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 <https://orcid.org/0009-0001-4650-5480>

AMIROVA Solmaz Jamil

Lecturer,

Azerbaijan State Oil and Industry University

e-mail: amirova1968@list.ru

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DISCURSIVE APPROACH TO THE STUDY OF EDUCATIONAL SPECIALTY TEXTS IN NON-LINGUISTIC UNIVERSITIES

This paper deals with the issue of educational texts in non-linguistic university, their selection and structure. The idea is emphasized that the selection of texts should be grounded on linguistic research. The selection of texts is carried out on the basis of text categories, such as information value, autosemancy, continuum, and integration. Moreover, the educational text should correspond to the communicative needs and the level of students' training. All texts are divided in accordance with the method of their presentation and didactic purpose. But along with the term "text", in the focus of attention is the term "discourse". The discursive method is very important in the theory and practice of teaching the Russian language. In the article, discourse is considered as a kind of process of speech completeness, the result of speech, and the process of reproducing a message.

Keywords: structural elements; excursus; continuum; integration; verbal texts; nonverbal texts; discourse; discursive method; coherence; integrity; cognitive; engineering discourse; block texts.

Formulation of the problem. The texts of the engineering profile have their own information orientation and their addressee. An educational text in a non-linguistic university is a type of scientific text, where the main communicative task is to present, transmit and explain the necessary engineering and technical information to a student who has a certain level of training in the field of technical specialties. The educational scientific text as the main medium of storing special information, has a single structural basis. Educational engineering and technical texts contain the same structural elements as scientific and technical texts of articles: excur-

sus, thematic digression, title, summary, introduction, and conclusion.

Theoretical foundations of the research.

The fundamental research of such scientists as I.B. Avdeeva, T.Z. Asimova, N.F. Alefirenko, M.A. Golovanova and others can be considered as theoretical foundations of the article.

The purpose of the article to show the selection of educational texts and discursive approach to learning educational text of non-linguistic universities.

Method. Historical and comparative methods, theoretical analysis and generalization methods were used in the article.

Presentation of the main material.

When selecting the texts considered as the main material for the work, we proceeded from the following aspects:

1. The selection of texts should be based on linguistic research. The selection of texts is carried out on the ground of text categories, such as information value, autosemancy, continuum, and integration. The integration process is the selection of the parts of a text that are most important for meaningful and conceptual information. Here it is important to select texts containing evaluative statements, since it is the latter that often integrate the text, contain conceptually important material.

2. The educational text should correspond to the communicative needs and the level of students' training. The effectiveness of training increases when using text material that is useful from the point of view of learning goals.

3. The selected texts should serve as a basis for creating models of different types of technical texts.

All educational and scientific texts can be divided into:

1) texts according to the presentation method that fall into 2 types: verbal and non-verbal. Verbal texts include: verbal text and text in the native language. Nonverbal texts are texts in another graphical system: table, diagram, text block, diagram, etc.;

2) educational texts according to the didactic purpose, which are: informative and training. Informing texts are theoretical, illustrative, and comparative, which perform various forms of educational and cognitive nature. Informative texts are considered as a material for enhancing speaking skills.

Theoretical texts include adapted scientific information, in which the volume and content of the text is set by the author of the textbook. In illustrative texts, special attention is paid to the description of specific facts, phenomena, information, which are accompanied by illustrations, drawings, which, in turn, contribute to a complete and deep understanding of the educational text. Processing a scientific text, it is necessary to purposefully study the features of the syntax of a coherent text, and the description of a complex syntactic whole, which goes beyond the usual syntax, since the object of research is not individual sentences, but a group of sentences united in meaning.

This helps students to trace the process of sequential movement of thought from sentence to sentence, from paragraph to paragraph, to understand the structure of a scientific text. Then students are offered various activities at the level of vocabulary, syntax of simple and complex sentences and the text as a whole. To exemplify just a few: 1. Identify the specific terminology in the text. 2. Write out the terms from the text along with the words with which they are combined. 3. Highlight the nominal phrases in the text. 4. Read the sentences and establish the means of communication between them, etc.

Analyzing texts in dynamics and in their development is the latest trend in teaching a foreign language. This is called a discursive approach to the study of the text. Therefore, along with the term - text, the term - discourse has also appeared. The discursive method is very important in the theory and practice of teaching the Russian language. But, unfortunately, this term and concept is insufficiently studied and applied. Down further we will provide an explanation of the concept "discourse".

Discourse is a linguistic concept that closely interacts with speech and text. The

discourse has a lot in common with the text. Discourse is also characterized by completeness, wholeness and coherence. But, at the same time, it also has distinctive features. After all, not all texts can be considered discursive. Not all texts carry a semantic concept.

For example, reference books, dictionaries, exercises from a textbook, etc. Discourse is considered to be a kind of process of speech completeness, the result of speech, and the process of reproducing a message. Discourse is a new concept that appeared in linguistics first in the writings of E. Benveniste, Z. Harris and M. Foucault. E. Benveniste, the follower of F. de Saussure, also believed that discourse is a speech that is assigned to speakers and contrasted with its objective description. He emphasized that "the speaker appropriates the formal apparatus of the language and expresses his status as a speaker through special indicators, on the one hand, and with the help of various auxiliary techniques, on the other. In general, the act of utterance is characterized by emphasizing the relationship established in speech to the partner, whether he is real or imaginary, individual or collective" [1, p. 312; 2; 3; 4].

The American linguist Z. Harris believes that discourse is a constant sentence, text is an utterance, a written or oral text. Now it is regarded as text-discourse. Researchers in the field of linguistics began to develop a new coordinate system, where the intra-linguistic structure of the text was merged into a dynamic process of mental reflection, knowledge processing, that is, to discourse.

The very name "discourse" is borrowed from the French language, where it is translated, approximately, by the Russian word – speech, and by the term – functional style. Or rather, fr.discours, Eng. discourse, lat. Discurus – movement, running, dialogue, conversation – speech, the process of language activity, the way of speaking. The scientific foundations of the study of discourse were laid by the French and Anglo-American schools. In the middle of the XXth century, the theory of discourse was also considered by Soviet scientists – Y.N. Karaulov, V.V. Petrov, L.M. Makarov, I.S. Shevchenko. The main properties of discourse are coherence and wholeness, and it was they who began to study signs of discourse. But such a coincidence was considered relative, because if coherence and integrity in the text concerns the semantic properties of its construction, then in discourse these properties reflect the cognitive and pragmatic essence.

Text and discourse have many common properties. The difference is that the text is a linear, sequential formation, and the dis-

course is determined by a nonlinear organization. Therefore, linguists consider discourse within the framework of linguistic synergetics, a science that studies complex self-developing systems. There are several types of discourse: 1) socialized; 2) personal; 3) scientific; 4) journalistic; 5) legal; 6) political; 7) philosophical, etc. Each of them has its own specific properties – semantic, linguistic and pragmatic.

Discourse, according to some philologists, denotes a text in inextricable connection with the situational context. Thus, discourse characterizes the communicative process that leads to the formation of a text. If the analysis of the text is aimed at the relationship of the textual whole and its parts, then the analysis of discourse characterizes the features of a communicative process external to the text. Discourse is a specific communicative process or event that is reflected in a certain, cognitively conditioned space, that is, it is a text and its general background. The texts combined into a discourse address a common theme. The content of the discourse is revealed not by a separate text, but in the complex relationship of individual texts. Thus, discourse characterizes the communicative process that leads to the formation of a certain formal structure – the text.

The article examines the scientific discourse from the perspective of linguodidactics, in particular, functioning in the field of engineering activity. I.B. Avdeeva in her research described engineering activity from the standpoint of cognitive mechanisms and pragmatics of the realities of engineering activity. She noted that “engineering discourse is a kind of information field based on the scientific picture of the world and including the denotative content of engineering activity reflected in the mind of a professional and conditioned by the realities of engineering activity” [5, p. 317]

Being considered from the standpoint of the cognitive approach, the discourse is divided into two categories: linguistic and linguocognitive. The linguistic category is related to the language system, and the linguocognitive category is related to language consciousness, which affects the choice of perception of texts and language means. The text, being a unit of discourse, has a linguistic and linguocognitive properties. The low level of discursive teaching of students, which is found in a non-linguistic university, leads to certain difficulties in educational and professional activities. This worsens both communication in a definite foreign language, and insufficiently accurate reception of information from sources. This is expressed in the choice of language methods

that contradict the context of communication, which manifest themselves in an inaccurate communicative situation.

Students encounter certain difficulties in discursive situations that in moments of communication are expressed in the awareness and understanding of the interlocutor's speech. Such difficulties may be eliminated thanks to an individual approach to each student.

The concept of “engineering discourse” was first introduced in 1999. Engineering discourse distinguishes two types of engineering activity: 1) scientific – proper engineering knowledge; 2) scientific and technical – design activities, evaluation of engineering solutions.

Educational and technical texts of an engineering profile with elements of discourse consist of: 1) technical texts, which contain a number of terminological vocabulary and complex syntactic constructions; 2) oral discourse of an evaluative nature, which implies possessing the skills of argumentation of colloquial speech. Teaching engineering discourse to students of national groups in non-linguistic universities should interact with educational profiling texts. Therefore, writing a single textbook on the Russian language for all non-linguistic universities is unrealistic and ineffective.

When teaching Russian in a non-linguistic university, it is necessary to take into account: 1) mastering Russian terminology in the fields of mathematics, physics, and chemistry, studied in their native language; 2) highlighting common syntactic constructions; 3) teaching discursive elements, without which it is impossible to perceive lectures in the specialty.

The main task of a first-year student in a non-linguistic university is to master profile information, therefore, a textbook of the Russian language should be compiled on the basis of texts on the specialty using terminological vocabulary. The formation of engineering thinking in a student, the ability to work with profile information and use it in Russian, require a pragmatic decision from the student. Thus, educational texts with elements of discourse are very relevant for the methodology of teaching Russian in a non-linguistic university. We believe it is necessary to consider discourse as: 1) a fragment of speech that depends on the knowledge of the context, which can be both highly specialized and general education; 2) the study of the grammatical material of the language on a par with engineering knowledge.

Undoubtedly, as mentioned above, the peculiarity of profile activity is reflected in the engineering discourse. In a non-linguistic

university, much attention is paid to accurate and graphic information, as a result of which the teacher of the Russian language should pay great attention to the verbalization of these skills. As a result of mastering terminology, scientific style of speech, students acquire the skills of perceiving specialized conversation. This is, of course, a scientific discourse. The text and its meaning is the main subject of teaching Russian written discourse. The main indicators of the semantic integrity of the educational text are the subject, idea, reliability and proof or arguments. Forming the skills of recognition and logical distribution of these indicators in the text is the task of discourse, thereby forming the features of coherent discourse. The possible use of these elements in training and creative tasks contributes to the qualitative process of teaching written Russian discourse, in fact, the educational text is considered to be an important element in teaching written discourse [6–10].

The educational text in a non-linguistic university should be a source of information. Texts for teaching should have some degree of difficulty, be original and consist of terminological vocabulary.

The text can perform one or another educational function, and serve to solve certain practical learning tasks. For example, when studying a text in the specialty “Technical machines and their mechanisms”, the text can perform a triple function: to be a source of information on this specialty, a means of mastering the specialty, and an incentive for the development of oral professional and business speech skills, since in a technical university the Russian language should be considered as a component of professional training of trainees. This is a scientific discourse.

When selecting texts as a source of information, we have singled out the thematic organization of texts, since this contributes to the assimilation of terminological vocabulary, that is, we have combined texts similar in subject into topics of lessons. The basis for selecting a text in the specialty “Technical machines and their mechanisms” is the motivation of interest in the subject content, teaching students various terminology on the topic (what is a part, a machine unit, etc.).

There is another variant of text study, where the center of study in the Russian language is a linguistic personality (anthropocentrism), and here the text becomes the unit of study. Such work should begin with the analysis of educational information texts, since they are characterized by concreteness and logic. Selecting educational texts in Russian language lessons, we proceed from the

fact that interest in scientific texts is due not only to its cognition, but also to the novelty of information and usefulness for students in their future activities.

When selecting texts for professionally oriented teaching of the Russian language, one should rely on the following: 1) it is necessary to select texts in the specialty, using all types of speech activity, corresponding to the level of knowledge of students – often these are texts that provide information about devices, equipment and descriptions of their actions; 2) the texts should be adapted and replete with terms; 3) for students of technical universities, the texts should be presented both in printed format and in the form of a presentation; 4) it is important to take into account the source and scope of application: these are educational texts, scientific texts, and reference texts.

The purpose of studying Russian in a non-linguistic university is aimed at taking into account student's future specialty. Therefore, it is essential to pay attention to: 1) selection of vocabulary, as well as samples of scientific speech, both written and oral; 2) video and audio materials, in particular, drawings, pictures, graphs, etc.; 3) cooperation with teachers of specialized departments to study terminological vocabulary; 4) the use of computer grammar and lexical simulators.

The experience of teaching in a non-linguistic university has revealed that the same text can serve as a speech material for the development of all types of speech activity. Methodological studies confirm that the same vocabulary is needed to understand oral and written speech. Therefore, we can say that all types of speech activity are interrelated and mutually conditioned. Speaking skills play a leading role for the active mastery of foreign language speech, but their formation is also associated with the development of listening and reading skills. Thus, the successful teaching specialized foreign language speech depends on the correct selection of educational texts and the organization of proper work on the text material, which would contribute to the study of the text and the distribution of its information when transmitting the content of the read stuff. In the process of teaching Russian in a non-linguistic university, the main emphasis is placed on reading specialized texts, which will help students in the future profession to perceive a large amount of scientific and technical information.

Conclusion. It is important to highlight the so-called texts – blocks that are of particular interest to engineering students. These types of texts have been successfully used by the author for several years. Block-texts are professional and technical texts given as tables or blocks with lexical and

stylistic explanations. When composing block-texts, students learn to use research methods, check sources to determine the reliability and accuracy of a particular text. With further use of the information contained in the block-texts, students their broaden horizons and improve their analytical abilities. One of the main advantages of the block-texts is the originality and reliability of texts, that is, the transition from a language learning scheme to a scheme where students themselves study the language: at that point the teacher provides the so-called tools and sources for this process. Various specialized block-texts are often compiled. These texts should be useful and contribute to the interests of students. For non-linguistic universities, the creation of block-texts of a technical orientation is of particular interest.

Engineering discourse is a large amount of verbal, specialized knowledge, which has its own specific properties in a foreign language. For engineering discourse in Russian – this feature is considered in two aspects: these are specialized texts replete with terminological vocabulary and complex constructions; they are used in practice in speech discourse, that is why it is significant to enhance in students speaking skills.

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АМИРОВА Солмаз Джаміль гизи

викладачка,

Азербайджанський державний університет нафти і промисловості

ДИСКУРСИВНИЙ ПІДХІД ДО ВИВЧЕННЯ НАВЧАЛЬНИХ ТЕКСТІВ ЗА СПЕЦІАЛЬНІСТЮ В НЕМОВНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті проводиться паралель між поняттями «текст» і «дискурс». Докладно описується навчальний текст у немовному закладі вищої освіти, добір навчальних текстів та їхня структура.

Наголошується, що добір текстів має спиратися на лінгвістичні дослідження і проводитись з урахуванням текстових категорій, як-от інформативність, автосемантия, континуум, інтеграція. Навчальні тексти мають відповідати комунікативним потребам та рівню підготовки студентів. Вони мають поділятися за способом презентації та дидактичним призначенням.

Поряд із терміном «текст» розглядається і термін «дискурс». Відповідно, дискурсивний підхід відіграє важливу роль у теорії та практиці навчання російської мови. Дискурс сприймається як процес мовної завершеності, результат спілкування, тобто, це процес відтворення повідомлення.

Теоретичну основу статті становлять фундаментальні дослідження таких вчених, як І.Б. Авдеева, Т.З. Азімова, Н.Ф. Алефіренко, М.О. Голованова та ін.

Мета дослідження полягає в ознайомленні з інструментами добору навчальних текстів та дискурсивним підходом до опанування навчальних текстів за спеціальністю у немовних закладах вищої освіти.

У статті використано історичний та порівняльний методи, методи теоретичного аналізу та узагальнення.

Оригінальність. Тексти інженерного профілю мають свою інформаційну спрямованість, свого адресата. Навчальний текст у немовному закладі вищої освіти є різновидом наукового тексту, де головне комунікативними завданнями є подання, передавання та пояснення необхідної інженерно-технічної інформації студенту, який має певний рівень підготовки в галузі технічних спеціальностей. Навчальний науко-

вий текст є основним засобом зберігання спеціальної інформації, він має єдину структурну основу.

Навчальні інженерно-технічні тексти містять ті самі елементи структури, як і науково-технічні тексти статей: екскурс, тематичний відступ, назва, резюме, вступ, висновок.

Результати. Екскурс допомагає пояснити інформацію читачеві-нефахівцеві. Тематичний відступ дається для викладу різних аспектів проблеми, які з нею пов'язані. У навчальних текстах інженерного профілю велика роль відводиться назві, оскільки в ній формулюється основна інформаційна спрямованість тексту.

Висновок. Однією з головних переваг текстів-блоків можна відзначити оригінальність та достовірність текстів, тобто перехід від схеми навчання мови до схеми дослідження мови студентами, коли викладачі надають для цього процесу так звані інструменти та джерела.

У процесі підготовки фахівців часто складаються різноманітні спеціалізовані тексти-блоки. Такі текс-

ти мають бути професійно корисними та сприяти інтересам студентів. Для немовних закладів вищої освіти особливий інтерес становлять створення текстів-блоків технічної спрямованості.

Інженерний дискурс – це велика кількість вербальних, спеціальних знань, що має свою специфіку в іноземній мові. Для інженерного дискурсу в російській мові ця особливість розглядається у двох аспектах: це тексти за спеціальністю, багаті термінологічною лексикою та складними конструкціями; використання практично мовного дискурсу, вміле аргументоване володіння ним.

Ключові слова: елементи структури; екскурс; резюме; автосемантия; континуум; інтеграція; вербальні тексти; невербальні тексти; дискурс; дискурсивний метод; зв'язність; цілісність; когнітивний; інженерний дискурс; тексти-блоки.

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