

# TEACHING TO ANNOTATE THE FOREIGN SOURCES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS IN NON-LINGUISTIC HIGHER EDUCATIONAL ESTABLISHMENTS

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## **Abstract**

*The article deals with the methodological potential of teaching annotating the sources in foreign languages not only for the formation of the linguistic competence of students, but also for the formation of professional competence, that contribute the development of intelligence and cognitive style of students of non-linguistic high schools. The author analyzes some concepts such as "professional competence", "annotation", "abstract", "inference", "co-reference". The author considers such mechanisms as inference, co-reference and conceptualization of professional knowledge. The author considers the annotation as the best means of learning and conceptualization of semantic information professional texts.*

*The first concept to consider is «professional competence» a part of the conceptual system of the person. This system includes a combination of knowledge, skills and habits formed in the process of learning a particular discipline and necessary for professional work in the target language. The second is «annotating», a transfer of the basic ideas of the original source in the form of a coherent written or oral text, based on the allocation of the macrostructure of the primary text. The third is «annotation». It is a result of the annotating. The fourth is «inference». It is a conclusion formed in the process of communication as an interpretation of the messages and may be based on information known due to the context of the situation, due to the previous speech context or life experience in communication and sociocultural knowledge. The fifth is «co-reference» which defines such a characteristic of the scientific text as his cognition and intelligence.*

*The mechanisms of inference, co-reference and conceptualization of professional knowledge are described in the article. It was found that annotating is*

*an optimal way for learning and conceptualizing the semantic information of specialized texts.*

**Keywords:** *Annotation, professional competence, inference, co-reference, conceptualization.*

**General formulation.** Formation of professional competence is an important aspect in the training of specialists in any branch of human activity, therefore all subjects, as well as profiling and not profiling taught in schools, should be aimed at developing great professional competence. Objectives of training qualified specialists with high culture of thinking and the ability to be fully aware of new scientific and technical information, largely related to the problem of learning to read and write in a foreign language. Here is the interest of modern methodology of teaching foreign languages in the activity of the students, aimed at mastering new knowledge and skills, attraction them to planning their learning activities, mastering effective teaching strategies and ultimately formation of their own cognitive style.

The necessity to teach annotating is defined under the Program of a foreign language for professional communication for levels B1 and B2 (independent user), SAC Program for Ukrainian postgraduate students. Recommendations of the Council of Europe also envisage graduates of B2 level, in which the necessary skills to form specific information and ideas and opinions from highly specialized sources within a sphere.

Program of a foreign language for professional purposes requires graduates of and non-linguistic higher educational institutions the ability to read the original literature on the profession in order to obtain new information needed to perform professional tasks and take professional decision and also write professional texts and documents in a foreign language on issues for the different branches [6, p. 3].

**Analysis of recent researches and publications.** The problem of annotating in the teaching methodology of foreign languages was studied by a number of scientists who identified the general field of teaching of annotation (A. A. Veyzi (1985), N. D. Zorin (1973), O. I. Tsybin (2000), B. A. Cheremisov

(1970), A. L. Brown (1983), J. Edge (2006), R. Glaser, (1990, 2000), E. Kissner (2006), T. Newfields (2006) and others) examined the relationship of annotation with abstract (V. I. Ahamdzhanova (1984), D. I. Blyumenau (1982), V. P. Leonov (1986) and others) and structure of annotation, its quantitative and qualitative characteristics (A. A. Veyzi (1985), V. B. Grigorov (1991), G. I. Slavina (1991)), the effectiveness of annotating as method of teaching to read and write in a foreign language at linguistic (Veyzi A. A. (1995)) and non-linguistic universities (V. Y. Ahamdzhanova (1984), O. A. Bartashova (2003), S. Y. Vereshchagina (2006), D. D. Voronina (1990), N. K. Harbovskyy (1985), N. V. Ilyicheva (2002), L. K. Kondratyukova (2001), T. S. Kuprykova (2003), L. E. Moskaletz (1998), L. S. Pychkova (1999), G. I. Slavina (1991), N. A. Frolova (2006), A. Johns, D. Paz. (1997), M. H. Markel (1984), E. Werlich, (1988) and others), annotation role in improving the quality of educational achievements of the future specialist in non-linguistic higher school (E. V. Semenova (2007)), the possibility of algorithmic process of performing annotation (V. P. Leonov (1987), T. P. Karpylovych (2005), K. V. Perevozchikova (1989), G. V. Sorokovyh (1993) and others).

These authors and their followers developed the methodology of working mainly with external structures of the text (paragraphs, groups of paragraphs, utterance-length unity), algorithm for setting the logical structure of the text, representing of lexical map of the text and omission a semantic information from reading, the formation of the implicit meaning of the text, the definition of task, theme, idea, clarifying logical relationship between parts of the text.

Such researchers as A. N. Baranov, V. Z. Demyankov, S. A. Jabotinska, A. A. Zalewska, T. P. Karpylovych, O. S. Kubryakova, A. A. Leontiev, L. N. Murzyn, P. B. Parshin, Z. D. Popova, O. O. Selivanova, L. A. Sylkovych, A. S. Stern, J. W. Alba, J. R. Andersen, P. L. Carrell, R. L. Solso and others founded that these mental structures constitute the conceptual space of the text, its thematic content, schematic form and play a major role in the real process of

generating and understanding of the text. Here is a conclusion that the need to rethink the process of annotation from the standpoint of cognitive science.

Thus, the relevance of the chosen topic was stipulated by the importance of mastering skills and abilities by the students of non-linguistic university without strategy, which would give them the annotation to orient professionally in texts in a foreign language, with no actual training strategy that would give them an objective basis for writing annotations for professionally-oriented texts, no division of the main types of annotations for their practical application, underdevelopment of complex of exercises that forms the skills and abilities to annotate on the one hand and new approaches on the other hand.

**The purpose** is revealing a deeper training capacity to annotate not only for the formation of the linguistic competence of students of non-linguistic universities, but also for the formation of professional competence by promoting the development of intelligence and cognitive style of its own students.

**The main focus of the research.** This analysis shows that the work with external agencies is not conducive to the formation of students' understanding of the flexible strategies of specific texts and does not give them the approaches to find basic information in the text.

Annotation is a flexible strategy that helps professionals to join the new sources of information, to develop and deepen skills and abilities to understand professionally-oriented texts and summary in the written or oral form. So, annotation is transfer of basic ideas presented in coherent written or oral form with a macrostructure of original text. The result of annotating is an abstract, which is one of the main types of secondary texts that reflects the adapted material of source material in a concise form.

Professional competence - is part of a concept of identity that includes a combination of *knowledge, skills, abilities*, which are formed in the process of learning a particular discipline and are necessary for professional work in a language that is learning. Annotating develops the ability to get basic information from the source, to separate the main information from a minor and is directly

related to the central issue of many sciences, namely comprehension. Comprehension is a cognitive operation of forming the concept of text (of maximum compressed scientific knowledge), taking into account author's and textual strategies, reproduction general meaning of the text.

A. A. Leontiev represents the process of understanding the text as a process of transformation of the text content in any other form to secure it. This can be a process of translation or paraphrase or semantic compression process, which results in forming a small-sized text, which represents the main content of the initial content - paper, annotation, summary a set of keywords. [3, p. 141-142]. Researches of A. S. Balakhonov [1], L. Murzyna, A. Stern [5] and others have shown that the role of semantic compression of text in the forming of semantic information is extremely high. It is the most complete representation of the text integrity. However, under compression one understands not mechanically text reduction that is not just a quantitative change. It is a process by which all secondary (by-lines, additional information) is removed and only the main content is transferred. The established fact is the fact that in the process of subjective transformation the information in verbal form thickens, then it is recoded for personal meaning and in such a shape enters the Thesaurus recipients' storage [1, p. 68], there one can observe the process of conceptualization of knowledge. This in turn leads to an increase the level of education and vocational training of students for better absorption of courses in non-linguistic university as the ability to compress the text content, as L. K. Mazunova notes, is a powerful tool for the intellectual development of students by providing visual and abstract conceptualization of knowledge, this one of the basic objectives of both forms of verbal communication (oral and written), in any language [4, p. 11]. The content of the scientific text is just verbalized knowledge. In the analysis of scientific texts and the generation of secondary text should be compared to the old with the new knowledge. All texts are based on prior knowledge, but at the same time they are updated to a new, individual knowledge of the researcher, which should be understood in the light of modern scientific development. In this aspect the text

refers to the concept co-reference, that is a combination of old and new knowledge. Co-reference concept defines such characteristics of scientific texts as cognition and intelligence. Scientific text is considered as producing of knowledge, creation of new meanings that requires intellectual tension. No reference to the text or discourse is impossible without recourse to processes interference, i.e. conclusion which is formed by participants of communication in the process of interpreting the received messages and can be done on the basis of information available from the context of the situation from a previous speech context, from already accumulated over a lifetime experience with and sociocultural knowledge. O. S. Kubryakova believes that any form of language and the text in the first place, indicates not only that it is actually present, but also emphasizes the subject to semantic removal by interfering type. Text exists as an excitation source in our minds of numerous associations and associations of many cognitive structures (from simple frames to a much more complex mental spaces), shows just what can be derived from it. Therefore, it is an example of such a complex linguistic form, a semiotic entity that inspires the reader to the creative process of understanding, perception, interpretation, cognitive activity that deals with the comprehension of the human experience, reflected in the descriptions of the world to create a new the steps to acquire knowledge of the world [2, p. 201]. Until the widespread and most reliable way of mastering information of scientific texts, according to A. S. Balakhonov, one includes a written record of it. Writing is not only a universal means of production and the materialization of new knowledge, but also the most reliable means of storage in terms of extra-somatic information, along with genetic (~ 10<sup>10</sup> bits), the information in the nervous system and in the human brain (~ 10<sup>13</sup> bits) [7, p. 260].

Use writing just as technical skills ("universal fixer") does not provide for its development as an independent, self-sufficient kind of speech activity. So one can disagree L. K. Mazunova that the status of writing in foreign language as an aid learning of foreign language is not consistent with its objective significance and role in human ontogenesis. Processes of writing texts are directly related to the

omission, systematization, reduction (conceptualization) and unrolling (generation) of textual information in the individual creativity. Exclusion the writing from the process of education is equivalent to suspension of ontogeny, the individual processes of intellectual formation, inhibition of morphological maturation of body intelligence (brain) with all the consequences [4, p. 3]. Therefore, teaching to annotate leads to the development of intelligent and cognitive abilities of students and willingness to educate themselves in the field of foreign language. As can be seen from the above, teaching to write secondary texts performs by using speech acts associated not only with reproduction, but also with reconstruction and the transformation of a given text. All of these actions are designed to compress the contents of the original text, to preserve the sense of identity created by the secondary text by the initial one, author's level, promotes better assimilation, appropriation and content conceptualization of professional texts and, consequently, the formation of subject competence of students to develop their intellectual and personal formation of cognitive style of future specialists.

**Conclusions and prospects for further research.** Thus, the annotation process is a necessary component of teaching foreign language in non-linguistic universities as it promotes to form reading skills of reader to master professionally oriented texts and writing, lexical and grammatical skills and abilities of drafting coherent oral/written text that displays the content of the material, acts effectively as a control in terms of skills and abilities of mature reading and writing, is an effective means of assimilation, appropriation and conceptualization of semantic information of professionally oriented texts and the formation of subject competence of students and promotes the formation of their own intelligence and cognitive style. One believes the prospect for further research is to consider the types of annotation and their linguistic features.

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