**6. Literature for studying**

**Basic literature:**

1. Kunanbayeva S.S. The theory and practice of modern foreign language education. - Almaty, 2010 - 344 p.
2. Vekker L.M. Mental processes. - L. Leningrad State University, 1976, v. 2.
3. Maslova V.А., Cognitive linguistics. – Mn.: Tetra Systems, 2004.
4. Kobkov V.P. Substitution, omission, and combining as methods of text compression without loss of information. In: For Teachers of Foreign Languages. - Novosibirsk, 1974, vol. 5, pp. 49-73.
5. Schroeder J.A. Information and meta-information. STI. Ser. 2, 1974, № 4, pp. 3-10.

**Additional literature and Internet sources:**

1. Kobkov V.P. The role of the principle of economics in the development of language functioning. In: To help the teachers of foreign languages. - Novosibirsk, 1995, No.6, p.28-55.
2. Velichkovsky B.M. Modern - psychology. - Moscow: Moscow State University Press, 1988.
3. Rakitov A.I. Theory of Knowledge | | Philosophy. The basic ideas and principles. - Moscow, 1990, pp. 258-284.
4. Branscombe N.P. Conscious and unconscious processing of affective and cognitive information | | Fielder K., Forges J. Affect, cognition and social behavior. - Toronto etc., 1988. p. 3-24
5. Anderson J.B. The architecture of cognition. - Cambridge, Mass.: Harvard University, Press, 2005.

**7. Criteria of marks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Type of work | Mark (max ) | Amount | Sum |
| 1 | Attendance | 15 | 1 | 5 |
| 2 | Work in the classroom (the activity at lectures and seminars):  - A short essay  - The presentation of any topic  - Case Study  - Presentation of individual project, etc. | 30 | 1 | 10 |
| 3 | Fulfillment the independent works:  - Homework  - Essays  - Tests  - Additional tasks | 25 | 1 | 25 |
| 4 | Midterm control | 15 | 2 | 30 |
| 5 | Final exam | 30 | 1 | 30 |
|  | Total | | | 100 |

**8. Teacher’s requirements.**

The students are required:

* to attend lectures as well as seminar trainings;
* to maintain discipline during the lessons;
* to fulfill home task in proper time;
* to participate during the lessons.

**CONTENT OF THE LECTURES**

**1. Linguistic and psychological foundations of abstract and annotation.**

An abstract is a brief summary, generally from 100 to 200 words, of the contents of a document such as a research paper, journal article, thesis, review, conference proceeding, and other academic or legal document. The primary purpose of an abstract is to facilitate a selection of documents. A reader can grasp the essential points of the document without reading a full document. A reader can decide what to read and what not to read. Abstracts thus expedite the process of selection and saves time. An abstract, together with index, is a key finding aid of information in today's overabundance of information.

Scientific literature takes widespread advantage of the abstract as the abbreviated style of choice in order to aptly communicate complex research. In science, an abstract may act as a stand-alone entity in lieu of the paper as well. As such, an abstract is used by many organizations as the basis for selecting research that is proposed for presentation in the form of a poster, podium/lecture, or workshop presentation at an academic conference. Most literature database search engines index abstracts only as opposed to providing the entire text of the paper. Full-texts of scientific papers must often be purchased because of copyright and/or publisher fees, and therefore the abstract is a significant selling point for the reprint or electronic version of the full-text.

Abstracts are not public domain or open-source unless stated by the publisher. Therefore, abstracts are afforded protections under copyright law in many states just as any other form of written speech is protected. However, publishers of scientific articles invariably make abstracts publicly available, even when the article itself is protected by a toll barrier. For example, articles in the biomedical literature are available publicly from MEDLINE which is accessible through PubMed. It is a common misconception that the abstracts in MEDLINE provide sufficient information for medical practitioners, students, scholars and patients. The abstract can convey the main results and conclusions of a scientific article but the full text article must be consulted for details of the methodology, the full experimental results, and a critical discussion of the interpretations and conclusions. Consulting the abstract alone is inadequate for scholarship and may lead to inappropriate medical decisions.

Abstract length varies by discipline and publisher requirements. Typical length ranges from 100 to 500 words, but very rarely more than a page. An abstract may or may not have the section title of "abstract" explicitly listed as an antecedent to content, however, they are typically sectioned logically as an overview of what appears in the paper (e.g. any one of the following: Background, Introduction, Objectives, Methods, Results, Conclusions).

In journal articles, research papers, published patent applications and patents, an abstract is a short summary placed prior to the introduction, often set apart from the body of the text, sometimes with different line justification (as a block or pull quote) from the rest of the article.

An abstract allows one to sift through copious amounts of papers for ones in which the researcher can have more confidence that they will be relevant to his research. Abstracts help one decide which papers might be relevant to his or her own research. Once papers are chosen based on the abstract, they must be read carefully to be evaluated for relevance. It is commonly surmised that one must not base reference citations on the abstract alone, but the entire merits of a paper.

Example

Example taken from the Journal of Biology, Volume 3, Issue 2. The electronic version of this article is listed as Open Access as of March 30, 2005, and can be found online.[5]

The hydrodynamics of dolphin drafting

by Daniel Weihs, Faculty of Aerospace Engineering, Technion, Israel Institute of Technology, Haifa 32000, Israel.

Abstract:

Background

Drafting in cetaceans is defined as the transfer of forces between individuals without actual physical contact between them. This behavior has long been surmised to explain how young dolphin calves keep up with their rapidly moving mothers. It has recently been observed that a significant number of calves become permanently separated from their mothers during chases by tuna vessels. A study of the hydrodynamics of drafting, initiated in the hope of understanding the mechanisms causing the separation of mothers and calves during fishing-related activities, is reported here.

Results

Quantitative results are shown for the forces and moments around a pair of unequally sized dolphin-like slender bodies. These include two major effects. First, the so-called Bernoulli suction, which stems from the fact that the local pressure drops in areas of high speed, results in an attractive force between mother and calf. Second is the displacement effect, in which the motion of the mother causes the water in front to move forwards and radially outwards, and water behind the body to move forwards to replace the animal's mass. Thus, the calf can gain a 'free ride' in the forward-moving areas. Utilizing these effects, the neonate can gain up to 90% of the thrust needed to move alongside the mother at speeds of up to 2.4 m/s. A comparison with observations of eastern spinner dolphins (Stenella longirostris) is presented, showing savings of up to 60% in the thrust that calves require if they are to keep up with their mothers.

Conclusions

A theoretical analysis, backed by observations of free-swimming dolphin schools, indicates that hydrodynamic interactions with mothers play an important role in enabling dolphin calves to keep up with rapidly moving adult school members.

**2. Information. Types of informative abstract and ways of disclosure of the contents of texts**

There are mainly two types of abstracts—indicative (descriptive) and informative. Indicative abstracts describe only a metadata (data about the data) of a document, which includes the key research components such as purpose, scope, and research methodology. Indicative abstract simply describes what kind of research or writing the document is about and it does not contain any material content of the document such as conclusions. Informative abstracts, on the other hand, explain both material contents as well as its metadata. Other types of abstracts include critical abstracts which are "condensed critical reviews".[1] A critical abstract is an evaluative summary of the document and the abstractor describes the strength and weakness of the paper often comparing with other works in the field.

Authors are often asked to submit abstracts when they submit research papers. Abstractors are required to have both a professional training and general knowledge about the subject area.

Abstracts are also an important element for indexing. Indexers and search engines use abstract to find metadata of the contents the document for the purpose of compiling indexes.

Indicative Abstract and Informative Abstract

An abstract is not only a brief summary of a document but it also must be an "accurate representation of the contents of a document."[2] To create an abstract, an abstractor or a writer needs to identify two kinds of information about the document, metadata (data about the data) and the essence of its informative contents. Metadata is a description of what kind of information it is, which includes the purpose, scope, and research methodology. Informative contents are material contents of the document, which includes conclusions, suggestions, and recommendations. Depending on which information it contains, an abstract can be classified into two types: indicative (or descriptive) abstract and informative abstract.[3]

Indicative abstracts contain only metadata of the document and does not include informative contents. Whereas, informative abstract includes both metadata and informative contents. While indicative abstract is short in length and common in abstraction services, author produced abstracts such as those of thesis, journal essays, and articles are usually informative ones.

Example

Indicative abstract

Telephone interviews were conducted in 1985 with 655 Americans sampled probabilistically. Opinions are expressed on whether: (1) the establishment of a Palestinian state is essential for peace in the region; (2) U.S. aid to Israel and to Egypt should be reduced; (3) the U.S. should (a) participate in a peace conference that includes the PLO,(b) favor neither Israel nor the Arab nations, (c) maintain friendly relations with both. Respondents indicated whether or not they had sufficient information concerning various national groups in the region.[1]

**Informative abstract**

Telephone interviews conducted in 1985 with 655 Americans, sampled probabilistically, brought these results: most (54-56%) think U.S. aid to Israel and Egypt should be reduced; most (65%) favor U.S. participation in a peace conference that includes the PLO; more than 80% consider it important that the U.S. should maintain friendly relations with both Israel and the Arab countries; 70% believe that the U.S. should favor neither side; most (55%) think that the establishment of a Palestinian state is essential to peace in the region. The Israelis are the best known of the national groups and the Syrians the least known. The Arab-Israeli situation is second only to the conflict in Central America among the most serious international problems faced by the U.S.[4]

**Critical abstract**

A critical abstract is a critical evaluation of the document. An abstractor evaluates the document and often compares it with other works on the same subject. Critical abstract is a "condensed critical review."[1]

**Other types of abstract**

A modular abstract is a full content description of a document, consisting of five components: Citation, Annotation, Indicative abstract, Informative abstract, and Critical abstract. An abstracting service can use it for various purposes and needs.

**Length of abstracts**

An abstract is generally between 100 and 200 words. Some are, however, longer than 200 words and some are shorter than 100 words. In Indexing and Abstracting in Theory and Practise, W.L. Lancaster lists seven factors that affect the length of an abstract.[2]

The length of the document

The complexity of the subject matter

The diversity of the subject matter

The importance of the item to the organization preparing the abstract

The accessibility of the subject matter. If the item is a rare material and is not easily accessible, the abstract tends to be longer.

Cost of abstracting

Purpose

**3. Abstract and text activity (syntax, functional, communicative, informative text structure)**

Text becomes the object of attention not only of stylists, literature experts and bibliographers, but also of linguists, psychologists, cybernetics. The problem comes to the text of one of the first places in linguistics, in which a new direction - text linguistics, has set itself the task, according to R. Harverga, "find text-forming regularities inherent in all texts." What is meant by the text? From a wide range of definitions is enough to give some to show how different approaches can be the authors of the formulation of the concept.

1. Text - is a sign of having some internal structure. Text - a quadruple dictionary U, multiple locations M, a set of relations on the set φ Ө and display multiple locations in the dictionary. Symbolically this is written as follows: T = <U, M, φ. . ., Ө>. So treat the text advocates formal approach to the definition.

2. The text appears as the product of a special kind of intellectual and meaningful activity, designed to organize semantic information to communicate. So the text is interpreted by representatives of humanitarian wing.

The wording of text are not comparable, because they are the elements of the various systems, but even if we consider the existing definition of "text" in the framework of a single system (logical, semantic, grammatical, etc.), then there will find a variety of definitions.

**4.** **Lexical-semantic compression of texts (suppression, compression, compensation)**

Main methods of text compression preserving the information three:

1. Substitution. In any connected text, be it a work of art, scientific work or a note in the paper, there is a common theme and a variety of subjects and objects of thought which are featured for many paragraphs, pages, chapters, the book, the article notes. These semantic components are repeatedly mentioned in the speech, engaging in all new due to newly introduced into the language of meaning units. Connectivity text requires repeating the same semantic units.

2. Ptosis. Ptosis can be anaphoric and neanaforicheskim. Anaphoric omission - is the omission of segments of speech, which has just been made ​​in the immediate context.

3. Combination - a phenomenon in which two or more sentences of identical elements are superimposed on each other, forming a condensed structure. Combining always anaforichno: merger suggestions that are identical terms impossible.

**5. Logical principle of evaluation of text abstract of scientific literature**

Any text is the result of the speech act, expressing certain mental processes, of which perhaps the most important place is thinking. Since the study of the natural connections of the logic involved in thinking, so far, and use logical criteria should be part of a common set of regulatory requirements for any text. Application of logical principles for the evaluation of text (ie, the study of text from its logical correctness) is particularly important for referencing the scientific literature. Thought to follow certain rules of logic in constructing the text is even more important if we take into account the fact that the essay in some cases addressed to the mass consumer. Conscious mastery of logical principles for assistant helps develop skills composite text-depending on the structural and functional features. Selecting the preferred methods of reasoning, elimination and refinement of obscure forms, the use of classification rules, the comparative evaluation of complex structures, with different logical connections - that's a small part of the problems that are directly related to logic, and at the same time related to the methodology of "constructing the text."

**6. Secondary documents and ways of their creation.**

Secondary sources are works of synthesis and interpretation based upon primary sources and the work of other authors. They may take a variety of forms. The authors of secondary sources develop their interpretations and narratives of events based on primary sources, that is, documents and other evidence created by participants or eyewitnesses. Frequently, they also take advantage of the work of other historians by using other secondary sources. For example, the author of the history textbook which you use in school probably did not use too many primary sources. Instead, textbook authors usually rely on secondary sources written by other historians. Given the wide range of topics covered by a typical textbook, textbook authors could not possibly find and use all the relevant primary sources themselves.

Here are some examples of secondary sources.

REFERENCE BOOKS: Reference books are good starting points for basic information about your topic, but they are only that. They should not be included in your bibliography. Look for general information in: encyclopedias, special historical dictionaries, and historical atlases. General encyclopedias such as World Book can provide you with basic information, while subject encyclopedias such as the Encyclopedia of the North American Colonies provide a bit more detailed information. Encyclopedia articles often have bibliographies which can direct you to some of the major secondary sources for a topic.

Biographical dictionaries are compilations of biographies of people selected because of their fame, accomplishments, membership in a particular group, or some other distinguishing characteristic. Each person's entry is a succinct summary of his or her life, often written by an expert.

Atlases are compilations of maps. Maps created at the time of an event—such as battlefield maps created at the time of a battle—are primary sources, but maps created later, such as those tracing the migrations of Indian tribes, are secondary sources.

POPULAR PERIODICAL LITERATURE: Popular magazines, indexed in the Readers' Guide to Periodical Literature, can give you ideas for and some general information about particular topics. Many magazines and newspapers publish articles dealing with individuals or historical issues. For example, in the mid-1990s many U.S. newspapers and magazines wrote about Nelson Mandela, whose political activism helped revolutionize South African society by ending apartheid, and who became president of South Africa in 1994 after spending 28 years in prison for his politics. Starting a project on apartheid, you might begin here, and get ideas for interesting topics about the events that led to this revolution.

HISTORY TEXTBOOKS: Yes, really! Your textbook can be a great place to get ideas for topics and find out about the general context of your topic. If you're interested in the invention of the telescope as it revolutionized astronomy, first do some background reading on the scientific revolution as a whole, perhaps in a general textbook on European history. This will help you understand how your topic fits in with the "big picture."

GENERAL HISTORICAL WORKS AND MONOGRAPHS: Move from the general to the specific. A book on the history of astronomy will provide more detail than a general text on European history. Try a keyword search at a larger library and you'll find dozens, if not hundreds, of books on the history of astronomy and related sciences. Another way to find secondary sources on your topic is to check the notes and bibliographies of books you've already found. And sometimes you might be able to find an entire book which is a bibliography on your topic; these books will be in the reference section, especially at university libraries.

Monographs are full-length books dealing with a relatively narrow topic and typically are intended for people with some background in the subject. Monographs typically rely on primary sources and are well-documented, with numerous citations.

JOURNAL ARTICLES: Historians don't always write books. Smaller essays on specific topics can be found in scholarly journals. These are periodicals similar to magazines, only they are specifically focused on history topics. Academic journals can usually be found at college and university libraries, and there are often indexes to help you find an article on a specific topic. Or just peruse some of these journals to see what kinds of questions professional historians are asking about your topic.

**7. Language and style of the scientific literature.**

The main function of the scientific literature: rational cognition and linguistic presentation of the dynamics of thinking. Other communicative tasks. Inner differentiation and the formation of the sub-styles and genres of the scientific style used in different fields of science, characterized by different manners of scientific presentation. Sub-styles and genres: scientific style proper \ thesis, abstract of thesis, monograph, article, report, abstract of a report...\ popular scientific \ an article, annotations, review, etc.).”Sub-languages” of scientific styles: law, political, medical, economic, technical, computer, linguistic, etc. Types of presentation: description and argumentation ( deduction, induction). Different degree of polemics. Popularization of the scientific text. The addressee factor.

Peculiarities of scientific communication: planned, prepared delayed in time communication (except for lectures and reports). Style-forming features: great role of tradition in the use of language means, objective and non-categorical presentation, specific means of expression, a certain extent of emphasis, restrictions in the use of intensification, evaluation, emotional language means, absence of imagery.

Language means of the scientific style:

• lexical means - highly specialized scientific terminology, terminological groups, revealing the conceptual systems of the scientific style, the peculiarities of the use of terms in scientific speech, the use of nouns and verbs in abstract meanings, special reference words, scientific phraseology - clichés, stereotyped and hackneyed word combinations and idioms, priority of neutral vocabulary, limitations in the use of emotional- evaluative and expressive vocabulary and phraseology, absence of non-literary vocabulary and phraseology ( slang words, vulgarisms, obscene words) , peculiarities in word- building (standard suffixes and prefixes, mainly of Greek and Latin origin – tele-, morpho, philo- -ism, etc.), peculiarities in the scarce use of imagery (usually trite and hackneyed, the priority of the functions of intensification and decoration, non-systematic, narrow contextual character, absence of rich associations, schematic and generalized character);

• grammatical means: nominal character ( the predominance of nouns over verbs) in the use of parts of speech, the use of prepositional “of-phrases” to substitute the genitive case, transposition of the classes of nouns, wide use of the Passive Voice, Indefinite Tenses, specialization of pronouns in demonstrative and intensification functions, numerous conjunctions revealing the logical order of the text as well as double conjunctions ( not merely... but also, whether ... or both... and, as...as), adverbs of logical connectuin ;

• syntactical means: priority of full, logically correct, regular syntactical models, the syntax of simple sentence in the scientific speech - extensive use of extended two-member sentence, priority in the use of compound sentences, extensive use of secondary predicative constructions ( Complex Object, Participial and Gerundial Constructions), wide use of conjunctions and denominative prepositions, concise expression of syntactical connection in word combinations, sentences, groups of sentences, absolute priority of declarative sentences in the use of communicative types of sentences;

• composition of scientific text as an explication of the stages of cognition and productive thinking, the usual model is presented by the following scheme - a problem situation, idea, hypothesis, proof, conclusion, compositional speech forms of discussion, argumentation and description, conclusion, types of narration, wide-spread co-referential repetition as a specific method of text development.

Functional restrictions: strong objections to the use of non-literary vocabulary, scarce use of emotional and intensification units of vocabulary and phraseology, and stylistic devices (metaphors, metonymies, etc.), absence of the second person form and corresponding personal pronouns, scarce use of “I-speaking”, limited use of incomplete and non-declarative, and one-member sentences.

**8. Types of secondary documents in the field of document service.**

A secondary source is a document or recording that relates or discusses information originally presented elsewhere.

Examples of some secondary sources are: books, newspapers, pamphlets and encyclopaedias.

Secondary sources involve generalization, analysis, synthesis, interpretation, or evaluation of the original information.

Secondary sources are invaluable to sociologists, but they have to be used with caution. Their reliability and validity are open to question, and often they do not provide exact information required by a sociologist.

Secondary sources are research reports that use primary data to solve research problems, written for scholarly and professional audiences. Researchers read them to keep up with their field and use what they read to frame problems of their own by disputing other researchers' conclusions or questioning their methods.

Sociologists often use secondary sources for practical reasons. They can save time and money and they may provide access to historical data that cannot be produced using primary research because the events concerned took place before current members of society were born.

A vast range of stats are produced by the government. In recent years the government statistical service (produced in 1941) has coordinated the production of government statistics, but the production of large scale statistical data goes back at least to 1801, when the first census was conducted.

Sociologists interested in demography have used statistical data from the census and elsewhere to examine a wide range of topics, which include birth and death rates, marriage and fertility patterns, and divorce.

Sociologists who study deviance have used official crime and suicide statistics.

The many official economic statistics are of interest to sociologists concerned with work.

John Scott has provided some useful guidelines for evaluating secondary sources which he calls documents. The criteria can be applied to all secondary sources, including existing sociological research. They offer systematic ways of trying to ensure that researchers use secondary sources with as much care as they employ in producing primary data.

Scott identifies four criteria:

1) Authenticity - there are two aspects of authenticity soundness and authorship. Scott says a sound document is one which is complete and reliable (ensuring all the pages are there, no misprints and if it is a copy of an original it should be a reliable copy without errors. Authorship concerns who wrote the document. Many documents are not actually produced by those to whom they are attributed. For example letters signed by Prime Minister may have been written by civil servants and might reveal little about the prime ministers own views.

2) Credibility - this issue relates to the amount of distortion in a document. Any distortion may be related to sincerity or accuracy. In a sincere document the author genuinely believes what they write. This is not always the case as the author may hope to gain advantage from deceiving readers.

3) Representativeness - a researcher must be aware of how typical or untypical the documents being used are in order to assign limits to any conclusions drawn. Two factors that may limit the possibility of using representative documents are survival and availability. Many documents do not survive because they are not stored, and others deteriorate with age and become unusable. Other documents are deliberately withheld from researchers and the public gaze, and therefore do not become available.

4) Meaning - this concerns the ability of the researcher to understand the document for example the document may be written in a foreign language or written in old fashioned language or handwriting or vocabulary which is difficult to comprehend.

**9. Analysis of the abstract in comparison with other types of secondary texts.**

In characterizing abstracting from an educational point of view, it is important, on the one hand, to identify common feature of all the text associated with the analytic-synthetic processing of information, on the other hand - to set specific features abstract, make it a special kind of text. The closest the abstract and summary synopsis.

There are several different definitions outline contained in the works L.M.Kuznetsovoy, VI Gor'kov, ON Model [62, 63, 64] to characterize this type of text with varying degrees of completeness. Thus, in the definition given L.M.Kuznetsovoy, synopsis characterized as a kind of analytical and synthetic processing of information related to the sphere of information activities, which aims - to identify, organize, and generalization (with possible critical assessment), the most relevant information first-hand and written fixation it in a form intended for publication secondary document, which delivered its compiler from recurring reference to the very original source [62, p. 9]. According to this definition, note taking is an independent form of the analytic-synthetic processing of information.

Following A.A.Veyze, we believe that the types of work such as making a logical plan tezirovaniya, note-taking should not be considered the result of semantic clotting source, ie types of summary text along with the abstract and the abstract, but rather a form of work, the operations as a part in the processing of text when referencing "[65, p. 70].

**10. Abstract model of the formation of linguistic skills for the students of linguistic specialties**

The model consists of three stages. In the first stage (approximately), followed by M. Lyakhovitskii [3], we believe that training should start with abstracting familiar with the basic types of informative clotting means disclosure of the contents of texts and essays models built with different compression of the original text. Second (training) stage model of learning is abstracted from the original source predreferativnogo analysis, abstracting postreferativnogo analysis phase and a secondary text editing.

The main purpose of the analysis is to determine predreferativnogo functional-semantic structure of the text, and therefore is to introduce the primary source of information and understanding of the whole. We focus on the viewing and reading it as a subspecies of the leading elements of reading, prior abstracted, as we consider the hallmark of this type of reading deductive (global) approach to the text. The principle of the deductive approach to the text is to move from the general to the specific, from general semantic organization of the text and its overall communicative sense to analyze all the smaller its business units, down to the individual proposals. The idea of ​​a hierarchical structure of the text goes back to N. Zhinkin and successfully developed a number of other researchers (IA Winter, LP Doblaev, TM Dridze, VD Tunkel, AE-Vendeland Babaylova etc.). At the same time, as mentioned earlier in Section 1, we consider the thesis of SK Folomkina about the importance of a change in strategy in a mature reader, and proceed from the fact that different phase referencing provided different types and subtypes of reading. Learning objectives of this phase are mainly presentational and educational in nature, take into account the structural features of text segments that exceed supply.

**Tasks for seminar and practical training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Topic of the training | Content of topics | Hours | Week |
| 1 | Linguistic and psychological foundations of abstract and annotation. | Sphere of communication, as the primary means of which is the natural language, is characterized by two trends - the desire for redundancy (deployment), which ensures the reliability of communication and perception of messages, and the pursuit of failure, saving speech means (compression), providing increased "capacity" information channels . | 2 | 1-2 |
| 2 | Information. Types of informative abstract and ways of disclosure of the contents of texts | In the field of information services compression of the  information is considered in its three main types - documentary service, factual and concept graphic. | 1 | 3 |
| 3 | Abstract and text activity (syntax, functional, communicative, informative text structure) | Text becomes the object of attention not only stylists, literary but also linguists and psychologists. The problem of text comes to one of the first places in linguistics. | 2 | 4-5 |
| 4 | Lexical-semantic compression of texts (suppression, compression, compensation) | Type of compression. Compression Method. Sphere of application. | 1 | 6 |
| 5 | Logical principle of evaluation of text abstract of scientific literature | Any text is the result of the speech act, expressing certain mental processes, of which perhaps the most important place is thinking. | 2 | 7 |
| 6 | Secondary documents and ways of their creation. | Types of secondary documents - factual descriptions (references, tables, articles in reference books, papers, abstracts reviews). The main function of the number of secondary documents - the orientation of consumers in the information flow (i.e. a set of facts and concepts without regard to the specific source documents). | 1 | 8 |
| 7 | Language and style of the scientific literature. | Scientific text, which has the main purpose to convey to the reader some scientific content in the most clear, precise, and logical form, is a word in the typical environment of a language and, thus, a kind of "fixes" one word at a time. As a result, we are in the functional style of the member not in word, but in a variety of complex functional equivalent of the word. | 2 | 9 |
| 8 | Types of secondary documents in the field of document service. | Contributed papers, review papers, tutorial papers. | 1 | 10-11 |
| 9 | Analysis of the abstract in comparison with other types of secondary texts. | When characterizing abstract from an educational point of view, it is important, on the one hand, to identify common feature of all the text associated with the analytic-synthetic processing of information, on the other hand - to set specific features abstract, make it a special kind of text. | 1 | 12-13 |
| 10 | Abstract model of the formation of linguistic skills for the students of linguistic specialties | The main purpose of pre abstracts analysis is to identify functional-semantic structure of the text, and therefore is to introduce the primary source of information and understanding of the whole. | 2 | 14-15 |

**Independent work of graduate students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Name of the topic and content | Type of executing | Hours | Week |
| 1 | The cognitive approach to understanding and processing of scientific information | Report | 6 | 1-2 |
| 2 | Application of frame approach for solving problems related to the abstract of the scientific literature | Report | 6 | 3 |
| 3 | General issues of using of information and communication technologies in education the mediated communication | Report | 6 | 4-5 |
| 4 | Internet resources in teaching foreign language communication | Report | 6 | 6 |
| 5 | Informative, logical and compositional aspects of text coherence. | Report | 6 | 7 |
| 6 | Logical principles of converting text. | Report | 6 | 8 |
| 7 | Modeling of texts aimed at the transfer of intellective information | Report | 6 | 9 |
| 8 | Approximate stage in the formation of abstract language skills for the students of linguistic specialties; | Report | 6 | 10-11 |
| 9 | Annotations in terms of analysis and evaluation of the original document and subject coverage of the material. | Report | 6 | 12-13 |
| 10 | Laws of simplification, composition and conjunctive tautology. | Report | 6 | 14-15 |

**Tasks for self control and preparation for the exams, including tests.**

* **tests**

1. What is the main purpose of verbal communication?

a) the assimilation of new knowledge

b) expression of intent

c) the expression of feelings and emotions

d) the exchange of information of various kinds;

e) the development of thinking

2. The most powerful expressive means of any language are \_\_\_?

a) syntactic

b) phonetic

c) lexical

d) semantic

e) no correct answer

3. Reading for thorough comprehension is

a) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

b) quick reading, understanding of the general information;

c) quick reading aimed at the search of specific information;

d) reading the text without understanding the main idea

e) no correct answer

4. Automatic translation is called:

a) accelerated process of translation;

b) translation skills brought to the automatism;

c) computer translation

d) translation at which the translator ignores the context;

e) interpretation of the original text.

5. Skimming reading is

a) quick reading, understanding of the general information;

b) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

c) quick reading aimed at the search of specific information;

d) reading the text without understanding the main idea

e) no correct answer.

6. The term *bilingual communication* means

a) type of communication with the simultaneous use in the society of two different languages ​​used in the same type of functional areas;

b) type of communication with the simultaneous use in the society of two different languages ​​used in various functional areas;

c) use in society historically replacing each other two different languages ​​used in the same type of functional areas;

d) use in society historically replacing each other two different languages ​​used in various functional areas;

e) the communication process in two unrelated languages​​.

7. Scanning reading is

a) quick reading aimed at the search of specific information;

b) careful reading the text, as the result of which complete and accurate understanding of the text is achieved.

c) quick reading, understanding of the general information

d) reading the text without understanding the main idea

e) no correct answer

8. Translation as deliberate form the socio-linguistic activity originated

a) in the twentieth century;

b) in the nineteenth century;

c) in the Middle Ages;

d) in the Renaissance

e) in antiquity (Greco-Roman antiquity).

9. Abstracts are classified according to \_\_\_ parameters:

a) 3

b) 5

c) 4

d) 2

e) 6

10. Simultaneous translation - is

a) simultaneous reading of the written text

b) consistent implementation of listening of text

c) simultaneous implementation of listening of text

d) sequential reading of a written text

e) simultaneous reading of the written text of original and the written design of text

11. Consecutive interpretation - is

a) written translation of text after its listening (or reading);

b) interpretation of the text after its listening (or reading);

c) the literal translation of the text after its listening (or reading);

d) Adapted translation after its listening to (or reading);

e) free translation of text after its listening (or reading).

12. Adapted translation - is

a) translation, in which the complexity of the structure and content of the text are implemented earlier

b) translation, in which the simplification of the structure and content of the text

c) simultaneous implementation of listening of text

d) simultaneous reading of the written text of original and the written design of text

e) the literal translation of the text after its listening (or reading);

13. Literary translation is called

a) translation any text to exert artistic and aesthetic impact on the reader;

b) free translation of any texts that involve adding artistic detail;

c) translation of works of literature, that is texts, the main function of which is to exert the artistic and aesthetic impact on the reader;

d) ) translation, in which the simplification of the structure and content of the text

e) the literal translation of the text after its listening (or reading);

14. Informative interpretation is called

a) translation of political, scientific, technical and formal business texts, i.e. text, whose main function is to transmit any data.

b) translation any text to exert artistic and aesthetic impact on the reader;

c) the literal translation of the text after its listening (or reading);

d) free translation of any texts that involve adding artistic detail;

e) simultaneous implementation of listening of text

15. When did the first scientific journals appear in Russia?

a) 20-30 years of the XVIII century

b) 20-30 years of the XVII century

c) 20-30 years of the XV century

d) 20-30 years of the III century

e) 20-30 years of the XIII century

16 The essence of annotation and reviewing is:

a) to enumerate the main aims of the text.

b) to influence the reader.

c) to minimize the source of information while maintaining its substantive content.

d) to transfer information to the reader or the listener

e) no correct answer

17. Abstract is:

a) Retelling the text

b) the short idea of the text

c) no correct answer

d) a compressed summary of the basic information of the primary source on the basis of its semantic processing

e) the shortest set out the primary document giving a general idea of topic.

18. Annotation is:

a) a compressed summary of the basic information of the primary source on the basis of its semantic processing

b) the shortest set out the primary document giving a general idea of topic.

c) a use of clichés in the text.

d) Retelling the text

e) no correct answer

19. According to the content and purpose annotations are divided into:

a) reference and recommendatory.

b) general and specialized

c) vision and group

d) classified and non-classified

e) no correct answer

20. According to the completeness of coverage and content of annotated documents as well as reader's purpose annotations are divided into:

a) reference and recommendatory

b) vision and group

c) general and specialized.

d) classified and non-classified

e) no correct answer

21. Leading schools of translation in Russia are

a) Moscow and St. Petersburg;

b) Perm and Novosibirsk;

c) Tver, Perm;

d) Moscow and Novosibirsk;

e) St. Petersburg and Tver.

22. Which type of annotation characterizes the subject of the document, according to any information about it but do not give its critical evaluation?

a) general

b) non-classified

c) group

d) reference

e) recommendatory

23. Communicative competence involves the ability of an interpreter

a)to perceive the meaning of text and send it by means of the mother language;

b)take the form of text and select translation compliance;

c) evaluate the ability of the recipient perception of the text and the addressee, and pick up translation of compliance;

d)to perceive the meaning of text, to compare the ability of the recipient of the perception of the text and adjust the addressee and linguistic expression of the text for a better perception of the addressee;

e)to perceive the meaning of the text and create an equivalent translation.

24. Which type of annotation characterizes the document generally and are designed to a wide range of users.

a) specialized

b) general

c) classified

d) non-classified

e) reference

25. The complex knowledge required to the translator includes:

a) basic and background knowledge;

b) core and non-core knowledge;

c) the necessary knowledge and secondary knowledge;

d) required and optional knowledge;

e) professional and lay knowledge.

26. Bilingualism of an interpreter consists

a) only in the knowledge of two languages ​​- native and foreign;

b)not only in the knowledge of the two languages, but also in the knowledge of history;

c)not only in the knowledge of the two languages, but also in the knowledge bases of speech;

d)not only in the knowledge of the two languages, but also the ability to find the communicative equivalent means of these languages for a given act of communication;

e) not only in the knowledge of the two languages, but also in the knowledge of speech etiquette.

27. According to the reader's intended purpose reviews are divided into:

a) general and specialized.

b) reference and recommendatory

c) vision and group

d) classified and non-classified

e) no correct answer

28. The norm of translation speech is formed:

a) Requirements to be met by language of interpreter;

b) Requirements to be met by the language of the original text;

c) Requirements to be met by the language of the text-translation;

d) Requirements to be met by language of author;

e) requirements to quantify volume of translation in one hour.

29. On the target (intended purpose) reviews can be divided into:

a) bibliographic, reviews for popular-scientific journals and educational

b) recommendatory and reference

c) general and specialized

d) informative and indicative

e) monographic and overviews

30. \_\_\_\_\_annotations characterize document only in certain aspects and are aimed at a narrow circle of specialists.

a) general

b) reference

c) recommendatory

d) specialized

e) non-classified

* **Tasks for midterm control.**

**Midterm 1**

1. Linguistic and psychological foundations of abstract and annotation.
2. Information. Types of informative abstract and ways of disclosure of the contents of texts
3. Abstract and text activity (syntax, functional, communicative, informative text structure).
4. Lexical-semantic compression of texts (suppression, compression, compensation).
5. Logical principle of evaluation of text abstract of scientific literature.
6. Secondary documents and ways of their creation.
7. Language and style of the scientific literature.
8. Types of secondary documents in the field of document service.
9. Analysis of the abstract in comparison with other types of secondary texts.
10. Abstract model of the formation of linguistic skills for the students of linguistic specialties.
11. The cognitive approach to understanding and processing of scientific information.
12. Application of frame approach for solving problems related to the abstract of the scientific literature.
13. General issues of using of information and communication technologies in education the mediated communication.
14. Internet resources in teaching foreign language communication.

**Midterm 2**

1. Informative, logical and compositional aspects of text coherence.
2. Logical principles of converting text.
3. Modeling of texts aimed at the transfer of intellective information.
4. Approximate stage in the formation of abstract language skills for the students of linguistic specialties.
5. Laws of simplification, composition and conjunctive tautology.
6. Annotations in terms of analysis and evaluation of the original document and subject coverage of the material.
7. Compression in the field of information communication.
8. The main stages of abstract of the scientific literature.
9. Text, text-forming characteristics.
10. Classification of the main types and methods of text compression.
11. Compliance with the rules of logic in the construction of a secondary text.
12. The results of philological research in modeling of registers of studied language.
13. Communicative meaning within larger units.
14. Characteristics of written mediated scientific communication.
15. Texts related to the analytic-synthetic processing of information.
16. Technology textual activity in the modeling of indirect communication.

**Basic literature:**

1. Kunanbayeva S.S. The theory and practice of modern foreign language education. - Almaty, 2010 - 344 p.
2. Vekker L.M. Mental processes. - L. Leningrad State University, 1976, v. 2.
3. Maslova V.А., Cognitive linguistics. – Mn.: Tetra Systems, 2004.
4. Kobkov V.P. Substitution, omission, and combining as methods of text compression without loss of information. In: For Teachers of Foreign Languages. - Novosibirsk, 1974, vol. 5, pp. 49-73.
5. Schroeder J.A. Information and meta-information. STI. Ser. 2, 1974, № 4, pp. 3-10.

**Additional literature and Internet sources:**

1. Kobkov V.P. The role of the principle of economics in the development of language functioning. In: To help the teachers of foreign languages. - Novosibirsk, 1995, No.6, p.28-55.
2. Velichkovsky B.M. Modern - psychology. - Moscow: Moscow State University Press, 1988.
3. Rakitov A.I. Theory of Knowledge | | Philosophy. The basic ideas and principles. - Moscow, 1990, pp. 258-284.
4. Branscombe N.P. Conscious and unconscious processing of affective and cognitive information | | Fielder K., Forges J. Affect, cognition and social behavior. - Toronto etc., 1988. p. 3-24
5. Anderson J.B. The architecture of cognition. - Cambridge, Mass.: Harvard University, Press, 2005.