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Training of scientific language through discursive analysis

Kondrateva I., Ibatulina L.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

Rapid development of science and use of its achievements in all spheres of life, growth of science authority and simultaneous democratization of scientific knowledge increase a role of scientific communication. It is no secret that recognition and competitiveness of the scientist-researcher within the international scientific community in many respects are defined not only by solving by him of scientific problems, but also, how successfully he owns rules, norms and stereotypes of communicative behavior accepted and shared by members of world scientific community. Insufficient level of formation of communicative competence of a scientist can become a serious obstacle to effective scientific interaction. The real need of undergraduates for mastering a foreign language scientific language as a key to successful professional communication causes relevance of a problem and demands development of new approaches taking into account recent trends in knowledge areas, adjacent to a technique of training in foreign languages. Among modern paradigms of linguistic knowledge for research of conceptually significant problems of a scientific text, the most perspective is discursive approach that can be used as theoretical base when developing model of training of scientific language. The aim of the paper is development of theoretical bases and a technique of training of undergraduates to a foreign-language scientific discourse. A result of research is technique of training undergraduates to scientific language that may be useful for university teachers of English in educational process.

Keywords

Discourse, Education, Language, Linguistics