

# SOME QUESTIONS OF TEACHING SCIENTIFIC STYLE WHEN STUDYING THE RUSSIAN LANGUAGE

Berdieva Mukarrama Anvarovna,  
Professor, Head of Department  
Russian Language of the Tashkent International  
University of Kimyo

Abstract:	Keyword
The article discusses the difficulties of the scientific style of speech that students of non-linguistic universities need to overcome when studying the language of their specialty, and also lists the linguistic features of the scientific style of speech that are worth paying attention to. Russian Russian The author examines the features of the scientific style of the Russian language, wells on the key points that should be taken into account in the preparation of students studying the Russian language.	written speech; scientific style of speech; abstract; thesis; plan; student training; set of exercises.

The constant change in the conditions of social life and the requirements of scientific and technological progress are characterized by changes that inevitably affect the content of education. Much attention is paid to teaching students the scientific style of speech. For students entering the first courses of universities, both a weak command of the Russian language and a weak knowledge of subjects of the general scientific cycle is typical. When teaching the scientific style of speech to students of non-linguistic universities, much attention should be paid to written implementations of the scientific style of speech, which cause the greatest difficulty.

In the practice of teaching the Russian language, there is an underestimated role of writing as one of the forms of communication that students should master.

The development of writing and writing skills requires special selection and organization of educational material.

In this article we will limit ourselves to considering some types of written works, namely, a plan, a summary, theses that can be used when teaching students the scientific style of the Russian language.

Experience shows that these types of written works can be used to develop students' additional writing and writing skills necessary for taking notes of educational literature and recording lectures.:

- fluent writing skill;
- the skill of using language tools found in the text or speech of the lecturer;
- the skill of shortening words and using symbols;
- the skill of shortening sentences;
- the skill of highlighting and briefly recording the main, but previously known information to students;

=====

- the skill of highlighting and quickly recording the main, but previously unknown to students information.

The proposed types of work contribute to the development of skills not only writing and writing, but also other types of speech activity.

The plan, as one of the types of written works, makes it possible to teach students the sequence of presentation of the material, highlighting the main content of the text, establishing a mutual connection between its parts, etc. In addition, the plan helps to develop skills such as the skill of shortening sentences, the skill of using language means found in the text or in the speech of the lecturer, etc.

First, students learn to make a simple and then a complex plan, they are offered a system of exercises that teach the transformation of interrogative sentences into narrative, simple two-part sentences into nominal, etc.

Students are given the following tasks, which must be completed in writing:

- answer the questions asked for each paragraph or the text as a whole;
- put questions (several or one main one - to the paragraph, the main ones to the text) and answer them;
- formulate the main idea of each paragraph in the form of a nominal sentence;
- title each paragraph.

It is necessary to introduce students to samples of a simple and complex plan, indicate the difference between them in content and design, etc.

The next type of work that can be used to develop writing and writing skills is a synopsis.

The synopsis allows students to develop skills:

- highlighting and quick recording of the main information,
- a brief record of the main information,
- abbreviations of words and sentences,
- the use of linguistic means found in the text or speech of the lecturer, and others.

There are a number of definitions of the abstract in the methodological literature. But in the practice of working with students, you can use the following wording: "A synopsis is a brief record of the main content read or heard."

It is necessary to introduce students to various types of notes. The notes vary:

- according to the completeness of the content: detailed and brief, selective and summary;
- in form: textual and free.

The work of teaching taking notes begins with a detailed synopsis. Students need to show that a detailed synopsis can contain all the most important provisions of an article or lecture with more or less complete argumentation.

After students learn how to make a detailed synopsis, you need to move on to learning how to make a brief synopsis.

The brief summary contains the most important information for students. The wording in such a synopsis should be concise, precise, without unnecessary words.

Useful for students is the task of compiling a detailed and brief summary of the same text with subsequent analysis of their completeness of content, brevity of expression of thoughts.

=====

In addition to a detailed and brief synopsis, students should learn how to make a selective synopsis, which makes it possible to write down only what directly relates to the topic of the article, or what students are interested in in the article, or what is new to them, etc.

To make a free synopsis, you need a large vocabulary and a correct understanding of what you are taking notes. Therefore, this type of synopsis can be used when students acquire the skills of highlighting basic information, master the skills of shortening sentences, since a free synopsis is a brief transmission of the content in their own words.

Thus, in the beginning, when learning to take notes, a detailed in content and textual in form abstract should be used, then a short, selective or summary in content and free in form abstract.

When learning to take notes, you can use the following types of exercises that teach understanding of the text (articles, lectures).

1. When working on printed text:

- read the text and define the boundaries of sentences (text without dots);
- read the text and divide it into paragraphs;
- answer questions about the content of the text;
- ask questions about the content of the text and answer them;
- title the text;
- find in each paragraph a sentence expressing the main idea;
- highlight the basic information in each paragraph.

2. When working on a text perceived by ear:

- listen to the text and answer the main question on the content of the text in one sentence;
- listen to the text and answer questions about the content;
- listen to the text, paying attention to new information;
- listen to the text and questions about its content;
- choose one or two main questions from these questions and answer them;
- listen to the text by paragraphs and put the main question to each paragraph;
- answer the question using one or two sentences.

When composing a synopsis, students have to not only shorten the text when writing, but also carry out logical analysis and selection of material. In fact, the idea highlighted in a paragraph or a number of paragraphs is not simply retold by students. It highlights the main thing, the conclusion, i.e. the thesis. It is necessary to teach students to use theses as an independent type of written, read or heard.

Theses, like the abstract, have several definitions in the methodological literature. In the practice of working with students, the following definition can be used: "Theses are the main provisions (statements) of an article or lecture formulated briefly."

Abstract writing training should begin with the analysis of the logical elements of a paragraph or text, with the analysis of abstracts. Students should be given a sample of theses first of an article, and then a lecture. To help them highlight their theses, formulate them in their own words. At the subsequent stages, students are invited to independently compose simple or complex theses of the same article, having previously introduced them to both types of theses:

- 
- simple theses - theses with omitted proofs;
  - complex theses- theses with basic proofs.

These are the types of work that can be used to teach students to take notes of educational literature and record lectures.

Work on the development of writing skills should be based on a system of exercises. In this case, by "system" we mean a set of exercises that are aimed at automating a single, individual skill.

Thus, the development of writing and writing skills when teaching students a scientific style is one of the conditions for mastering a specialty in the conditions of teaching in Russian.

### List of Literature

- Russian Russian, 1982. - 128 p. 1. Vishnyakova T.A. Fundamentals of the methodology of teaching Russian to non—philological students. — M.: Russian language, 1982. - 128 p.
2. Grigorieva V.P., Zimnaya I.A., Merzlyakova V.A. et al. Interrelated teaching of types of speech activity. — M., 1985. — 115 p.
3. Devyataykina B.C. How to organize work on the text. // Questions of practical methodology of teaching Russian as a foreign language. — M., 1995.
4. Kornienko M.I. Teaching foreign students to read in technical universities (advanced stage). // RYAZAN, 1988, No. 4, pp. 44-49.