

METHODS OF TEACHING SCIENTIFIC STYLE OF SPEECH TO STUDENTS WITH A NON-RUSSIAN LANGUAGE OF INSTRUCTION

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ABSTRACT	KEYWORDS
<p>This article examines the issues of mastering the scientific style of speech by students whose language of instruction is not Russian. It discusses the main methods and types of work with scientific texts, including abstracting and editing scientific texts, as well as scientific and methodological work related to the selection of educational materials.</p>	<p>Methods, text, scientific style, scientific writing</p>

Introduction

In the modern context, where scientific activity is becoming increasingly widespread, fostering a culture of scientific thinking has become especially relevant. This task is closely linked with the development of a culture of scientific speech. The university-level Russian language course serves as an active means of acquiring scientific information in Russian. Studying the features of Russian scientific speech provides an opportunity to master the language of one’s future profession. Every specialist should be able to extract information from textbooks, reference literature, monographs, and articles, reproduce the content of the material read, conduct professional discussions, and possess the skills to prepare various types of professional documentation. These skills are essential components of preparing a modern specialist. A person who has received higher education must acquire at least the basic skills of scientific style and terminology in their field of study.

However, not all students are able to extract professionally significant information from educational, popular-scientific, or strictly scientific texts. Many students find such information inaccessible, let alone constructing their own speech in a scientific style. Due to a lack of knowledge and skills in working with the scientific style, students encounter challenges that can be conventionally divided into three groups:

1. lack of knowledge of terminology;
2. lack of understanding of the division of scientific vocabulary into neutral, general scientific, and specialized terms;
3. lack of knowledge of syntactic and morphological features of scientific speech.

The compulsory study of the Russian language for students of all specialties, as prescribed by the state standard, provides great opportunities for the university Russian language instructor to systematically and methodically enhance students’ skills in scientific style. On the other hand, Russian belongs to the group of disciplines that, together with other university subjects, form the foundation of general

education for future specialists. Its study in higher education is influenced by factors such as student psychology and methodology of teaching Russian.

The standard Russian language program involves mastering lexical and grammatical material, practical stylistics, and working with scientific style texts. The course system aims primarily at teaching Russian as a medium for mastering professional subjects. A communicatively based program ensures the development of skills to fully analyze a text, examine both semantic (internal) and compositional (external) structures, extract necessary information from the source text, and create secondary texts such as summaries, abstracts, annotations, and independently generate new texts from multiple sources. Techniques, methods, and forms of working with scientific styles are determined by the objectives of the course.

Students need to write plans, theses of scientific articles, abstracts, reports, and annotations. Therefore, they must understand the scientific style. Initially, students are introduced to the concept of "scientific style," a specific form of modern Russian literary language used in scientific activity. It is characterized by clarity, brevity, ease of transitions between sentences, and simplicity.

Next, students familiarize themselves with its features: abstraction, logical sequence, coherence of thought, textual integrity (stylistic unity without colloquial elements), structural unity, cohesion (connection between sentences and paragraphs), prevalence of complex sentences with branching syntactic relations, use of clichés (fixed expressions), and abundant specialized terminology. This work is carried out through analysis of scientific style texts.

Special attention is given to terminology, systemic accuracy, unambiguity, conciseness, clarity, euphony, and morphological and syntactic features of scientific style. General scientific and specialized vocabulary, term formation, terminological phrases, and syntactic characteristics require working with textbooks and additional literature in the students' chosen field. Tasks in scientific text linguistics enhance students' speech preparation and familiarize them with professional language.

Analysis of functional speech types (narration, description, reasoning), building structural text schemes, and reproducing content based on these schemes is highly important. Scientific style should be mastered using didactic material professionally relevant to students.

The focus in working with scientific style involves transforming texts and oral messages into plans, theses, abstracts, reports, and summaries, as well as mastering scientific speech. This includes comprehensive perception of the style, use of its tools, and independent text construction. Forms of independent work include plan creation, thesis preparation, abstract writing, review composition, and analysis of scientific and popular-scientific texts.

Students learn scientific style subtypes and genres:

1. strictly scientific: journal articles, dissertations, monographs, reports;
2. popular-scientific: essays, books, lectures, articles;
3. educational-scientific: textbooks, manuals, programs, collections of tasks, lecture notes;
4. scientific-business: technical documentation, patent formulas, reports;
5. scientific-informative: abstracts, annotations, patent descriptions;
6. scientific-reference: dictionaries, handbooks, catalogs.

Working on scientific texts begins with preparing a text plan, which helps students understand the compositional-semantic structure. The expanded plan reflects the logic of thought and consists of introduction, main body, conclusion, and bibliography. The concise plan emphasizes the title, summarizing key ideas, topics, and subtopics.

Students also study functional patterns, morphology, and syntax of scientific style, facilitating comprehension and application in independent writing. Exercises include distinguishing neutral, general scientific, and specialized vocabulary, analyzing terminology, and understanding its precise, unambiguous meaning.

An essential part of Russian language instruction is preparing abstracts. Abstracting trains students to thoughtfully work with literature, select necessary information, and engage in intellectual-creative transformation, producing secondary texts. Abstracts can be reproductive (replicating source content) or productive (including critical or creative analysis). Subtypes include summary, outline, review, and report, all with structured components: bibliographic description, abstract text, and reference apparatus. Finally, scientific and methodological work in selecting and organizing materials is necessary for higher education students. Knowledge of scientific style, vocabulary, morphology, and syntax fosters the development of skills in preparing and editing scientific works, including articles, reports, abstracts, reviews, and research results.

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