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### THE INTERACTIVE TECHNIQUES OF WORK WITH FOREIGN PROFESSIONAL LITERATURE AT A SPECIAL FACULTY

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**Abstract.** Annotation is considered as a summary of the contents of the initial document drawn up as a result of the text compression, which gives a brief description of the content and highlights the issues touched upon in the original document. There has been determined that an abstract contains in a compressed form the information about the original text, its purpose, subject, research methods and findings. The general requirements for writing an annotation are as follows: taking into account annotation designation; the volume of annotation; compliance of the logical structure that may be different from the order of information rendered in the original; abundance for linguistic annotation features.

The methods of teaching the strategies of annotating are based on compression of text on the semantic and structural and stylistic levels. There has been determined that while writing annotations it's desirable to use simple sentences containing passive constructions, homogeneous predicates, participial constructions, impersonal sentences etc.

**Keywords:** annotation, annotation writing interactive tasks, lexical and grammatical means of English text annotating, stages of annotating.

*The relevance of research.* Annotating of the English text is one of the most important tasks imposed on the students working with foreign literature and engaged in writing diplomas and master's works. Hence, the relevance of the subject is clear due to the fact that higher education graduates should acquire

the skills and abilities of annotating in English. Moreover, the need for mastering the skills of annotating has been recorded in the foreign language program for professional communication in particular levels B1 and B2 (an independent user). The guidelines of the European Council also foresee that the graduates should achieve B2 level in particular create the skills of extracting information, ideas and opinions from professional specialized sources within their scope of studies.

***The purpose of this article*** is to consider the interactive techniques of work with foreign professional literature at a special faculty namely annotating.

Various aspects of annotating in the methodology of teaching foreign languages have been studied by such scholars as L. Baydak, G. Hrebinyk, S. Musiychuk, E. Shkurko, A. Vejze, E. Yegorova etc.

The term “abstract” is interpreted with reference to the Latin *annotatio* meaning any remark or a note. By A. Weis, annotation is the briefest presentation of the main content concluded as a result of compression of the original text and giving the general idea in several lines [1, p. 105].

By E. Yegorova, an abstract is a summary of the content of the primary document giving an overview of its issues. An abstract can't substitute the original and its purpose is to allow the specialist to form an opinion on expediency of more detailed familiarization with this material [2].

By E. Shkurko, the nature and purpose of the abstract implies giving a brief description of information and highlighting the issues addressed in the original document. Annotation does not reveal the content of the document, specifications, procedures, etc. it only provides the most common understanding of it [3, p. 37].

S. Musiychuk understands annotation as transmission of the main source of ideas in a coherent written or spoken text based on the allocation of macrostructure of the original text [4].

G. Hrebinyk distinguishes the following steps of annotating:

1. Create a “blank” in the native language containing the main points of the information in the form of short simple sentences.
2. Translate the “blanks” into the English language considering the stylistic features of annotations.
3. Check the coherence, consistency and accuracy of the text rendering [6].

Thus, teaching annotating is a necessary component of the process of learning a foreign language as it promotes the formation of mature reading skills of professionally oriented texts and writing, lexical and grammatical skills and abilities of drafting coherent oral / written text.

The work on drafting annotations usually includes the following steps: identification of the most important statements and sections of the work; allocation among the selected sentences only the key points, their compression, paraphrasing so that the content of a section could be compressed to one content

phrase; re-reading the summaries twice: first time for reduction and the second time for the retrieval of the required lost items of the content.

The stages of annotative translation: 1. Introduction to the original, a careful text reading. At this stage the basic question (issue) of the original is determined. 2. Conclusion of the original plan. Note key points (issues). 3. Description of the content and structure of the original. Render the content of the original in a range of key issues. 4. Providing a critical assessment of the original [5].

The special features of annotating style by G. Hrebinyk include the following:

1. There should be no references to the author in the text of annotations. Passive impersonal sentences beginning with “it” are mainly used to render the content.
2. The form of the predicate depends on the nature of information. Thus, sentences referring to the content are distinguished by the predicate in the Present Simple Passive form: is / are Ved:
3. The sentences which report on the obtained results contain the predicate in the Present Perfect Passive form: has / have been Ved:
4. Past Simple Passive form is used less commonly, mainly to describe the work done (experiment progresses, the stages of research, calculation steps) or for the links to previous work (excursion into the history of the question): was / were Ved [6].

Therefore, linguistic resources typical for the introduction of topics in English (by G. Hrebinyk, G. Didovych, G. Komova) can be as follows: 1) sentences with the predicate in the passive voice; 2) sentence with the predicate in the active voice if the subject is expressed by a noun; 3) sentences with the predicate in the active voice if the subject is expressed by a noun *the author / authors* (less typical) or a personal pronoun in the 1st person plural “we” (possibly while writing annotations to one’s own work).

To characterize the work under description can be used the following words and phrases: (accurately, carefully, thoroughly, preliminarily etc.). To indicate the purpose of the study there may be used the words and expressions: aim, object, purpose, task etc.; main, chief, primary, principal etc.; be designed to do something, be intended for (doing) something.

Lexical means include: verbs with the meaning of the study: (study, investigate, examine, analyze); verbs of describing value: (describe, outline, discuss, show); verbs with the meaning of receiving: (obtain, determine, find, establish, estimate, evaluate); verbs with the meaning of creation and performance: (develop, design, create, carry out, make, perform).

Assessing the purpose of the study, to specify the value or benefit of the work done or the results obtained there can also be used the following phrases: it is difficult / hard, easy, simple to do; be of importance; be of interest; be of value; diminish an influence / effect; reduce the loss; minimize error / effect etc.

The final sentences of annotations are primarily introduced with the following words and phrases: conclude; make / draw / reach a conclusion, come to a conclusion that ...; it is concluded that ...; lead to a conclusion concerning / as to, make it possible to conclude that; from the results it is concluded that; it may be noted that; it may be stated that; as a result, consequently, therefore, thus.

By L. Baydak, annotation teaching methodology includes not only clarifying of theoretical questions, but also a significant practical training which involves the training exercises aimed at developing skills of extraction and processing. The process of preparing students for annotating may include the following steps: reading and interpretation of the original text; determining the main idea of the text (i.e. the answer to the question “What’s this text about?”); division of the text into separate semantic segments with the release of major generalizations; compression of factual information and annotation performance. It is advisable to select professionally-oriented authentic texts accompanying them with interactive exercises [7].

Training interactive exercises (by Komarova) for teaching annotating include: 1. Find the sentences in the paragraph which can serve as a header (that one containing the most important information). 2. Locate and check the article (text) paragraphs containing specific information. 3. Identify the facts mentioned in the article (the text). 4. Summarize 2-5 sentences (or paragraphs) in one sentence. 5. Locate the main and additional background information in each paragraph. 6. Make a logical plan of the article (text).

Examples of the annotation writing tasks are as follows: highlight text sentences that convey the basic idea of the text; mark in different colors the paragraphs containing basic information and those in which it is minor; pick the titles for the selected paragraphs; make the titles (or choose one of the several proposed); Answer the questions to the contents of the text; search for keywords (phrases) that convey the essence of reading; shorten the text, missing minor details and specific examples; paraphrase the selected sentences.

In the third stage students are encouraged to write an annotation of the read and processed text. It is necessary to orient them to comply with the tips like that: identify the main ideas; focus on key details; use the key words and phrases; write enough only to convey the essence; make short but logically complete records. At the final stage, students read out and analyze the compiled annotations [8, p.4].

In our opinion, the aforementioned techniques of work with foreign professional literature can be called interactive because they can organize a corporate activity beginning from the interaction of two or three people up to cooperation of the majority. And therefore annotating embracing the above discussed activities can be considered as an interactive technique of work with foreign professional literature. Our point of view can be also supported by

another scientific position according to which the nature of online learning is that students acquire the knowledge and skills both in the course of the directed teacher interaction with other students during a joint speech mental activity as well as in the independent creative and search activities aimed at resolving problem situations (by D. Krivchukova).

**Conclusions.** Thus, the selection of interactive methods of work with professionally-oriented literature in the foreign language in particular teaching students annotating foreign professional texts at a special faculty is an important aspect of learning a foreign language as it not only contributes to a significant increase of students' knowledge but also develops the skills of independent work with foreign-language sources, promoting the formation of students' linguistic and professional competence as well as the skills of analytical and synthetic processing.

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