


Anastasia I. Lakhaeva, Anna S. Torosyan, Irina A. Zaytseva (2020). The Role And Importance Of The Lexical And Grammatical Features In The Scientific Style Of Speech During Teaching Russian As A Foreign. *International Journal of Early Childhood Special Education (INT-JECSE)*, 12(1): 636-642. DOI: 10.9756/INT-JECSE/V12I1.201049

Received: 01.03.2020 Accepted: 19.05.2020

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The Role And Importance Of The Lexical And Grammatical Features In The Scientific Style Of Speech During Teaching Russian As A Foreign Language

Abstract

The article considers the urgent problem of teaching the scientific style of speech for foreign medical students of the preparatory faculty. The actual material describes the lexical and grammatical features of the professional language.

Keywords: scientific style of speech, teaching of foreign students, biomedical profile

Introduction

The preparation of foreign students at the initial stage of training has its own characteristics. It is based on a personality-oriented approach, which proceeds from the fact that training should be based on the motives and goals of a student's personality.

I.A. Zimnaya determines this approach as a "student-centered approach", which can be implemented through the content of education, teaching technologies, providing a subject-subject interaction between a student and a teacher (Zimnaya, 1997). Person-oriented learning has a main goal, which is associated with the development of the learner's personality. The source of personality-oriented professional education is the progressive development of an individual. That is, the mastery of professional and communicative competence by foreigners is carried out in

the process of a basic specialty learning. Language competence is associated with understanding, and speaking with is related with the implementation of language competence. The formation of communicative competence is possible in the process of conscious assimilation of the language system. Based on the recognition of this fact, language training should be based on the study of the language structure, its linguistic, stylistic norms and functional styles, as well as lexical and grammatical features. Language competency includes knowledge that is inherent in a speaker-listener. D.I. Izarenkov under defines linguistic competence as the practical knowledge of the language system, and linguistic as the theory in the field of linguistics (Izarenkov, 1990).

The components of professional competence are special and personal competencies, which include cognitive abilities,

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observability, creativity, independence, and the ability to act in extreme situations. Competence is the willingness to "use the acquired knowledge, training skills, as well as the ways of working in life to solve practical and theoretical problems" (Shadrikov). "It makes sense to talk about competencies only when they are manifested; unmanifested competence, which remains in the range of potentialities, is not competency, but a latent opportunity that still needs to be proved" (Shishov, 1999).

As researcher A. Surygin rightly notes, pre-university preparation is "the teaching of students via a foreign language who simultaneously master the language of instruction, oriented to a specific professional field and have a nationally specific experience of educational activity, in conditions of intensive socio-biological adaptation and intercultural interaction" (Mitrofanova, 1985).

Traditionally, teaching the professional language takes place on the basis of texts related to the science that students have chosen as their future specialty. In the process of professionalization, the formation of professionally important personality traits takes place. These qualities help to achieve high results. The success and organization of the professional educational process is influenced by the level and quality of cooperation between teachers and students. The key concept is professional competence, which is a system of special KS and personal qualities that determine the way to perform professional functions. The basis of professional competence is training and personal experience.

Accordingly, it is necessary to determine the optimal content of professional and communicative competence. That is, the teachers of the scientific style of speech have the task of the learning content component determination that can be implemented through a system of tasks arranged in the order of complexity increase.

The studied texts have certain stylistic features. First of all, we note extralinguistic features that are characteristic of all texts related to the scientific style: accuracy, abstractness, logic, objectivity (Kozhin, Krylova, & Odintsov, 1982). These stylistic features are updated using the appropriate selection

of lexical, phraseological, grammatical, syntactic and other means of the language, with the help of which educational texts are implemented.

Mastering professional communicative skills should be carried out in stages. At the preparatory level, there is the task of forming the ability to build statements in a given form. The ability to enter into communication is formed at the second stage. Improvement of the first and second stage skills is performed during the third stage. The process of studying the system of Russian sentences within the aspect of the scientific style of speech cannot be limited only to the study of their grammatical and semantic structure. In order to learn how to create sentences that would meet the language standards of the future specialty, students need to master the possibilities of lexical filling of Russian sentences. Therefore, in order to make effective the study of models, typical constructions of the scientific style of speech, it is necessary to accompany it with the training of lexical competence. All lexical and grammatical constructions used in educational texts should correspond to the level of language proficiency.

In order to create more optimal conditions for the organization of educational and cognitive activity of students during the study of the scientific style of speech, it is recommended to pay special attention to the careful selection of text material within the specialty. Work on scientific texts is preceded by work with vocabulary. Let us give an example of work on the lexical topic "The disciplines studied by a pharmacist" (*«Какие дисциплины изучает провизор»*).

TASK 1: Read and translate the words.

Помогать – помочь кому? чему? (Д.п.) чем?
(Т.п.)

сохранять – сохранить что? (В.п.)

начинать – начать что? (В.п.)

предвидеть что? (В.п.)

раздел	аптека
комплекс	рецепт
правило	побочное действие
метод	противопоказание
технология	лечебное учреждение
производство	действующее вещество
ресурс	химическое
микрорганализм	превращение
фармация	примесь (ж.р.)
фармацевтика	практическая медицина
лекарство	провизор

TASK 2: Find the root in the words with the same root.

Model: *техника* – *технология* – *технический*

технология – технологический – биотехнология
 фармацевтика – фармацевт
 лекарство – лекарственный
 действие – действующий – воздействие – действовать
 биология – биологический – микробиология
 молекула – молекулярный
 лечение – лечебный – лечить
 медицина – медицинский

получить – создать –
 получение – создание –
 превращать – достигать –
 превращени – достижение –
 е (з/ж)
 решать – действовать –
 решение – действие –
 хранить – воздействовать –
 хранение – воздействие –
 требовать – изготавливать –
 требование – изготовление –
 исследовать –
 исследовани –
 е

Определение понятия

TASK 3: Read, translate new words, find the suffix in the nouns that denote the process.

Все научные понятия и термины имеют определение, например:		
<i>Фармакология – это наука о лекарственных веществах и их воздействии на организм.</i>		
<i>Фармакология – это термин, а наука о лекарственных веществах и их воздействии на организм – это определение.</i>		
Чтобы дать определение, мы используем следующие грамматические конструкции:		
Термин		Определение
что? (И.п.)	- это	что? (И.п.)
Фармакология – это наука о лекарственных веществах и их воздействии на организм. Что такое фармакология?		
что? (И.п.)	–	что? (И.п.)
Фармакология – наука о лекарственных веществах и их воздействии на организм. Что такое фармакология?		
как? (Т.п.)	называется	что? (И.п.)
Фармакологией называется наука о лекарственных веществах и их воздействии на организм. Как называется наука о лекарственных веществах? Какая наука называется фармакологией?		
как? (Т.п.)	называют	что? (В.п.)
Фармакологией называют науку о лекарственных веществах и их воздействии на организм. Как называют науку о лекарственных веществах? Какую науку называют фармакологией?		

TASK 4: Change from Table 1.

1. Химия – наука о веществах, их строении и свойствах.
2. Физикой называется наука, которая изучает физические тела, процессы и явления.
3. Биология – это наука о живых организмах.
4. Ботаникой называют науку о растительных организмах.
5. Зоология – наука о животных организмах.
6. Элементарную структурную единицу живого организма называют клеткой.

TASK 5: Ask questions to highlighted words.

1. Животные, тело которых состоит из одной клетки, называются **простейшими**.
2. Органеллу, которая выполняет двигательную функцию у амебы, называют **жгутиком**.
3. Глюкоза – **это органическое вещество, которое состоит из шести атомов углерода, двенадцати атомов водорода, шести атомов кислорода**.
4. Ботаника – **наука о растительных организмах**.

TASK 6: Read the words and phrases. Read the phrases together. Read the sentences by syntagma.

- фармация – фармацевтика – фармакология – фармакогнозия
фармацевтический – фармацевтическая – фармацевтическое – фармацевтические
фармацевтическая химия
фармацевтическая технология
В фармацию входит фармакология / фармакогнозия / фармацевтическая химия / фармацевтическая технология.
профессиональные дисциплины / изучать профессиональные дисциплины /
Будущий провизор / изучает профессиональные дисциплины.
лекарственный – лекарственная – лекарственное – лекарственные
лекарственный препарат – лекарственные препараты
производство лекарственных препаратов / лекарственные растения / нужные для производства лекарственных препаратов
Раздел фармацевтики, / который изучает лекарственные растения, / нужные для производства лекарственных

препаратов, / называют фармакогнозией.
лекарственная форма – лекарственные формы
изготовление лекарственных форм / правила изготовления различных лекарственных форм /
Фармацевтическая технология / изучает / правила изготовления / различных лекарственных форм.
лекарственное вещество – лекарственные вещества
наука о лекарственных веществах / Фармакологией называется наука о лекарственных веществах.
лекарственное средство – лекарственные средства
производство лекарственных средств
технология производства лекарственных средств
Биотехнология / – область науки / о методах / и технологиях производства / лекарственных средств.

TASK 7: Read the text. Watch the pronunciation.

Какие дисциплины изучает провизор?

Провизор – это специалист с высшим образованием, который работает в аптеке. Это очень древняя и нужная профессия. Слово «провизор» (с лат. provisor) обозначает «тот, кто предвидит», то есть это человек, который помогает людям сохранить здоровье.

Провизор учится на медицинском факультете 5 лет. После этого он может работать в аптеке или в фармацевтической компании.

На первом и на втором курсе провизор учится вместе с будущими врачами и изучает латинский язык, химию, анатомию, ботанику, биологию, микробиологию.

На третьем курсе он начинает изучать профессиональные дисциплины. Фармация – это основная наука, которую изучает провизор.

Фармация (фармацевтика) – комплекс наук, которые изучают проблемы получения, исследования, производства, хранения и отпуска лекарственных средств. В фармацию входят фармакология, фармакогнозия, фармацевтическая

химия, биотехнология и другие науки.

Фармакологией называется наука о лекарственных веществах и их воздействии на организм. Фармакология изучает правила приема лекарств, побочные действия, противопоказания.

Раздел фармацевтики, который изучает лекарственные растения, нужные для производства лекарственных препаратов, называют фармакогнозией.

Фармацевтическая технология – это раздел фармации, который изучает правила изготовления в аптеке различных лекарственных форм по рецептам врача и требованиям лечебных учреждений.

Фармацевтической химией, или химией лекарственных средств, называют науку о химических свойствах и процессах создания лекарственных веществ. Она изучает действующие вещества, примеси, химические превращения.

Биотехнология в фармации – область науки о методах и технологиях производства лекарственных средств из природных биологических ресурсов (микроорганизмов, растительных и животных клеток) и частей клеток (клеточных мембран, рибосом, хлоропластов). Биотехнология использует достижения молекулярной биологии, генетики, биоорганической химии для решения задач практической медицины (производство антибиотиков, витаминов, гормонов и т.д.).

A teacher's work on the selection and classification of synonymous constructions contributes to the student understanding of communication universality, and allows them to develop the ability to produce monologic statements on a given topic at a higher level.

One of the features of scientific texts is the nominativity of the scientific style of speech, i.e. weakening the verb semantics and strengthening the semantic role of the noun. Since the

texts of the specialty are saturated with nouns, which are the semantic centers of utterances, it is worth paying special attention to working out and studying lexical and grammatical constructions on extensive lexical material.

The texts used for classes in the scientific style of speech should not be adapted, but only reduced in volume while maintaining the lexical and grammatical structure typical of the scientific style, which will help to assimilate the characteristic ways of scientific information presentation and shape professionally-oriented thinking.

As such material, it is necessary to use texts - the fragments of original lectures, representing those presentation methods that dominate in lectures on special subjects.

Given the specialty of students, this article analyzes the language material presented in the educational complex of the manuals on teaching voice communication in the educational and scientific field for the students of a biomedical profile.

The texts contain syntactic synonymy, for example: a simple sentence - synonymous grammatical constructions:

Pharmacology is the science of medicinal substances and their effects on the body.	Фармакология – это наука о лекарственных веществах и их воздействии на организм.
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Pharmacology is the science of medicinal substances and their effects on the body.	Фармакология – наука о лекарственных веществах и их воздействии на организм.
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Pharmacology is the science of drugs and their effects on the body.	Фармакологией называется наука о лекарственных веществах и их воздействии на организм.
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Pharmacology is the science of drugs and their effects on the body.	Фармакологией называют науку о лекарственных веществах и их воздействии на организм.
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In the examples given, the composition of the same name determines the community of denotative value.

Some subject-predicative phrases that are stable for a scientific style, represented by a compound predicate with a nominal part, expressed by a noun in indirect cases with a preposition, are very common in scientific texts:

Недостаток кислорода *вызывает*
ослабление иммунной системы;
Недостаток кислорода *является*
причиной ослабления иммунной
системы; Недостаток кислорода
приводит к ослаблению иммунной
системы.

The language of scientific communication has its own grammatical features. The abstractness and generalization of scientific speech are manifested in the features of various grammatical units, which are found in the choice of categories and forms, as well as in the degree of their frequency in a text.

The names of concepts prevail over the names of actions, this leads to less use of verbs and more use of nouns. For example: A molecule is the smallest particle of a substance that preserves its properties. When they use verbs, a tendency to lose their lexical meaning is noticeable, which meets the requirement of abstractness, generalization of presentation scientific style. This is manifested in the fact that most of the verbs function as connectives. These are the following verbs: to be, to appear, to call, to be called, to be considered, to become, to share, to appear, to be concluded, to consist, to make up, to possess, to depend, to influence, to relate.

Speaking about the characteristic features of the scientific style of speech, we also note that the singular forms of nouns are used in the plural, for example: any pure substance has a constant composition, etc. Real and abstract nouns are often used in the plural form, for example: fats, lipids.

The most frequent verb forms are the participle (single participles, a participle with a dependent word or a participial phrase) and participles. Among the frequency units, verbal nouns are

numerous (distribution, appearance, onslaught, content, use, management, boiling, measurement).

Summary

Thus, terminological training is one of the important aspects in the training of foreign students. It is impossible to master a profession without knowing the basic principles of the linguistic laws of the corresponding specialty. And special attention should be paid to synonymous constructions with verbal-noun phrases to a greater or lesser extent manifesting their desemantization, in which the organizing component of such combinations is not used without an accompanying noun that carries the main semantic information.

When they learn the professional language, special attention should be paid to the possible transformations of one grammatical construction into another, which make the methodological method of speech activity development among foreign students. It is the free choice from a number of syntactic constructions, which is most suitable for the content of thought expression in a specific situation of educational and professional communication, that indicates the degree of a student individual preparation, the level of scientific language knowledge at this stage of training.

Acknowledgements

The publication was prepared with the support of the "RUDN University Program 5-100"

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