

From the experience of teaching Ukrainian to foreign students of non-philological specialties

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The entire system of teaching foreign students of non-philological specialties the Ukrainian language should meet their life needs and opportunities to practically use the Ukrainian language as a means of communication within their specialty. That is why the task of teaching how to actively use literature in their specialty occupies one of the central places in the process of teaching the Ukrainian language.

Active use of literature in the specialty should be understood as the ability to read and understand specialized literature, reproduce what has been read, conduct a limited dialogue on the necessary topic in various situational conditions, including the need to express one's thoughts in writing.

As is known, the peculiarity of scientific literature is determined by the main purpose of this type of literature, namely: to communicate scientific information in an extremely brief and clear form, in a strictly logical sequence and with logical relationships (evidence and conclusions, causes and effects, specific material and generalizations, messages, descriptions, etc.).

As features of the scientific style of speech, researchers of this problem call the saturation of scientific speech with complex sentences with union connections, participial and adverbial participial phrases, the nominal nature of speech, the absence of indicators of expressiveness and emotionality, a high average sentence length, a tendency to brevity and accuracy of presentation, consistency of argumentation, etc.

The correct formulation of the issue of teaching Ukrainian scientific speech is based on the preliminary selection of texts on the topic of interest to students. Since a very important part of the work related to the specialty of students is the development

of skills in understanding special texts by listening comprehension, the requirement for primary familiarization of students with the content of the scientific text and the constructions of the scientific style of speech by listening to the scientific text and checking its understanding comes to the fore. The tasks accompanying the listening of the text and monitoring its comprehension can be varied.

At the initial stage, these are primarily answers to questions. At the advanced stage, students write down the main idea of the text they have listened to, make a plan for the text, and, finally, make notes.

The next type of exercise is learning to read a scientific text. At first, you should read relatively short texts, paying special attention to individual paragraphs and to developing linguistic guesswork, which should be very intensively developed throughout the entire university course of studying Ukrainian. Linguistic guesswork should be considered one of the most useful skills.

The nominal nature of scientific speech requires the obligatory introduction of exercises on the formation of verbal nouns, their use, whenever possible, in complex sentences and the reverse transformation of nominal constructions into verbal ones, which are usually easier for students to understand at the initial stage of training. A reflection of the nominal nature of the scientific style is the frequent use of participial phrases with a passive present participle. Working on this feature of the scientific style requires the introduction of grammatical information and very intensive exercises. Since scientific texts often provide various formulations, definitions of objects and phenomena, exercises aimed at forming constructions with a compound nominal predicate should be considered very important.

A significant difficulty in understanding scientific texts by foreign students is the use of short adjectives and short participles as a predicate, since there is no corresponding construction in the students' native language.

At the advanced and final stages of learning Ukrainian, we consider exercises to highlight the main provisions and thoughts of the author to be very useful,

highlighting individual paragraphs and heading them with nominative constructions, which then become the plan of the text.

When preparing students for an oral report, the teacher introduces a number of words and phrases that are a generally accepted form of address by the author of the report to the audience. One of the most effective exercises conducted at the final stage of training are conferences or scientific seminars, during which students present short reports. As experience shows, during such exercises, students are more active.

The final stage of teaching the Ukrainian language is based mainly on improving the technique of self-education, taking into account the following main components of this process: a) improving the process of independent reading of specialized literature; b) improving the process of linguistic guesswork; c) improving the skills of independent development of a scientific question in the form of a report, the ability to understand reports by ear and take part in the discussion.

The listed exercises do not exhaust all the features of the scientific style of speech, but they consider those that are basic and most necessary for the language practice of non-philology students.

Literature:

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