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ABSTRACTING AND ANNOTATING AUTHENTIC TEXT IN AN ENGLISH CLASS

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Scientific information is extracted and transmitted in space and time from scientific documents, which in their form include books, magazines, articles, etc. They can be primary and secondary. The terms "primary" and "secondary" texts appeared in applied text linguistics from the theory of scientific and technical information - computer science. The concept of "primary", "secondary" is used as the basis for the classification of information documents. Primary documents include monographs, materials of scientific congresses, conferences, symposia, etc., textbooks and teaching aids, journals, articles, newspapers and other publications.

Abstract and annotation refer to the secondary sources of scientific information containing information about primary documents. In the process of studying the primary document, the infor-

mation reflecting the most important and essential provisions of these documents is highlighted and recorded. Abstracting and annotation, is one of the most widespread written forms for quickly extracting information and its semantic processing at an advanced stage of learning foreign languages [1]. Such activities imply the ability of students "... to consider the text as a source of information expressed by certain structures and other elements of the text, to associate concepts directly with the form of their expression in a foreign language and to operate with pieces of text to express a given meaning, without resorting to translation into Russian" [2, 16].

The relevance of acquiring knowledge how to competently abstract and annotate professional literature in a foreign language is directly related to the needs of future specialists to comprehend professional scientific literature, freely navigate in foreign publications, keep abreast of the current state of the problems under consideration, know about the technical achievements of the country of the studied language, its economy, and etc. The specialist should be able to separate the most important from the secondary, analyze and summarize the processed material without spending too much time on the laborious literal translation process.

In the process of learning to abstract and annotate, it is important to teach students to understand the requirements for creating annotations and abstracts related to the various purposes of these documents. The abstract serves only to inform about the existence of a document of a certain content and character. It reports the content of the document with a description of research methods, factual data and the results of the work. The abstract lists the questions that are covered in the original source without disclosing the very content of these questions, but answering the question: "What does the primary text say?" Whereas, annotation implies mastery of the abbreviation of the text of the primary document.

The essence of annotation and abstract is to minimize the volume of the source information while maintaining its original content. In the process of compression of the original source, annotation and abstract are carried out in different ways.

Training in annotating and abstracting professional text materials as a type of educational and methodical activity creates favorable opportunities for combining technical and humanitarian education, promotes personal growth of students, introduces the realities of the country of the language being studied and can be considered as one of the means of optimizing the process of learning a foreign language.

Over the past decades, higher vocational education has been undergoing a rapid change of targets in the training of qualified, competent professionals who are able to carry out their professional activities in various areas of public practice in accordance with the needs and requirements of modern society.

The tasks and content of vocational training today are determined by the needs of society in competitive personnel that implies such training where efforts will be directed not only at mastering the necessary amount of theoretical knowledge and practical skills from certain areas of world science, technology, culture, but also at prerequisites for a successful professional activity.

A modern specialist has to deal in his work with a large amount of information contained in various sources, including sources in a foreign language. Knowledge of a foreign language greatly expands the horizons, professional awareness, increases the motivation of personal growth and communication skills of a specialist. The need to address one or more foreign languages is the result of the intensive development of new technologies and integration processes taking place in the country and in the world community as a whole.

The study of one or more foreign languages becomes an integral part of professional training system of a specialist, researcher, scientist [3].

The system of continuing professional education in secondary and higher specialized educational institutions, along with goal-setting attitudes: mastering basic and additional specialties, informatization tools, multimedia teaching aids, professional and middle-level professional management tools, proficiency in one or more foreign language updates the new social order for training highly qualified personnel for various sectors of the national economy and social sphere awns.

The main task of foreign language teaching in a non-linguistic university is to teach students to use foreign language literature in the field of professional activity and to be able to speak in a foreign language on the issues related to their future profession, as well as to master the necessary skills and skills of intercultural communication. At the initial stage of learning with special professional literature, popular science articles selected in accordance with the students' professional interests and needs are used.

In the educational process to work with such material has the following objective:

- familiarity with publications on a specific scientific topic;
- finding out new trends in foreign research in the area;
- search and selection of material for scientific or practical activities [4].

One of the methods of teaching a foreign language is the development of students' skills of analytical and synthetic processing of information in a foreign language. This refers to the creative processes including reflection, analysis and evaluation of the content of the original text to extract the necessary information.

The process of reading, analyzing, annotating and abstracting text which is based on two methods of thinking: analysis and synthesis, best suits the achievement of these goals.

In the process of analytical work it is necessary to isolate the most valuable information, separate secondary information and data, that is, to perform mental operations, without which it is impossible to determine the main content of the original text. Synthesis allows combining basic information obtained as a result of analytical actions into a logical whole.

Secondary texts are used for storage, processing and improvement of primary information. This is what determines their essential role in learning: by creating secondary texts students acquire the skills of self-extraction, processing, and encoding of information.

Concise information compilation is not an easy task for students. It is obvious that for its solution it is necessary to master certain skills. The cycle of learning annotation and abstract consists of several stages. At the first stage, students theoretically master the concepts of "abstract" and "annotation", the specifics of abstracting and annotating English texts, methods of presenting information in them, features of language and style, as well as general and distinctive characteristics of the abstract and annotations. At the second stage, the teacher together with the students set goals and objectives for teaching this type of compression of foreign language literature in the system of comprehensive specialist training. The textual material for group and independent work of students is determined. Popular science articles which suit to the content of the teaching are characterized by their own formal-logical style with its inherent laws. It is important to teach students to analyze language characteristic of research-popular texts from the very beginning of their studies. When introducing grammar and vocabulary it is also necessary to pay attention of students to various meanings of words and phrases, grammatical phenomena characteristic of popular science literature style [5]. For example, using the lessons for annotating and summarizing articles from the British journal "Economist" allows not only to acquaint students with the economic processes taking place in the countries of the language being studied, but also to expand the students' general horizons and, as a result, to increase their communicative competence.

At the next stage, after reading the original text, students apply the obtained theoretical knowledge on the compilation of a secondary text in practice.

We can recommend the following tasks and exercises leading up to annotation and abstracting:

- find in the paragraph a sentence, a statement that can serve as a heading;
- find and mark paragraphs containing specific information; determine the number of facts stated in the text;
- summarize 2–5 sentences (or paragraph) into one;
- find in each paragraph the main, basic information and additional, explanatory; state the main provisions of the text in the form of a plan;
- omit all introductory sentences in the paragraph, introductory words in the sentence, and descriptive (subordinate) sentences;

- use bulky words instead of descriptions or subordinate clauses;
- omit all repetitions and examples, except for facts (or data) that contain meaningful information;
- use lexical, grammatical rephrasing;
- select keywords and fragments in each paragraph marked by degree of information;
- summarize the material;
- make a logical outline of the text, etc.

In conclusion, the students read out their secondary texts, discuss the strengths and weaknesses of each text and together with the teacher, select the work that best meets the requirements for writing an abstract and annotation. This type of teaching and learning activity creates opportunities for combining special and humanitarian education, contributes to the personal growth of students, and introduces the realities of the country of the language being studied.

Literature

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