НАПРЯМ 2. РОСІЙСьКА МОВА ТА ЛІТЕРАТУРА

Romanov Yu. O.
Candidate of Philology, Associate Professor,
Associate Professor of Department of Humanities
National Technical University «Kharkiv Polytechnic Institute»

Gaivoronska V. V.
Associate Professor of Department of Humanities,
National Technical University «Kharkiv Polytechnic Institute»
Kharkiv, Ukraine

STRUCTURE OF THE LEARNER'S GUIDE FOR STUDYING RUSSIAN AS A LANGUAGE OF SCIENCE

Introduction. Language of science [1] or scientific style of speech [2] is a functional variety of a literary language which serves various branches of science and is highly demanded when students' practical training in the specialty and their further professional communication. According to Petrova [3], international students of technical high schools study Russian as a foreign language for educational purposes. Subsequently, 80% of the respondents are going to use it for reading scientific and technical literature, 50% - for business correspondence, and 40%-to participate in international conferences. Thus, studying Russian as a language of science is a vital problem, and the development of learner's guides in this field is considered to be essential.

Problem statement. The experience of creating textbooks on the scientific style of speech for international students (economic profile) [4], developed and implemented in the practical educational process, allows us to mention the following structural features of the learner's guide for studying Russian as a language of science.

The structure of such learner's guides as a whole is determined by the sequence of training topics, each of which, as a rule, includes *a multilingual vocabulary* and *pre-text tasks, a training text,* as well as *post-text exercises.*

In the *multilingual vocabulary* and *pre-text tasks,* a presentation of lexical units in the language of specialty, word-formation models typical for the scientific style, and most common lexical and grammatical structures is made.

Specially adapted, bearing informational content corresponding to educational goals and objectives, the *training text* is supplied with multilingual vocabulary which provides the learner's guide with the necessary lexicographic support.

Post-text exercises are aimed at consolidating the lexical and grammatical material of previous sections of the learner's guide and contain the tasks to control students' comprehension, speaking, and writing skills.

Conclusion. As experience shows, this structure of the learner's guide for studying Russian as a language of science greatly contributes to formation of

students' skills to master the specialty sublanguage and to development of oral and. written scientific speech in the educational and professional environment; it has reliably established itself in the practical teaching Russian scientific language to international students as a whole.

REFERENCES

1, Halliday, M. A. K. The language of science. - London, New York: Continuum, 2004. 243 p.

2. Azimov E. G., **S**hchukin A. N. Novyi slovar' metodicheskikh terminov i poniatii (teoriia i praktika obucheniia iazykam) / E. G Azimov, A. N. Shchukin. . - Moskva: lzdatcl'stvo IKAR, 2009.-448 p.

3. Petrova 0. M. Obuchenie iazyku spetsial'nosti inostrannykh studentov, magistrantov i aspirantov v MGTU im. N.E. Baumana: Metodicheskie rekomendatsii dlia prepodavatelei i studentov / G. M. Petrova. - Moskva: Izdatel'stvo MGTU im. N.E. Baumana, 2009. - 24 p.

4. Romanov Yu. A., Gaivoronskaya V.V. Makroekonomika: Uchebnoye posobiye po nauchnomu stilyu rechi dlya studentov-inostrantsev ekonomicheskogo profilya. - Kharkov: NTU «KhPI», 2019. - 108 p.