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**LEARNING REFERRING AS A COMPONENT OF PROFESSIONALLY  
ORIENTED EDUCATION OF RFL**

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**Abstract.** The article deals with the peculiarities of formation of writing skills in students of foreign audience through training in abstracting scientific and educational texts in Russian. The authors note that abstract description is an important tool for the development of written speech, allowing students to systematize, analyze and present key information from professionally oriented texts in the lessons of Russian as a foreign language. Also abstracting plays an important role in educational and professional activities, allowing to systematize and summarize large amounts of information for more convenient perception.

The paper deals with the contradiction faced by first-year students: the necessity of creating secondary texts of educational and scientific genre at the insufficient level of language training. Special attention is paid to the methods of selecting teaching material taking into account the level of language proficiency, as well as the professional orientation of texts. It is also noted that at the lessons of Russian as a foreign language, students should be given adapted texts.

The authors propose a methodological approach to summarizing teaching, including step-by-step development of text analysis skills, highlighting key ideas, using professional vocabulary and structuring the material. The article presents examples of exercises aimed at transforming sentences, creating abstract forms and forming coherent text.

The research emphasizes the significance of combining communicative and cognitive approaches in teaching abstract description in the lessons of Russian as a foreign language, which allows developing cognitive and communicative competences of foreign-language students, as well as their readiness to perform professional tasks. It is concluded that abstract description is an effective means of preparation for work with professional texts and contributes to the formation of critical thinking.

**Keywords:** summarizing, summarizing forms, educational and scientific text, transduct, Russian as a foreign language, educational summary, written speech, teaching

### Introduction

At present, the process of training students of a research university in languages is undergoing a number of changes within the framework of the anthropocentric educational paradigm and transformation of language education. In this regard, modern system of higher education faces the task of developing and creating high-quality, reliable and communication-oriented educational materials that should contribute to solving professional and communicative difficulties, as well as developing communication skills taking into account the standards of the modern Russian language and the features of discursive specificity in professional sphere.

It is known that the creation of scientific knowledge and its dissemination is realized on the basis of textual action. The process of knowledge dissemination in the scientific environment is realized through the publication of the results of research works. In the process of education, this process is realized through the writing of student and qualification works. During the transition to the information society, due to the sharp increase in the volume of scientific publications, written communication is developing dynamically compared to oral communication. [1, p.279]. In this regard, teachers of Russian as a foreign language need to think about new and effective ways to create better conditions for teaching and learning Russian as a foreign language [2, p.367]. This should include consideration of ways to best assimilate scientific information in Russian in a foreign audience.

First-year students face contradictory obstacles at a certain level when learning the Russian as a foreign language. Firstly, within the framework of other subjects, they should already create a variety of educational and scientific secondary texts. Secondly, they have not yet developed sufficient skills and abilities to write monologues.

For non-philological students of foreign audience, language is a tool for acquiring professional knowledge, familiarizing themselves with fundamental scientific achievements, and it is also an important means of facilitating mastery of the chosen profession. From this point of view, students have to make a correct selection of the means to provide understanding their major texts in Russian. There is an attempt to prove that creation of text summarizing in particular major is a means of forming students professional speech, since focused on professional sphere summarizing is an important tool in educational and scientific

communication, contributing to development of analytical and professional skills.

Summarizing, containing characteristic linguistic and structural features, is a universal form applicable in various areas of speech interaction. By means of any text summarizing, students can quickly and correctly understand the main idea and key points of the text, the author's position when reading other texts.

Our experience shows that foreign students are less interested in topics related to their major in Russian at the beginning, but as skills and basics of professional education are formed and involvement in research work within other subjects is done, their understanding and interest increase significantly. Therefore, having passed this stage, you can move on to summarizing in understanding major texts and thus, being one of the means of forming written speech.

### **Materials and methods**

Main educational objective of the Russian as foreign language lesson is to develop practical speech skills and abilities of non-philological students, brought to automatism, which allows effective creation and structuring of educational texts. The following methods were used to study the process of educational summarization as a means of developing written speech of students of non-linguistic faculties: pedagogical experiment, analysis of students' written works, and an observation method. The materials of the study were science, scientific and technical, scientific and humanitarian educational and scientific basic transducts, summaries of varying degrees of complexity, demonstrating structural and linguistic features of the genre, study guides to develop written speech and summarizing teaching.

Considering the works of Babaytseva V.V., Akishina A.A., Bednarskaya L.D., Veize A.A., Velichko L.I., Dobraev L.P., Dobrovolskaya V.V., Zarubina N.D., Kamenskaya O.L., Klobukova L.P., Kulibina N.V., Ladyzhenskaya T.A., Loseva L.M., Luchnik B.S., Mete N.A., Mitrofanova O.D., Odintsova T.B., Rakhmanin L.V. and others, it can be noted that the text is an output of activity and analysis in learning process, on the basis of which an understanding of speech culture is formed. It is also important for foreign audiences to hone their grammar skills in Russian as a foreign language classes.

For non-linguistic students Russian as a foreign language is not the goal of study, but rather a tool that allows effective participation in educational and professional written communication. Therefore, we believe that summarizing is effective as one of the ways to determine the level of text understanding.

### **Results**

In the course of the study, the question was raised as to what types of texts it is advisable to offer to students of non-linguistic faculties at the lessons of Russian as a foreign language. According to our experience, it is recommended to offer the following types of texts to students of non-language faculties: 1) professionally oriented or scientific and technical texts; 2) scientific texts of professional activity.

When selecting texts by major, the following should be taken into account:

- 1) interesting, but relevant information according to the major;
- 2) correspondence in complexity to the students language level;
- 3) consideration of the text relevant features for professionally oriented reading.

Providing these text requirements the summarizing will also be effectively carried out.

Educational and scientific texts, should include basic concepts, terms, and facts on students' majors even at initial stage.

It was also found that language units used for summarizing are quickly learned by students, provided that educational and scientific texts are understandable to them. In other words, when students understand the text well, they can easily use language tools and present the essence in summary mode. Abstracting in Russian as a foreign language is a way of developing reading, writing, thinking skills in Russian. Teaching abstracting in Russian as a foreign language includes analyzing information, developing the ability to highlight the main and secondary, teaching coherent and logical presentation of information.

It has been found that providing students with assignments related to summarizing already during their first year is an effective way to sharpen their communicative, cognitive and linguistic skills. It is also the most effective and easy approach to mastering the above-mentioned types of text and determining students' understanding of it. Summarizing is the process of quickly extracting necessary information in a compressed form, especially when considering large texts or several materials united by the same topic [3, p.155]. Therefore, it is relevant to offer students of foreign audiences tasks aimed at forming the ability to generalize, draw conclusions, highlight the main things.

But despite that, summarizing is a complex activity, since it involves systematic and purposeful work with the text. For non-linguistic students, two key tasks are distinguished. Firstly, it is important to teach them to effectively find, extract and process information. Secondly, it is necessary to develop writing skills, both in Russian and in the native language, with an emphasis on mastering the features of abstract presentation and the ability to clearly formulate one's thoughts in writing. This approach contributes to formation of universal competencies necessary in professional and educational activities. In addition, as a result of the study, we offer effective summarizing exercises.

## **Discussion**

Summarizing is a presentation of the content of the source text using cliched linguistic means, including verbs and verb-nominal constructions, where each group of verbs corresponds to a certain type of information. This approach ensures the structure and brevity of the text, which is especially important in educational and professional communication.

Core information of the source text is transferred to the secondary text using special lexical means, such as:

**Verbs and their combinations** – conveying actions, states or processes (e.g., “considered”, “analyzed”, “substantiated”).

**List of Cliches** – text structuring and highlighting key ideas (e.g., “the text emphasizes”, “it is noted that”).

**Nominal constructions** - denoting the main concepts and their characteristics (e.g., “data analysis”, “results conclusion”) [4, p.130].

Since summarization is a way of presenting the main content of the text, it is not a secondary text. It can be presented in either a condensed or expanded form.

A condensed summary is a brief statement of key ideas of the text, reflecting its core aspects and conclusions. It excludes minor details, examples and explanations. An expanded summary includes a detailed presentation of the content of the text, preserving its structure, main ideas and details. It contains main provisions, arguments and examples to reveal the topic of the text.

Table 1. Methods of summarizing the source text

Condensed Summary	Expanded Summary
The author <b>speaks</b> about artifacts.	The author <b>says that</b> artifacts are divided into technological and cultural types.
It is <b>said</b> about artifacts in the text.	It is <b>said</b> in the text <b>that</b> artifacts are divided into technological and cultural types.

We offer exercises, which should, in our opinion, become the basis of work on the mastering by students of abstract forms at the lessons of Russian as a foreign language.

They can be formulated as follows:

1. Transform the sentences. Create the summary with the conjunction HOW and the verb NAME.

Simple Sentence	Summary Mode
<i>What - is what What means what What way is it called What does it refer to</i>	conjunction “how” verb “to name”
<i>History is a science that studies the development of human society in time and space notions.</i>	<ul style="list-style-type: none"><li>• <i>It is <u>told</u> on history <b>as</b> a science that studies the development of human society in time and space notions <u>in the text</u>.</i></li><li>• <i>The author <b>names</b> history a science that studies the development of human society in time and space notions.</i></li></ul>
<i>The Renaissance is a period in history characterized by flourishing of art, science and culture.</i>	
<i>Chronology is a system of ordering historical events in the order of their temporal sequence.</i>	
<i>The main sources for studying history of science include manuscripts, scientific works and archival documents.</i>	
<i>Continue the list...</i>	

2. Present the provided information in the summary form as an initial sentence.

*The author states the importance of studying the causes and consequences of historical events.*

*The author points out the need for a critical approach to historical sources analysis.*

*The author names history a key tool for preserving cultural heritage.*

Undoubtedly, this issue requires further, more detailed research. It is important to consider that, it is necessary to pay attention not only to the author's intentions, his views, expectations and interests expressed in the text explicitly or implicitly, but also to the level of awareness of the reader, his basic knowledge, interests and beliefs. The main task of the teacher is to teach students to correctly identify the author's intentions and interpret them. The principles of methodology in Russian as a foreign language should come from gradual: from abstracting simple texts to complex ones.

We believe that a reasonable combination of elements of the communicative and cognitive approaches in summary teaching is justified, since it contributes to development of communicative competence of students, including their ability and readiness for oral and written interaction both in direct and indirect forms. According to M.A. Beryaznyatskaya and L.K. Serova, "Summarizing of major texts is an integral part of student training. In the process, lectures should teach students: 1) to convey information from sentences containing a qualitative or quantitative characteristic of the subject in a summary form; 2) to correlate the summary form of a sentence with the summary frame and to isolate the attitude of the author of the text to the objective information of the original text; 3) to use means of communication between sentences when composing a summary as a coherent text; 4) to compose a coherent text of the summary" [5, p.18].

It is really important to build a step-by-step approach that includes the following ones to effective teaching students the way to write a scientific text in a summary:

Introduction to the basics of abstract writing. This includes an explanation of how to convey the key ideas of the original text concisely and accurately and the meaning of a structured presentation: introduction, main body, conclusions.

➤ Studying summary techniques. This step consists of semantic segmentation of the text, dividing the material into semantic blocks to simplify the analysis and highlighting key ideas and the meaning of structured presentation: introduction, main part, conclusions.

➤ Using specific terms given for a particular scientific field.

➤ Using impersonal constructions such as "it has been established that...", "it has been revealed...".

➤ Minimizing subjective assessments to make the text is neutral.

It should be taken into account that summary teaching is based on the principle of "from a sentence to text". Each sentence has a unique structure. There are certain groups of sentences united by similar structural features. Such



constructions have a specific form, which plays an important role in a summary presentation. It is especially important to pay attention to key types of sentences that are significant not only within one text, but also in the context of scientific speech.

It is advisable to start a summary with small texts. Then students will get a clear idea of structural features of sentences, their interrelation and function in the text. It is important to remember that the texts for abstract description in Russian as a foreign language lessons should be adapted. Types of exercises or tasks can be for a foreign audience as follows: preliminary work on vocabulary and grammar; it is obligatory to know the level of proficiency in the Russian language, to base on this and offer tasks; reference schemes, templates are important. For example:

*Cave art of a primitive man included pictorial and symbolic elements that could be a part of communication systems. Drawings and signs were often accompanied by traces of gestures, such as handprints or lines drawn by fingers.*

*These elements performed three main functions. The first was to convey additional meaning, for example, to depict hunting rituals. The second was to replace missing verbal descriptions through symbols. The third was to combine them with other means of expression, such as ritual dances, traces of which were found next to the images.*

Students were asked to find sentences indicating main and additional information of the text, and then to present the selected information in a summary form. The summary form of presentation can take different variations: 1) expression of an opinion on a certain issue; 2) focus on a certain topic; 3) highlighting certain aspects; 4) emphasizing the importance of a certain element; 5) examination a specific aspect in detail; 6) drawing attention to the necessity or significance of something, and other similar forms.

Also, for example, you can give tasks of this nature:

1. Read the text, highlight 2-3 main ideas;
2. Make a plan for the text;
3. Retell the text, use introductory words (first, therefore , thus....). As a result, students of the foreign-language classroom can create an abstract description.

E.I. Motina [6] points out the aspects of academic summarizing in the context of professionally oriented training. Particular attention is paid to the methods of developing skills in working with scientific texts, including summarizing, analysis and creation of professionally significant texts. Summing exercises help to develop students' ability to perceive and reproduce scientific information. According to A.A. Veize [7], summarizing skills are important for developing the ability to highlight key information, structure content and present it in a brief form. We note that these skills are especially important in the context of the growing need for professional communication in Russian, which makes summarizing an integral part of university student studying.

We agree with the point of view of E.V. Orlova [8], where she notes that abstracting is a key tool that contributes to formation of analytical and critical competencies, as well as the development of the ability to structure information.

Working out a summary, it is also important that students know the way to work with literary sources. Thus, K. Hart [9] focuses on methods for conducting a literature review, including critical analysis of sources and synthesis of information, which is significant when summarizing. In this case, determining main arguments and results presented in original text is possible only as a result of proper work with literature.

In order to create methods of educational abstracting aimed at the development of written speech in students of non-language faculties, the following methods considered by Myrzalieva S.E., Mizanbekov S.K. can be adapted [10]:

- interactive teaching methods, which are based on projects based on abstracting texts, activate students' participation in the learning process, developing analytical thinking skills;
- learning through reflection on their own work allows students to analyse their strengths and weaknesses, which has a direct impact on improving the quality of their writing.

In the RK context, there is a steady use of several languages, which contributes to the formation of linguistic flexibility [10]. This opens up opportunities for applying abstracting as a learning tool with an emphasis on cross-lingual interaction. Language switching between Kazakh and Russian can be effectively integrated into the abstracting process to help develop writing skills.

Language proficiency is seen by students as a key means to achieve professional goals and broaden cultural horizons. This confirms the importance of using motivational tasks such as abstracting texts with practical value. The results of sociolinguistic research among students demonstrate the need to create integrative techniques that take into account their linguistic and cultural identity [11]. Such approaches can form the basis for developing tasks for abstracting texts that reflect real life and professional contexts.

## **Conclusion**

The process of formation of skills of abstract text description in students of non-philological specialties of foreign audience is an integral part of preparation for professional activity, especially in conditions when the language of instruction acts not as a goal, but as a means of mastering knowledge. The study showed that summarizing contributes to the development of students' written speech, helps to systematize and analyze information, and also forms cognitive and communicative competencies.

Based on the analysis of theoretical approaches and pedagogical practice, it was found that the use of specialized texts (science, scientific and technical, scientific and humanitarian) is the most effective for achieving the set goals. Such texts provide the connection with future professional activity and help to adjust for working with more complicated materials, relevant in professional sphere.



Summarizing has been identified as a convenient and productive tool for working with texts, as it helps to develop the skills of concise and accurate presentation of key information. Compressed and extended forms of abstract description, as well as specially designed exercises on sentence transformation and coherent text formation help foreign students develop writing in a professionally oriented environment.

Thus, successful summary training should be based on a combination of communicative and cognitive approaches, include elements of step-by-step mastering of text analysis skills, semantic segmentation and use of professional vocabulary. Development of summarizing ability helps students to develop skills in working with texts, critical thinking and professional language competence, which generally increases their readiness to solve educational and professional issues.

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## **ОШТ КӘСІБИ БАҒДАРЛЫҚ ОҚЫТУДЫҢ КОМПОНЕНТІ РЕТІНДЕГІ МӘТІНГЕ ҚЫСҚАША МАЗМҰН ЖАСАУ**

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**Аңдатпа.** Мақалада өзге тілді аудиториядағы студенттердің жазбаша сөйлеу дағдыларын ғылыми және оқу мәтіндерін орыс тілінде реферативтік сипаттау арқылы қалыптастыру ерекшеліктері қарастырылады. Авторлар реферативтік сипаттама жазбаша сөйлеуді дамытудың маңызды құралы болып табылатынын атап өтеді, ол студенттерге кәсіби бағытталған мәтіндерден негізгі ақпаратты жүйелеуге, талдауға және баяндауға мүмкіндік береді. Сондай-ақ реферативтік сипаттама білім беруде және кәсіби қызметте маңызды рөл атқарады, өйткені ол үлкен көлемдегі ақпаратты қабылдауды жеңілдетіп, оны жүйелеуге және қорытуға жағдай жасайды.

Жұмыста бірінші курс студенттері үшін қайшылық қарастырылады: тілдік дайындықтың жеткіліксіз деңгейімен оқу-ғылыми жанрдың қайталама мәтіндерін құру қажеттілігі. Тілді меңгеру деңгейін, сондай-ақ мәтіндердің кәсіби бағытын ескере отырып, оқу материалын таңдау әдістеріне ерекше назар аударылады. Сондай-ақ, орыс тілі тілін шет тілі ретінде оқытуда бейімделген мәтіндер беру қажеттігі айтылады.

Авторлар мәтінді талдау дағдыларын кезең-кезеңімен игеруді, негізгі идеяларды іріктеуді, кәсіби лексиканы қолдануды және материалды құрылымдауды қамтитын реферативтік сипаттаманы оқытудың әдістемелік тәсілін ұсынады. Мақалада сөйлемдерді түрлендіруге, реферативті формаларды құруға және үйлесімді мәтінді қалыптастыруға бағытталған жаттығулардың мысалдары келтірілген.

Зерттеу өзге тілді аудитория студенттерінің когнитивті және коммуникативті құзыреттіліктерін, сондай-ақ олардың кәсіби міндеттерді орындауға дайындығын дамытуға мүмкіндік беретін орыс тілін шет тілі ретінде оқыту сабақтарында реферативтік сипаттаманы оқытудағы коммуникативті және когнитивті тәсілдердің үйлесімділігінің маңыздылығын көрсетеді. Реферативтік сипаттама кәсіби мәтіндермен жұмыс істеуге дайындықтың тиімді құралы болып табылады және сыни ойлауды қалыптастыруға ықпал етеді деген қорытындыға келеді.

**Тірек сөздер:** реферативтік сипаттама, реферативтік формалар, оқу-ғылыми мәтіні, трансдукт, орыс тілі шет тілі ретінде, оқу рефераты, жазба тіл, оқыту

## **УЧЕБНОЕ РЕФЕРИРОВАНИЕ КАК СОСТАВЛЯЮЩАЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ РКИ**

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**Аннотация.** В статье рассматриваются особенности формирования навыков письменной речи у студентов иностранной аудитории через обучение реферированию научных и учебных текстов на русском языке. Авторы отмечают, что реферативное описание является важным инструментом развития письменной речи, позволяющим студентам систематизировать, анализировать и излагать ключевую информацию из профессионально ориентированных текстов на уроках русского языка как иностранного. Также реферирование играет важную роль в образовательной и профессиональной деятельности, позволяя систематизировать и обобщать большие объемы информации для более удобного восприятия.

В работе рассматривается противоречие, с которым сталкиваются первокурсники: необходимость создания вторичных текстов учебно-научного жанра при недостаточном уровне языковой подготовки. Особое внимание уделяется методам подбора учебного материала с учетом уровня владения языком, а также профессиональной направленности текстов. Также отмечается, что на уроках русского языка как иностранного, студентам

необходимо дать адаптированные тексты.

Авторы предлагают методический подход к обучению реферативному описанию, включающий поэтапное освоение навыков анализа текста, выделение ключевых идей, использование профессиональной лексики и структурирование материала. В статье представлены примеры упражнений, направленных на трансформацию предложений, создание реферативных форм и формирование связного текста.

Исследование подчеркивает значимость сочетания коммуникативного и когнитивного подходов в обучении реферированию на уроках русского языка как иностранного, что позволяет развивать когнитивные и коммуникативные компетенции студентов иноязычной аудитории, а также их готовность к выполнению профессиональных задач. Сделан вывод о том, что реферативное описание является эффективным средством подготовки к работе с профессиональными текстами и способствует формированию критического мышления.

**Ключевые слова:** реферативное описание, реферативные формы, учебно-научный текст, трансдукт, русский язык как иностранный, учебное реферирование, письменная речь, обучение

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