DESCRIPTION OF THE SCIENTIFIC EVALUATION TEXT (SCIENTIFIC REVIEW) FOR METHODOLOGICAL PURPOSES (IN THE ASPECT OF RUSSIAN AS A FOREIGN LANGUAGE)

Azizova Dilfuza Makhmudovna (a senior teacher of the Chair of "Foreign languages" of Karshi   University of Economics and Pedagogy, Uzbekistan)

Annotation

The article describes the discursive and genre features of an integral Russian-language scientific text. The paper contains illustrative material collected in the process of solving a research problem. The results of the research can be used in the theory and practice of teaching Russian as a foreign language.

Keywords: Russian as a foreign language, scientific text, scientific review, semantics, pragmatics, structure, speech act.

Russian as a foreign language (RCT) changes taking place today in the linguo-didactic paradigm are associated with the intensification and optimization of the educational process, the development of a management system for its structure and content, which allows you to maintain a high level of motivation for learning, contributes to the solution of adequate communicative and professional tasks and the formation of communication skills taking into account the norms of modern Russian language and discursive parameters of the sphere of communication [1, 2].

One of these tasks is to establish the status of written speech when mastering foreign students of non-philological specialties speak Russian. Written speech, becoming in some cases one of the main speech aspects in teaching RCT, attracts attention from both methodologists and linguists, since teaching methods are deficient in descriptions of a complete text focused on teaching a language as a foreign language.

_____

Writing a review is effective from a linguodidactic point of view the method of purposeful decoding of the reviewed text, because the ability to decode the source text here is coupled with the ability to create a new text that meets not only the requirements of the general literary language and the language of scientific literature, but also the regulatory requirements of the genre [3, 4].

The teaching of non-philological students of writing should be based on a minimum of knowledge about the specifics of the genres of scientific style and be carried out through the formation of analytical and synthetic information processing skills. At the same time, it is necessary to take into account the peculiarities of the implementation of the varieties of the communicative and cognitive function of language - informative and influencing – in various types of scientific texts.

To date, the following categories of text have been identified: coherence, integrity, intentionality, modality, etc. Intentionality is recognized as one of the leading ones, since the semantics and structure of the text are ultimately determined by the communicative intention of the sender of the information. There may be several intentions in the text, which allows it to be characterized as a complex speech act. Text as a complex speech an act is a sequence of speech acts in which each speech act is conditioned by previous and subsequent speech acts, and their sequence is determined by the nature of the communicative situation and the dominant goal setting of the text.

In the linguistic descriptions of the RCT, the position has been established according to which the main unit of verbal communication is an utterance – realized in the process communication offer. The utterance, being a minimal unit of communication interacts with other utterances, forming a larger unit – discourse, considered as a process of the writer's speech activity, the result of which is- the text is a "packaged" discourse [8]. In this case, the text can be considered as a complex speech act. Understanding the text as a complex speech act aims to

_____

explain the activity nature of the text, to show the nature of its main categories – coherence and integrity.

The most frequent types of speech acts identified on the basis of the analysis of the texts of scientific reviews can be clearly divided into two groups: informative speech acts – informing, argumentation, concretization of information, highlighting information, adding information, quoting, summing up; pragmatic speech acts – establishing contact, evaluation, expression of opinion, motivation, wish (recommendation) [5, 6].

The boundary between individual speech acts within the text in some cases can be defined very conditionally. Many of them have the principle of inclusion. Informative acts are characterized by polyfunctionality – almost all of them have a pragmatic predisposition. Pragmatic acts, without occupying a significant volume in the continuum of the text, create its specificity and originality. Thanks to them , the text of the review acquires a dynamic character and most fully performs one of its main functions – influencing the addressee. Let's focus on the characteristics of some of them.

The speech act 'evaluation' is found in the vast majority of the analyzed texts. One of the ways to implement acts of this class is evaluative statements. Their role is played by proposals that, from the content side, represent value judgments [7, 33]. As a rule, the object of evaluation in these proposals is placed in the topic, and the evaluation itself is represented by the ream: The reviewed book is distinguished by clarity and a high methodological level of presentation of the material, a large number of useful examples.

This is observed when there is not just an assessment, but also a justification for this action is given. In this case, the SFE is an evaluative reasoning. As for the speech act, there is every reason to say: in this case, a hybrid form is presented, which has the implicit expression "I evaluate and argue": Despite the fact that a number of issues in the reviewed book are outlined concisely, in general it is of

_____

considerable interest. The book reflects the current state of the interface devices for microprocessor systems, contains many practical recommendations, specific schemes and programs. Most of the latter can be used in the development of digital systems based on domestic series of microprocessors.

The speech act of 'expressing an opinion' is close to 'evaluation'. Its distinctive feature is that in the statements with which it is implemented, metatextual means are widely used, emphasizing the subjective nature of the speech action.

In addition, if the 'evaluation' characterizes basically the entire work, then the opinion he speaks out on some particular issue: Apparently, the assessment of the bearing capacity of the shells can be obtained more fully if calculations are carried out taking into account changes in the stress-strain diagram during loading.

The sentences implementing the speech act "motivation" contain, as a rule, information of an aesthetic nature: about the specifics of the reviewed work, about its merits and novelty. Through this speech act, the addressee's attention is drawn to important and interesting places, it is indicated how the book will be useful to a certain group readers. Very often, the predicate in sentences implementing this speech act is complicated by modal verbs, and the verbs themselves are used in the future tense. This gives utterances a certain expression, thereby distinguishing them from the general speech flow. It can be argued that this class is in fact an advertisement for the reviewed work: The book is structured in such a way that readers of various categories will quickly find material in it that corresponds to their training and interests.

Speech act 'wish (recommendation)' implement proposals in which often verbs in the subjunctive mood are used. This act is addressed primarily to the author of the reviewed work; its main purpose is to give advice and recommendations in an unobtrusive form that would contribute to improving the publication: The book should be supplemented with computer programs.

_____

Reference:

[1] Balykhina T.M. (Balykhina T.M.) Structure and content of Russian philological education. Methodological problems of teaching the Russian language. – M.: Publishing House MGUP, 2000. – 400 p.

[2] Balykhina T.M. (Balykhina T.M.) Fundamentals of test theory and testing practice (in the aspect of the Russian language as a foreign language) / Moscow State University of the Press. – Moscow: MGUP, 2004. – 242 p.

[3] Balykhina T.M., Nikolaev A.M. (Balykhina T.M., Nikolaev A.M.) The genre of scientific review as a test task // The first international scientific and practical conference "Ways and means of developing the theory and practice of linguodidactic testing": Collection of Art. –M.: RUDN, 2007. – pp. 24-27.

[4] Nikolaev A.M. (Nikolayev A.M.) The genre of scientific review in professionally oriented teaching of Russian as a foreign language // Bulletin of the Peoples' Friendship University of Russia. Series: Questions of education. Languages and specialty. - 2007. –No. 1. – pp. 93-99.

[5] Nikolaev A.M. (Nikolayev A.M.) Linguistic features and statistical characteristics of speech acts implemented in the review of scientific and technical work // Scientific and technical information. Ser. 2. – 1998. – № 6. – Pp. 28-34.