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## The role of texts in modern teaching materials within the discipline “Foreign language”

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### Abstract

This article discusses the issue of the role of texts in modern educational and methodological complexes on the example of teaching the discipline “Foreign Language”. The main characteristics of the texts used in the educational process in the course of teaching the discipline “Foreign language” are described. The typology of texts is considered. The fundamental communicative tasks implemented in the course of working with texts are determined. The article highlights the levels of understanding and levels of penetration into the content of the text. A detailed description of the stages of working with texts is given. In this article, the authors present an analysis of the work with the developed tasks for texts with students of the first and third courses of full-time and part-time departments of non-linguistic faculties of the university, studying in such areas of training as “Electric power and electrical engineering”, “Operation of transport and technological machines and complexes”, “History and social sciences” and “Biology, ecology and ecological safety”. It is valuable that all tasks and texts have been tested in practical classes in the discipline “Foreign Language” at the North-Eastern State University (Magadan). The tasks themselves were developed in such a way as to contribute to the best assimilation of the language material.

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### Keywords

Communicative task, types of texts, formation of speech skills, educational and methodological complex, stages of work on the text, source of information, purpose of the text.

## Введение

Special attention is paid to working with texts in teaching foreign languages. First of all, much attention is paid to the development of modern educational and methodological complexes (TMC), which meet all the requirements in accordance with the Federal State Educational Standard 3+-. In such teaching materials, the text is not a simple transfer of any information, but also reflects the use of the studied morphological-syntactic and lexical and grammatical structures in their natural environment. The text also directly acts as a model of monologue and dialogic speech, can serve as the basis for constructing an independent statement, is an example of a functional style (conversational, scientific, scientific-journalistic, official-business). It is in such functions that the text acts as a means of teaching the language.

However, the text can also act as an independent object of study. In this case, its features become the subject of consideration: semantic and structural completeness, communicative orientation, compositional design, different types of lexical, grammatical, logical and stylistic connections between elements of the text, informative richness, difference in ways of presenting thoughts, etc.

Below in this article, the issue of using texts in the framework of teaching a foreign language will be considered. The text will appear in the following positions: 1) text as a unit of presentation of linguistic material; 2) text as a means of forming speech skills and abilities; 3) text as a sample of a certain type of message; 4) text as a source of information, as a means and purpose of language teaching.

## Main part

In working with students at each lesson in a foreign language, texts of different topics are used. Each text is interesting for both the teacher and students from different aspects.

Text as a unit of representation of linguistic material. Learning a language based on texts is the most traditional form of presenting educational material, which is further consolidated in a system of exercises. Education is based on partially adapted and original texts of various types and genres.

Examples of texts in the specialty:

Direction of training "Electric power industry and electrical engineering":

1. The Discovery of Electro-Magnetic Induction
2. Electricity
3. Early Days of Electricity
4. Voltage and Current

Direction of training "Operation of transport and technological machines and complexes":

1. The meaning of logistics
2. Logistics as a science
3. The history of land transport
4. Technological progress

Profile "History and social sciences":

1. The great cultural movements
2. The feudal oppression and revolts
3. A revolution before the revolution
4. The calendar

Direction of training "Biology, ecology and environmental safety":

1. The Characteristic of Life
2. Human Evolution: Primate Ancestors

3. Cellular Communication During the Immune Response
4. The Discovery of the Double Helix

Text as a means of forming speech skills and abilities. The implementation of other practical goals, the formation of speech skills and abilities leaves its mark on the selection of texts and work with them. Examples of expressions for discussing texts:

Find in the text a word close in meaning to... Find in the text a word opposite in meaning to... Denote the following phrases by a single word... What do you call? ... Find in the text the English equivalents of the following words and phrases... Choose the correct answer... Agree or disagree with the following... Answer the following questions on the text... Tell the text in detail using the following words and phrases... Read the text and tell it in your own words... Add whatever information you can... Say what you call... Tell the text adding what you can... Give a brief account of... Don't forget to speak about the following... Ask 10 questions on the text so as to make up a plan... Read the text and express your views on the problems given below...

To ensure the formation of speaking skills on the topics of everyday communication, texts are differentiated considering the number of communicants. In this case, dialogical speech is taught on dialogic texts, monologue speech – on monologues. Such a strict correlation of speech is important for the initial stage, when the assimilation of the material largely depends on the exemplary nature of the text, that is, its correspondence in content and form to those specific (sometimes even private) goals that must be achieved in the course of working with the text. As the language is mastered, any rigid distinctions between types of text become less necessary.

Mastering any kind of speech activity occurs in stages. At each lesson, specific skills are formed and / or improved. For example, in listening there will be the following hierarchy of skills development: the ability to determine the topic of the text, highlight the main and secondary thoughts, establish the semantic parts of the text, logical connections between the parts, highlight redundant information, separate the new from the already known, understand the subtext, critically evaluate the content of the text.

The formulation of specific methodological tasks has a great influence on the nature of the text. So, when teaching reading, most often they distinguish studying and introductory types. There are noticeable differences between the texts intended for these types: texts for studying reading are small in volume, contain strictly dosed difficulties, represent book-written speech, and are poorly adapted; texts for introductory reading, which train direct understanding, reading fluency, etc., represent a general literary language, contain few unfamiliar words, are entertaining in plot, and large in volume. The selection of texts also considers the style of speech and the type of speech activity.

Students in the learning process get acquainted with different types of texts: description (message), narration, etc. Each type acts as an independent product of speech, which has stable compositional and structural features and a certain direction of content. The text description, for example, aims to comprehensively characterize the subject of speech through the enumeration of its features (quantitative, qualitative, structural, functional). It describes specific objects, phenomena, processes, scientific concepts, etc. In the construction of such a text, attention is drawn to the relatively free order of the parts, a single time plan (more often the present tense), an abundance of compound nominal predicates, definitive constructions of various type, constructions with the meaning of comparison, opposition, syntactic and lexical-semantic way of connecting sentences, etc.

The speaker conveys information about the temporal sequence of events, individual stages or stages of development of processes with the help of narration. This text also has its own characteristics.

General and particular features of typical texts serve as those structural and semantic guidelines, based on which one can learn to operate with the informative content of texts, developing the skills of

extracting information, reproducing information with a certain communicative attitude and skills of creating one's own statement (text) on a given topic using the studied material. This is how the system of work on the development of speech skills and abilities is built.

Communication tasks	Levels of understanding, levels of penetration into the content
1. Understand the main idea of the text. 2. Understand the basic facts that reflect the logic of the plot development (who does what, with whom, when, where). 3. Understand the details of the message. 4. Establish causal relationships. 5. Understand the author's point of view. 6. Determine your position in relation to the message	1-2. Understanding the main content (level of global understanding).  1-5. Full and detailed understanding of the content (level of detailed understanding). Search for the necessary information (selective understanding).  1-6. Level of critical understanding

Due to the fact that the task is to teach students to read an authentic text, it is important to teach strategies for reading texts of various types. Reading strategies are understood as a set of knowledge, skills, possession of which allows students to:

- understand the type, specificity and purpose of texts;
- navigate in this text, considering its specifics and in accordance with the communicative task (to understand the text completely or selectively);
- extract information at different levels;
- use compensatory skills: guess the meaning of unfamiliar words, consonance with the native language, word-formation elements, ignore unfamiliar words that do not occupy key positions in the text; use the supports available in the text (key words, figures, explanations, footnotes); use reference literature and dictionaries of various kinds.

Students should learn a few rules for working with text:

- reading a text in a foreign language does not mean translating every word;
- for understanding any text, an important role is played by the existing life experience;
- in order to understand the text (or to predict what will be discussed in this text), it is necessary to turn to the help of the title, figures, diagrams, tables accompanying this text, its structure;
- when reading a text, it is important to rely primarily on what is known in it (words, expressions), and try to predict the content of the text based on the known, guess the meaning of unfamiliar words;
- you should refer to the dictionary only in those cases when all other possibilities to understand the meaning of new words have been exhausted.

In the process of developing the ability to understand the content of the text, various communicative tasks are set: to understand the content completely, or to extract basic information from the text, or to search for the necessary information in the text.

In the course of working with texts from this point of view, the following types of exercises can be used:

1. Find the English equivalents in the text.
2. Make combinations using the words from the left and right columns.

It is advisable to build work on the text in the following stages:

The pre-text stage of working with texts includes awakening and stimulating motivation to work with text; updating the personal experience of students by attracting knowledge from other subjects. One important rule must be observed here: all preliminary work on the text should not concern its

content, otherwise it will not be interesting to read it, since they will not find anything new for themselves in this text.

Here are some examples of the exercises:

1. Study and learn the following words and combinations.
2. Match each of the words in the right column to the left one.

The second stage of working with the text means reading the text in order to solve a specific communicative task formulated in the task for the text and set by the student before reading the text itself. The object of reading control should be its understanding. At the same time, the control of understanding of the read text should be associated with both communicative tasks and the type of reading. Re-reading the text can guide learners to understand the details and evaluate them. It should be borne in mind that re-reading is advisable only if we are talking about searching for additional, clarifying information.

Here are some examples of the exercises:

1. Tick off the true statement according to the text. Correct the false sentences. Find sentences containing not stated information.
2. Connect the right parts to make a sentences.
3. Answer the following questions to the text.
4. Add the missing parts of the sentences from the text.
5. Read the text. Some sentences have been taken out of the text and are listed below. Choose the correct sentence (a, b, c, etc) for each gap in the text (1, 2, 3, etc).
6. Give Russian equivalents to the following English terms.
7. Match these words with their definitions.
8. Find in the text words close in meaning to...
9. Express the meaning of the following phrases by a single verb.

The post-text stage of working with text involves the use of the content of the text to develop students' skills to express their thoughts in oral and written speech. The exercises proposed at this stage are aimed at developing the skills of the reproductive plan, reproductive-productive and productive. The first group of exercises is related to the reproduction of the text material based on its keywords, supporting sentences, its abbreviated and simplified version. Students are offered tasks for creative text processing: dividing the text into semantic milestones, drawing up a plan, shortening or simplifying the text. The second group of exercises is related to the development of skills of a reproductive and productive nature, i.e. the ability to reproduce and interpret the content of the text in the context of the problems raised in it, to express their opinion on them. The purpose of the third group of exercises is to develop productive skills that allow students to use the information received in situations that simulate authentic communication and in situations of natural communication (substantiation of the author's position; discussion on the problem raised in the text; writing a review; compiling a continuation of the story).

Here are some examples of the exercises:

1. Find grammar mistake in the sentence, explain and correct it.
2. Put the words in the right order to make a sentence.
3. Add the missing parts of the sentences from the text. Use the words below.
4. Translate the following sentences into English.
5. Make the English sentences using the following words.
6. Compose five questions relating to the text.
7. Fill in the gaps.

As you can see, the text is the basis for the development of students' skills to express their thoughts

orally and in writing. Students answer questions to the text, comment on its content, express their point of view on the information received, compose a written version of their own text, etc. In this sense, the text plays a central role in the educational process.

Text as a source of information. Texts in modern teaching materials on a foreign language are grouped according to thematic feature. Such an organization not only makes it possible to select the language material in an orderly manner, but also activates the speech-thinking activity of students if the topic is relevant, and the proposed texts contain new and interesting information for students. As a rule, these are texts from journalistic, scientific and special literature that contain valuable information. At the same time, the text does not necessarily have to have a verbal expression of the actual idea. In this case, such work of the teacher is obligatory, as a result of which the idea will be extracted, comprehended, discussed.

In general, the task system, which is a mental task of various types, may include tasks: to generalize specific material, to analyze additional data in the light of the above, to concretize the generalization based on the experience of students, to use new material to prove a well-known thesis, and vice versa, to establish cause-and-effect relationships, to identify similarities, differences when comparing the facts of native and studied reality, to identify the position of students on the issue raised, to evaluate (public and personal) a generalization or fact, etc.

The communicative approach uses partially authentic and authentic texts as a source of information about the world around. For the communicative approach, the text is a unit of communication (communication), within which an unambiguous interpretation of its constituent elements is provided; its signs are relative semantic completeness and internal organization. Texts are realized in oral or written form of speech.

Oral: announcements and explanations over the loudspeaker; public speaking, lectures, reports; sports commentary; news releases; debates and discussions; dialogues and conversations; telephone conversations.

Written: books, fiction and popular science, including literary publications; magazines; newspapers; guides; textbooks; humorous publications; brochures, prospectuses; flyers and promotional materials; warning signs and inscriptions in public places; signs and inscriptions in shops; inscriptions on labels and packaging of goods; tickets; forms and questionnaires; dictionaries (explanatory and bilingual); business correspondence; personal correspondence; exercises, essays; memorandums, reports, documents; notes, short messages, etc.

Considering the principle of selecting texts used in the process of teaching a foreign language in a non-linguistic university, we concluded that

texts are heterogeneous in their purpose and lexical and grammatical organization.

Among them it is possible to highlight:

- narrative texts of various genres (novels, short stories, historical stories, screenplays, reports, articles about incidents, humorous stories);
- descriptive texts (encyclopedias, dictionaries, guidebooks, plans, maps, traffic schedules, diagrams, graphs, announcements, TV and radio programs, menus, advertising, catalogs, posters, forms, crosswords);
- message texts (certain varieties of newspaper and magazine articles (short messages), telegrams, postcards, letters, weather reports, horoscopes);
- explanatory texts (scientific, popular science and political articles);
- reasoning texts (reviews, testimonials);
- instruction texts (culinary recipes, instructions for use, use of something, medical

- recommendations);
- dialogical texts (interviews, literary and theatrical dialogues);
- rhetorical texts (poems, fables, songs, rhymes, counting rhymes, proverbs, sayings, slogans).

## Conclusion

Thus, the study of a foreign language based on texts is the most traditional form of presenting educational material, which is further consolidated in the system of exercises. Education is based on partially adapted and original texts of various types and genres. Texts in modern teaching materials in a foreign language help not only to solve various methodological problems, but also develop certain skills and abilities of students, are the basis for the development of students to correctly express their thoughts orally and in writing.

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## Роль текстов в современных УМК в рамках дисциплины «Иностранный язык»

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**Аннотация**

В данной статье рассматривается вопрос роли с текстов в современных учебно-методических комплексах на примере преподавания дисциплины «Иностранный язык». Описаны основные характеристики текстов, используемых в учебном процессе в ходе преподавания дисциплины «Иностранный язык». Рассматривается типология текстов. Определены основополагающие коммуникативные задачи, реализуемые в ходе работы с текстами. В статье выделены уровни понимания и уровни проникновения в содержание текста. Дано подробное описание этапов работы с текстами. В данной статье авторами представлен анализ работы с разработанными заданиями к текстам со студентами первого и третьего курсов очного и заочного отделений неязыковых факультетов вуза, обучающихся по направлениям подготовки «Электроэнергетика и электротехника», «Эксплуатация транспортно-технологических машин и комплексов», «История и общественные науки» и «Биология, экология и экологическая безопасность». Ценным является то, что все задания и тексты прошли апробацию на практических занятиях по дисциплине «Иностранный язык» в Северо-Восточном государственном университете (г. Магадан). Сами задания разрабатывались таким образом, чтобы способствовать наилучшему усвоению языкового материала.

**Для цитирования в научных исследованиях**

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**Ключевые слова**

Коммуникативная задача, типы текстов, формирование речевых навыков, учебно-методический комплекс, этапы работы над текстом, источник информации, назначение текста.

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