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**ОБУЧЕНИЕ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ
РЕФЕРИРОВАНИЮ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫХ
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доцент, заведующий кафедрой, «Теория и практика перевода»**Аннотация**

В статье дается толкование понятия «реферирование», «реферат», «аннотация». Автор анализирует проблемы, возникающие при обучении реферированию профессионально-ориентированных текстов на иностранном языке и приводит комплекс упражнений для снятия трудностей в процессе обучения.

Ключевые слова: аннотация, реферат, реферирование, профессионально-ориентированные тексты.

**TEACHING STUDENTS OF HIGHER EDUCATION INSTITUTIONS
WRITING ABSTRACTS OF PROFESSIONALLY-DIRECTED TEXTS IN
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Interpreting Department**ABSTRACT**

The article deals with the terms “summary”, “referencing”, “abstract”. The author analyzes the difficulties occurring during the process of teaching referencing of professionally-directed texts in foreign language and proposes the complex of exercises to avoid the problems.

Keywords: summary, reference, referencing, abstract, professionally-directed texts.

Introduction

One of the modern directions in teaching foreign languages in non-linguistic universities is learning to work with original English-language literature-swarm in the specialty, and in particular, the development of skills of referencing and compiling written reviews of literary sources in a foreign language.

The article describes the difficulties that occur during the process of teaching referencing.

The aim of the research

In our article we are going to analyze problems that students deal with while studying referencing of the abstracts of professionally-directed texts. The complex of exercises to avoid these difficulties is proposed.

Materials and methods of research

Materials of the research are the books in theory of methodology, complexes of exercises. The methods applied in the research are typological, sociological and theoretical.

The abstract is known to be a secondary or derivative text based on the primary text [2]. Chosen from the primary (original) text information (abridged content) in progress summarization is recreated in the form of a new text [1; 45]. Secondary pre-documents represent a semantic processing of the content of the primary text and aim to convey not only what is stated in the original source, but also to show what the main idea and new the visibility of the material set forth in this primary document.

The main forms of abbreviated presentation of the content of the first abstracts and annotations are the primary texts. The abstract is a short summary of placement of the content of an individual document, its part or its entirety documents, including basic information and conclusions, as well as the number venerable and qualitative data about the objects of description. In higher education institution, an abstract is traditionally understood as an individual research work of a student, revealing the essence of the problem under study from various positions and points of view, from the form making independent conclusions. The content of the abstract, as a rule, it is problematic and thematic in nature, containing additional literature [3; 18].

The purpose of all types of abstracts is to communicate some scientific information enclosed in 10-20 type written pages for the purchase by the student of professional training and development of professional but significant scientific research skills. With the help of abstracts, the student is deeply comprehends the questions of the studied subject, since he analyzes the personal points of view, phenomena, facts and events.

The main requirements to the composition of the abstract are objectivity (selection and presentation of only the information contained in the primary text), completeness (reflection the implementation of all essential ideas and provisions that make up the main scholarly thematic content of the original) and adequate style (well-established system of using key terminology, terminological phrases, information-rich fragments and linguistic funds taken from the original source). Compilation of secondary texts (abstracts) can occur in one linguistic situation, when the abstract is drawn up in the same language as the current text, and in a bilingual situation, when the secondary document is taken from a foreign language primary document.

In the process of teaching English to students of non-linguistic universities we suggest using both summarization options. At the stage of teaching English in the first years of the bachelor's degree the most appropriate is teaching abstraction of English-speaking articles

both on the main specialty of students and on social and political technical and culturological nature.

Frantsiferov Yu.V. indicates that a full-fledged abstract should be based onto be based on 3-4 monographs, 2-3 articles, 1-2 documents [3; 13]. Generally agreeing with these requirements, we believe that, in addition to quantitative, the main criteria that must be met by materials for writing an essay in the specialty, are the following:

1. *Authenticity*. In the European methodological literature of the latter time to the problem of authenticity (from English - "natural") great attention is paid ton it. Despite different interpretations, it is usually called authentic text that was not originally intended for educational purposes. But there is no consensus on which text can be recognized as authentic methodological, and there is a discussion about different types of authenticity.

For example, some authors consider the authenticity not as a property inherent in a speech work, but as a characteristic to educational process, distinguishing between the concepts of "authenticity" and "authenticness ". All cases of using the language in non-educational purposes. Authenticity is created in the educational process, in the course of mutual actions of students with the text, with the teacher and with each other, for the students to perceive work on the text not as an exercise, but as an authentic good communication activities. Thus, the "educational" is not obligatory necessarily means "inauthentic". Use texts from newspapers and magazines published in Russia in English, for example, "The Moscow News" or "The St. Petersburg Times "is inappropriate, as they are usually written by non-native English speakers and thus do not meet one of the criteriaidentity.

2. *Thematic focus corresponding to professional interests of the student*. So, for students studying in a special the most suitable topics for "Finance and Credit" connected with the problems of bank loans, loans, financing, personal projects, etc., and students - future robotics engineers the most relevant will be articles related to the development of robotics technology buildings.

Promoting the creation of positive motivation for students to study foreign language and specialty. Texts selected for writing abstract should be interesting and evoke positive emotions. A list of literature on topics of abstracts can be offered by the teacher. This, of course, does not exclude, but even presupposes, an independent student's search for additional sources.

It is necessary to stimulate to conduct independent work of students in the selection of literature for the referencing, using modern technical means, in particular computers that allow you to search for information on the Internet. Currently, it is not difficult to use electronic all the world's leading newspapers and magazines, including economic and technical. These resources are excellent sources of authentic texts written in modern English containing technical, economic, political and other professional vocabulary and covering topical issues of scientific and economic life on the whole world.

Also for writing essays it is permissible, and even desirable specifically, the use of materials from specialized websites where thematic articles are published and discussions are held on topical issues of modern science. The search for such websites should be carried out -by students by keywords using electronic search engines systems. Thus, the use of Internet sources in the process of writing the presentation of essays in the specialty in English should be welcomed get involved with foreign language teachers. At the same time, it is necessary to teach students the correct techniques for working with materials from the Internet and the correct indication of links to sources of information.

Future specialists and scientists must learn that in the abstracts, as well as in other scientific essays, it is not allowed to use quotations without references to the author and his work. Further processing of information for summarization is carried out student yourself. In

this case, the teacher must formulate to set clear requirements for the structure of the abstract and its volume. Teachers give a list of English words and phrases to be used when writing the introduction, conclusion and the main part of the abstract-that. When preparing an essay, students should be aware that there are certain divided features of the use of vocabulary, grammatical constructions, method of presentation of material in English, different from those that are typical for Russian-language scientific texts.

Mastering the skills and abilities of abstracting literature in foreign language leads to a significant increase in the level of knowledge of this language among students of non-linguistic specialties, which is due to in our opinion, the need to apply this type of work in practice teaching a foreign language to junior students (BA level).

At the stage of teaching English at the non-core level (non-language it is also advisable to use and develop the skills abstracting in a foreign language. However, at this level, in addition to re-ferrying English-language literature in English is advisable use such types of work as summarizing the English-language special social literature in Russian and Russian-language literature in English. These skills are extremely important for undergraduates, as specialists a socialist with a master's degree must be broadly educated, own the methodology of scientific creativity, modern information technologies, methods of obtaining, processing and fixing on scientific information. At the present stage of the development of world science. The skills of processing scientific information must be included in the ability to work with literature in various languages.

Teaching bilingual abstracting in a non-core master's program also has a more narrowly applied meaning. Mastering composing skills an abstract based on English-language special literature will be useful each 5-6 year student when writing a literary review of the thesis. Working with foreign language information on special will also contribute to deepening the knowledge of the young scientist has chosen field of scientific knowledge.

Drawing up an abstract in English language on the basis of Russian-language literature will prepare a master as possible speeches at scientific conferences in other countries, to communicate with foreign colleagues, and to interviews in English in the process of looking for a future job. For this purpose, such a task for abstracting, as a presentation by a master student of the essence of his master's thesis in the studied foreign language.

Conclusion

All in all summarization is modern and relevant. A means of teaching a foreign language to students of non-linguistic universities as at the undergraduate and graduate levels.

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