakova S.A. and other Fundamentals of scientific speech: textbook. manual for stud. nephilol. higher. study. institutions. - St. Petersburg .: Faculty of Philology, St. Petersburg State University; M .: Publishing Center "Academy", 2003. - 272 p.
2. Kozhina M.N. Stylistics of the Russian language: Textbook. for students ped. in-tov. - M .: Education, 1993 .-- 224 p.
3. Kozhina M.N., Duskaeva L.R., Salimovsky V.A. The stylistics of the Russian language. –M .: Flinta: Nauka, 2011. - 464 p.
4. Pavlova V.P. Teaching note-taking: theory and practice. - M., 1983. - 96 p.
5. Senkevich M.P. Stylistics of scientific speech and literary editing of scientific works: Textbook. manual for universities on specials. "Journalism". - M .: Higher school, 1984 .-- 319 p.
6. Sternberg LF High-speed note-taking. - M., 2005 .-- 80 p.