Formation of secondary texts production skills with students of philological specialties at the foreign language lessons

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The flow of information is constantly growing due to the steady development of information technology these days. Currently, a significant number of basic and additional texts are proposed for mastering in the process of obtaining higher education, and the student will need a lot of time and effort to get acquainted with their specific content and general meaning. Often, students, especially students of language universities, turn to foreign literature.

In this regard, the need for a critical analysis of foreign primary texts and the creation of logical and well-structured secondary statements, the main content, the stylistic and linguistic features of which need to be saved, is increased. In the future, the created secondary linguistic products, in the form of secondary texts can be used as a guide to write their own scientific work. This performs serious methodological problem connected with the need to train language students to produce various types of secondary scientific texts. Accordingly, the development of students' skills during the production of secondary texts in a foreign language classroom is very topical issue of this day.

Maslova, V.A. states "Text. The word is so familiar and regular that, it would seem, does not require explanation. However, this impression is false. Until the 1980s, linguistics was limited to the scope of a sentence, and the text was only a source of material necessary for studying the behavior of simple linguistic units. Now the situation is changing radically - the traditional object of research is expanding: linguistics oriented specifically to the study of the text is starting up. The text begins to be understood as "the primary and the starting point of all humanitarian sciences"[1, 5].

The typology of texts, despite its central position in the general theory of the text, has not yet been sufficiently developed. This is due to the multidimensionality and therefore the complexity of the phenomenon of the text itself turns up. Types of texts are formed historically in a given linguistic community and sensitively react to all changes occurring in society. Over time, new types of text appear: recently, for example, such as SMS (short message to a mobile phone), e-mail, chat (direct communication on the Internet). The system of text types is also associated with personal experience of each member of this society in the communicative practice [1, 146].

While working with scientific texts, it is necessary to differentiate that scientific texts are primary and secondary. According to Valeyeva, N. G: "The purpose of primary scientific texts is the transfer of primary scientific information obtained in the process of scientific research. Secondary scientific documents contain only the final results of analytical-synthetic processing of primary scientific documents " [2, 21-24]. Thus, secondary text is text formed (or transformed) on the basis of the primary text, using certain mechanisms and preserving the main idea of the authentic text. Hereby, secondary texts are created on the basis of primary texts belonging to another author.

The primary scientific texts include: a scientific article, monograph, thesis, course work, and dissertation. A scientific article is a small essay in which the author presents the results of his own research. Monograph is a scientific work devoted to the study of one topic, one question. These are the primary genres of the scientific style, i.e. they are written by specialists for specialists. The texts of these genres must meet the requirements of logicality and accuracy, characterized by abstraction and generality. The language is distinguished by strict terminology, complex and clear syntax.

Taking into account various classifications of secondary texts, it is accepted to distinguish the following types of secondary texts: abstract, annotation, resume, summary, review. Secondary theses are written in order to highlight the main information of any source, for example, a textbook, scientific article or monograph. Such theses are necessary for researchers for their further scientific work.

In the special literature we find the following definitions for this genre. According to Weise A. A.: "Annotation is an extremely short presentation of a primary document among all possible types produced in a result of the compression of the original text and in a few lines giving an idea of its subject matter." Hence it is clear that the annotation should differ, first of all, by its conciseness, appraisal, typical use of certain lexical forms [3, 105].

Abstract is defined as "a compressed presentation of the main content of the primary document, it preserves the semantic integrity of the original source and is intended to replace it in order to save time when reading." [1, 102] The purpose of the abstract is to transmit in abbreviated form the main content of the text in order for the reader to get a complete picture of the content of the text of the original source.

Review (lat. "consideration") - a written analysis of the text, involving commenting on the main provisions of the work (i.e. interpretation of the author's thoughts, expression of his attitude to the problem, argumentation and evaluation, conclusions on the significance of the work) . Thus, the review is critical (evaluating) comment of the text. Unlike a review, a comment gives the most general description of a work without detailed analysis, but contains practical recommendations. [4, 75-91]

A written statement of the source's content with a view to the next use of this information is presented in the form of a summary. Summary - written attachment of the main provisions of the readable or audible text. It is an only genre among all secondary texts that is not intended for publications. Depending on the degree of compression of the authentic text and the form of this genre, a thesis summary, a continuous summary, a selective summary are distinguished. Any of these types must meet the requirements of logicality, consistency of presentation of the material, brevity, persuasiveness, and evidence.

At first sight, it seems that the production of a secondary text is not difficult at all: you take the source, write out from it one after another clever ideas - and a secondary text, for example, abstract, is ready. In fact, it is not so simple. The success of creating secondary texts is largely due to several factors. Thus, the difficulties in creating secondary texts are due to several reasons. But the main reason, probably, is that the creation of secondary text does not always take into account their authentic characteristic.

Systematic training in each lesson can develop students' skills in producing secondary scientific texts. These skills are formed in a step-by-step learning system. At the first stage, students should be introduced with the concept of "secondary scientific text", its stylistic features, genres, distinguished within the framework of this concept. The final element is to explain the scheme how to construct a particular secondary text. After theoretical training, it is allowed to move on to exercises aimed at training the construction of various forms of secondary utterances. At each lesson, some of the classroom time is given for practical tasks so that students can study various types of primary scientific texts, their grammatical and stylistic structures. The tasks are aimed at analyzing the genre features, the selection of lexical units, characteristic to the scientific speech style, drawing up a plan of the source.

So students can be offered an abstract, in order to analyze its structure, speech clichés used in writing. Here it is necessary to analyze how the date-line is presented: author, title, bibliographic description, indicate what structural parts it consists of. Students have to work through the main content, outline the author's conclusions in accordance with the structure of the abstract (The introduction indicates…, The first part of the abstract is focused on…, The author comes to conclusion…, According to…, etc.). It is recommended to pay attention to the illustrations that support the conclusions of the abstract (Author`s argumentation is supported by concrete facts and examples, images and tables.) The final stage is the analysis of the addressee, whom the text was intended to (This report is of interest to specialists in the field…).

Equally effective can be a set of exercises to identify the characteristics and content of a scientific text, the characteristics of their strengths and weaknesses. Students should see stylistic

and genre errors in scientific texts. Therefore, it would be advisable to offer them text editing exercises, indicating and correcting errors.

One of the main difficulties that students face when producing secondary scientific texts is the transformation of the original text. Often, students can not identify the main idea in the text, paragraph, sentence, because of which eventually a disorder of the structure may occur. To remove the supposed difficulties, it is logical to turn to the phrase processing (rewriting) technique. This technique saves students from the habit of rewriting the text "blindly".

Rewriting can be done in several ways:

1) Procedures on synonymous equivalents.

2) Variation of grammatical structures.

3) Extraction of the main, ignoring the insignificant.

4) Combining several sentences into one coherent whole.

5) Facilitating complex structures and phrases in order to ease perception.

Another difficulty in creating secondary scientific texts is a disorder of the stylistics, which leads to a distortion of the original communicative task. Here it is necessary to ensure that students are well dealt with the peculiarities of the scientific style, have the necessary vocabulary, and know the basics of creating various genres of secondary scientific statements.

Conclusion

Therefore, teaching to create secondary texts enriches with new experience, common learning skills, and activity. Moreover, when creating various forms of secondary scientific utterances, their genre-stylistic identity should be preserved, only in this case the communicative task will be fully realized, the statement will be understood by the addressee. Properly compiled secondary scientific text can be the basis for the creation of primary texts: articles, monographs, reports, etc.

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