



## Problem of Scientific Speech Teaching of Turkish- Speaking Philology Students

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**Annotation:** The article discusses the problems of scientific speech teaching of philology students for whom the Russian language is not native. The feasibility of systematic work based on a complex of various exercises implementation of receptive nature is justified.

**Keywords:** scientific style; philology students; exercise system; receptive skills.

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, the language is considered as a special means of communication that can function in different communicative and speech situations. Therefore, the concept of functional style is relevant for 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 at almost all levels of the language system and is explained primarily by the constructive nature of the style, the defining basis of which is the consideration of the laws of the functioning of language means, depending on the real task of speech communication in this area. It is the communicative attitude, determining the content of the utterance, that makes it necessary to single out such language units from the language system, the features of the functioning of which are most essential for expressing this content. This connection between language construction and content is specific characteristic of scientific style.

It is undeniable that the recognition and professionalism of a specialist in the modern world "are largely determined not only by the extent to which he is able to pose and solve scientific problems, but also by how well he knows the rules, norms of successful communication accepted in the world scientific community" [1:3].

That is why, 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, is aimed at free communication in the industrial sphere, is an important part of student training, and especially students of philology. In other words, together with a complex of special knowledge, each professional specialist who receives higher education must master a certain minimum of knowledge, skills and abilities in the scientific style of speech" [2: 3].

Our many years of experience in a higher educational institution gives grounds to state that in reality the study of scientific speech is a significant problem, especially for students for whom Russian is not their native language, and the number of such students (mainly representatives of Turkic-speaking nationalities) studying 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, i.e. Russian language for philology students serves as an object of study, at the same time being a means of studying their specialty.

Practice shows that upon completion of studies at a university, students are not always able to fully demonstrate their knowledge in core disciplines due to the fact that their own statements are often poor in content, used syntactic constructions, unemotional.

The above facts determined the urgency of the problem of forming the skills of fluency in the scientific language in written and oral form among philology students.

It is important that students develop receptive skills, since before producing scientific speech, they must accumulate certain material for utterance by reading or listening to speech, and the perception of scientific speech is carried out the more successfully, the more freely students define and understand grammatical and lexical elements, establish logical relationships and connections between the members of the sentence, understand the variety of words, forms and structures of the language being studied [3: 20]. The student must not only know how certain structures can be built, be able to build them himself, but also operate with them in various situations.

The work in the classroom gives grounds to state that the performance of various exercises of a receptive nature by students allows them to master a certain minimum of scientific style constructions, which serves as the basis for using other language material by analogy.

Filled with specific lexical and grammatical material, these constructions give a lot of the same type of structurally and semantically marked phrases, which, without a doubt, is a condition for effective mastery of the language of science.

Here are examples of some receptive tasks that include three sets of exercises.

**Complex 1** - lexical-semantic and lexical-grammatical exercises aimed at identifying, understanding the structure and semantics of scientific vocabulary and grammatical structures. When performing these exercises, tasks are used for the semantization of scientific terms with the involvement of Russian dictionaries.

Exercises that strengthen the skills of observing a word and determining its meaning.

**Exercise 1.** Give an interpretation of the terms using dictionaries. Make up phrases or sentences with these terms.

Desemantization, parcellation, anachronism, denotation, idiolect, function, determinant, invective, pleonasm.

**Exercise 2.** Using the selection of synonyms, determine the meaning of the following terms.

Assimilation, dissimilation, compression, polysemy, postfix, reduction, semantics.

**Exercise 3.** With each of these words, make up two phrases: special-scientific (terminological) and commonly used.

Nominal, culture, circumstance, superficial, addition, ending, class, field.

Exercises for the development of word-formation skills of students.

**Exercise 4.** Form abstract nouns from verbs.

Influence, increase, activate, observe, calculate, save, supplement, prove, confirm, conclude.

**Exercise 5.** Form from verbs that are frequent for the scientific style of speech, single-root participles:

Sample: the examples we have given are the examples given (by us).

The theory we have considered; the facts we analyzed; the problem we have been investigating; the words we used, etc.

The 2nd set of exercises includes tasks for practicing the skills of recognizing constructions characteristic of the scientific style in sentences and coherent texts.

**Exercise 6.** Find and underline the prepositional case combinations "preposition + verbal noun".

1. When making a sentence, intonation is of great importance, which performs both a grammatical function and a stylistic one. 2. When establishing semantic relationships between generators and derivatives, we can determine the derivational meaning of this type. 3. After getting acquainted with the variety of word-formation types, we will consider what types of relations can be between a derivative base and a generating base. 4. When preparing secondary texts, information is collapsing in order to reduce the volume of the text.

**Exercise 7.** Find and write from the sentences the phrases "ex. + noun. in the genus P."

1. For text linguistics and text syntax, as a rule, a narrow approach to the definition of text and indistinguishability between the whole text and its fragment, a complex syntactic whole, is characteristic. 2. In connection with the solution of the question of whether the text belongs to the system of language or the system of speech, the problem of the double systemic nature of the text is discussed. 3. The basis of any text is the language system, however, the speech nature of the text, its subordination to the communicative goals of the author can lead to violations of the laws of language in the text.

**The 3rd set of receptive exercises** - strengthening the skills of observation of structures characteristic of the scientific style. These are targeted tasks of an analytical nature, which we propose to carry out while working with a connected text (and for students of philology - with a text of a linguistic nature), since it is the text that is the basis for creating the speech environment that develops. The text illustrates the functioning of linguistic phenomena, which determines the methodological expediency and relevance of the text-centric approach in teaching the types of speech activity.

After the text, you can offer tasks of the following nature:

- 1) Analyze the lexical composition of the text: highlight the highly specialized vocabulary.
- 2) Determine the frequency of words with an abstract, abstract meaning.
- 3) Determine the ratio of nouns and verbs (and the predominance of one or the other).
- 4) Write down the phrases "ex. + noun. in the genus P."
- 5) Determine which form, tense and person of the verb are most common in the text and why.
- 6) Determine what type of predicate (compound nominal or verbal) Prevails in the text.
- 7) Select constructions with complex derivative prepositions.
- 8) Find passive (passive) constructions.
- 9) Determine which complex sentences prevail in the text.

Thus, the implementation of such exercises contributes to the effective teaching of students' scientific speech. This approach makes it possible to implement the communicative principle in teaching methods, to teach students to apply theoretical and practical knowledge in a form corresponding to the field of scientific communication, to independently produce scientific texts of any genre.

## Literature

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