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## II. ISSUES OF TEACHING METHODS OF THE DISCIPLINES OF PHILOLOGICAL CYCLE



### TEACHING COMMUNICATION IN A FOREIGN LANGUAGE OF NON-LINGUISTIC SPECIALTIES STUDENTS

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**Summary.** The article deals with the problem of skills and abilities formation of various types of reading, their role in the process of non-linguistic specialties students' real communication. The article reveals the requirements and principles for the selection of texts. The author of the article analyzes four types of reading, and also reveals the stages of working with the text, their goals and objectives.

**Keywords:** students, communication, types of reading, professionally oriented interaction, exchange information, communication oriented tasks, speech skills and abilities, upbringing, education, citizenship, patriotism, empathy, personal development, pre-text exercises, post-text exercises.

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In modern conditions of society development, foreign languages communication is of a particular relevance. This is due to the social order of society and is an important component of the training and education of specialists.

For university students, a foreign language is professionally significant not only in the cultural, but also in the economic and interpersonal spheres, and is expressed in the need for communication and cooperation with business partners, the receipt and exchange of information. Therefore, one of the main tasks of language training is the formation and the development of skills for professionally oriented interaction.

The solution of this problem involves the formation of students' abilities and skills of various types of reading, the development of the ability to extract and interpret information contained in original, professionally oriented texts and to carry out speech interaction to receive and exchange information. The tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text in the volume that is necessary to solve a specific speech problem using certain reading technologies [4, p. 142].

Reading can also act as a means of forming and controlling related speech skills and language skills, so far as:

- the use of reading allows students to optimize the process of mastering language and speech material;
- communication oriented tasks for the control of vocabulary and grammar, listening, writing and speaking assume the ability to read and are based on written texts and instructions;
- exercises for the formation and development of all language and speech skills and abilities are also based on the text and written instructions for exercises and tasks [4, p. 142]. Therefore, when teaching students of non-linguistic specialties, a special attention is paid to working with a text as a storage medium and a unit of business communication, as well as a verbal support of oral communication in the professional sphere.

It assumes not only an adequate understanding, but also the expansion of students' vocabulary.

The teacher is faced with the problem of choice the most successful educational texts. E. N. Solovova [4, p. 149–156] formulated the following requirements and principles for the selection of texts:

1. The volume of a text. Too long texts are tiring, and sometimes they deliberately form the idea of the impossibility of their assimilation. It is impossible to form many types of reading only on short texts, which are necessary for real life, including educational purposes (making a report, preparation of a message on the topic, etc.). The volume of a text can be determined by its format. Advertisements, announcements, graphs, diagrams, tables are also texts, and they are very informative.

2. The place of the main idea of the text. The understanding of the text will be achieved faster if the main idea is either at the beginning or at the end of the text.

3. The topic of the text. The topic of educational texts is determined by the curriculum. It is important to correlate the topics with the real age interests and needs of students, with the common tasks of upbringing, education and personal development, and also we need to take into account the peculiarities of the educational institution.

4. The problematic of texts. The problematic of texts provides an adequate selection of linguistic, speech and sociocultural material helps to form the necessary language and speech skills and abilities. Well-chosen problematic texts will not only provide factual information on a wide range of issues discussed, but can also serve as content and speech support for creating students' own similar speech utterances. It is the problematic of the texts that can help in the individual's education. At present, it is very difficult for the youth to form qualities of a real citizen as patriotism, morality, citizenship, responsibility for their words and actions before relatives and a society, empathy, and a willingness to critically evaluate incoming information from various sources. In modern society, insufficient attention is paid to the issues of students' social development and education. The desired positive qualities cannot be expected to appear by themselves. The teacher plays an essential role in the formation of the student's personality.

It is not necessary to overestimate the possibilities of the texts in the matter of educating the students' personality. Texts can carry different amounts of information to different people and lead to different conclusions. The personality of the teacher plays an important role when working with a text.

5. Degree of authenticity. Initially, the texts that were created not for educational, but for real communication were considered authentic ones. These include newspaper articles, brochures, air tickets and train tickets, advertisements, letters, announcements, etc. These are materials from those countries where a foreign language is spoken, and not specially created materials for teaching this language [1]. The use of authentic texts has a number of pros and cons. Slight adaptation of the text can make it easier to work with it, while it is possible to keep the flavor and other characteristics of this type of text. Sometimes authentic texts can be "conductors" of a certain ideology, which is not always acceptable to us. When working with such texts, we need to form a critical understanding of what we read. In addition to the texts themselves, the method of working with them is of a great importance, the methodological apparatus that helps to interpret them and form the skills and abilities that are vital for students for a real communication in the modern world. The authentic texts themselves do not provide such a tool.

The selection of texts is based on the principle of maximum linguistic and semantic accessibility and aims to form a system of images and concepts related to basic professional knowledge in students. This helps to activate the cognitive activity of students and to introduce them to the professional sphere of communication. In addition, the language material should be selected and structured in such a way as to form gradually students' skills in extracting and interpreting professionally significant information.

Working with texts involves the skills development of four types of reading: analytical, study, introductory, search and viewing – and is carried out on the basis of authentic general scientific texts, as well as general professional and popular science texts. R. K. Minyar-Beloruhev identifies studying and search types of reading [3, p. 177].

In the foreign English-language methodology, several types or reading skills are distinguished. They best contribute to the solution of certain speech tasks associated with the use of written texts:

- skimming (definition of the main theme or idea of the text);
- scanning (search for specific information in the text);
- reading for detail (detailed understanding of the text not only at the level of content, but also at the level of meaning) [2, p. 83].

To read effectively in a foreign language, you need to develop the following skills:

- ignore the unknown if it does not interfere with the performance of the task;
- to isolate semantic information;
- read by keywords;

- work with a dictionary;
- use footnotes and comments suggested in the text;
- interpret and transform the text, etc.

Thus, we can conclude that in the Russian and foreign methods of teaching there are no serious differences in understanding what types of reading one need to be mastered in the process of learning a foreign language. However, in practice, the positions of the Methodists differ.

In the domestic practice of teaching reading, the methodological apparatus for working with text forms the ability to read with a full understanding. In this case, the student is required to know almost all the words of the text; to be able to answer questions that test a complete understanding of the text; to be able to retell the text in detail or briefly, on behalf of the main character, on behalf of the author, etc.

The compilation of the most common scientific, a general professional and a specialized vocabulary play an important role in the development of professional communication skills. This work increases the ability to verbal communication within a given competence.

An important place in the formation of reading skills is occupied by pre-text and post-text exercises. Pretext exercises are lexically oriented and serve to expand the potential vocabulary and are aimed at developing skills in working with derived words.

The purpose of the text stage is to control the degree of formation of various language skills and speech skills, as well as to continue the formation of relevant skills and abilities.

Post-text exercises include questions and answers, the generalization of the read text by keywords, by speech clichés, by the plan, as well as exercises to extract information from the text. These exercises are aimed at mastering professionally oriented vocabulary found in the texts, as well as developing oral speech skills within the studied topics.

Creative tasks based on reading in the form of discussions and debates contribute to the development of professional foreign language competence.

Thus, reading in a foreign language is an effective means of teaching communication for students of non-linguistic specialties. The tasks of teaching reading as an independent type of speech activity is to teach students to extract information from the text in the volume that is necessary to solve a specific speech task using certain reading technologies.

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**МЕТОДИЧЕСКИЕ АСПЕКТЫ ИЗУЧЕНИЯ  
ПОЭТИЧЕСКОГО ТЕКСТА НА ЗАНЯТИЯХ ПО РКИ  
(на примере стихотворения С. А. Есенина  
«Заметался пожар голубой...»)**

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**Summary.** The article discusses the methodological aspects of working with the poetic text of S. A. Yesenin. Based on his experience, the author gives recommendations on the organization of work aimed at analyzing the poetic text. Special attention is paid to the linguistic and cultural component of the lesson.

**Keywords:** Russian as a foreign language; lyrical poem; text analysis; foreign military personnel.

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Основной целью практического курса русского языка как иностранного является обучение речевому общению на изучаемом языке. Использование на занятиях художественных текстов способствует формированию лингвострановедческой компетенции, расширению словарного запаса иностранных военнослужащих, повышает мотивацию к изучению русского языка, позволяет курсантам познакомиться с культурой, искусством страны изучаемого языка.

При решении коммуникативных задач, в процессе коммуникативной деятельности на занятиях по лингвострановедческим темам иностранные военнослужащие должны использовать «декларативные и социокультурные знания о мире, стране пребывания, о вербальных и невербальных правилах поведения в ней» [1, с. 21]; применять изученные формулы речевого этикета в типичных ситуациях общения (в рамках изученных тем); воспринимать и понимать культуру изучаемого языка, соотносить собственную культуру и инокультуру, «преодолевать сформировавшиеся стереотипы, использовать сформированные социокультурные знания в своей коммуникативной деятельности, проявлять толерантность в общении с представителями другой культуры» [1, с. 22].

В процессе знакомства иностранных военнослужащих с русским художественным словом мы проводим занятия по творчеству великих русских поэтов и писателей, где развиваем навыки стилистического анализа текста, воспитываем интерес к изучению русского языка как средства межнационального общения.

## СРОЧНОЕ ИЗДАНИЕ МОНОГРАФИЙ И ДРУГИХ КНИГ



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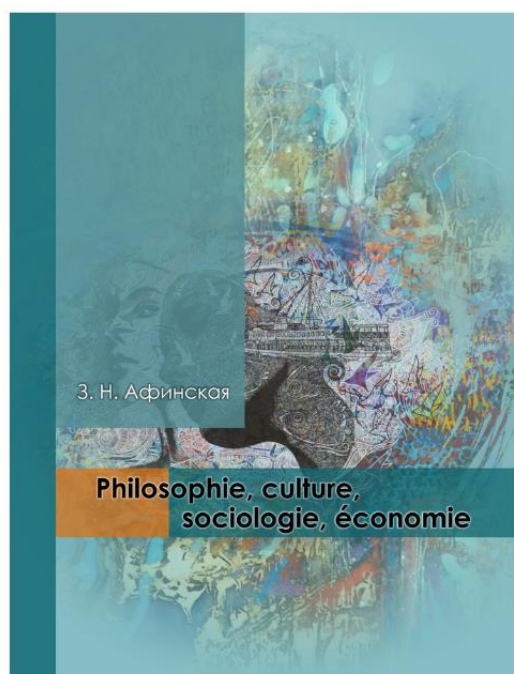
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