THE TECHNOLOGY OF DEVELOPING THE SUMMARIZING COMPONENT OF TEXTUAL COMPETENCE BY THE FUTURE FOREIGN LANGUAGE TEACHER

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Abstract: The theme of the paper is relevant due to the understanding of the need to solve the problem of teaching students of pedagogical directions of the university to summarize a foreign language text. The objective of the paper is to present the created technology aimed at the development of the summarizing component of the text competence of a future foreign language teacher. The paper describes its main stages (introduction, analytical, orienting, productive) focused on the development of skills of semantic perception among the students (perception of language form and understanding of the content), appropriate text reading strategies, skills of presenting the primary source in a compressed form. The systematic approach is methodologically justified in the development of the technology.

Keywords: text competence, summarizing component, text, systematic approach, system of tasks, teacher, foreign language.

1 Introduction

Currently, foreign language education is intended to play a leading role in the development of professionalism of a future specialist and in expanding his educational horizons. In the process of teaching a foreign language, the socially and professionally significant information is being transferred and mastered by the students. Abstracting and summarizing are the main ways that effectively ensure the rapid exchange of new information received from various sources, including foreign ones. The essence of abstracting and summarizing is the maximum compression of the volume of the primary source of information with significant preservation of its main content. The language redundancy and the possibility of expressing thought in ambiguous forms of speech serves as a basis for this process. A secondary text created by summarizing conveys the most essential information and is free from all minor, unimportant, explaining-illustrative. The present level of development of mass communications, a fairly high saturation of information space with the various sources forces to search for new ways of developing an ability of a student to quickly orient in the flood of foreign-language information, to understand, to systematize, to select the received information, to properly create their own text based on the processed original one. It is such professionals who are able to work with foreign language texts that are more in demand in the modern labor market. Therefore, mastering the so-called foreign language text competence by students is currently an urgent task of educational organizations.

2 Literature Review

The peculiarity of the university stage of foreign language learning is that the text acts as a "unique educational unit" (Mazunova, 2001, pp. 70-74). "The status of the text as a universal didactic unit is confirmed by the sheer ability of the text to combine the major functions of education - educational, developmental, educational and in addition the control function deriving from the logic of the educational process and traditionally attributed to the text" (Klementsova, 2017, p. 117).

The literature analysis on the problem of the text shows that scientists do not have a single point of view on the understanding of the concept of "text". Text is the main communicative and communicative-cognitive unit (Dridze, 1984; Kolshanskiy, 2007; Chomsky, 1986), text acts as the main way of information storage and transmission (Galperin, 1981; Milan, 1991). These sciences formed understanding the text as a "direct manifestation of thought" (Bever, 1973, p. 100), the most important tool of social interaction of people (Leontiev, 1966;

Blakar, 1979) and the phenomenon of culture (Assman, 2000). The text is the main educational tool of a teacher of a foreign language (Galskova, 2000; Mazunova, 2001; Harmer, 2000; Patsy & Spada, 2013).

In this regard, the scientific community clearly recognized the fact that the foreign language text competence is part of the professional competence of a teacher. "Text competence remains one of the factors that provides the educational process, contributes to the formation of the value-semantic, general cultural, training and learning, informative, communicative and social orientation of a student" (Karpova, 2010, p. 7). N. S. Bolotnova (2001) considers that textual competence includes "a set of knowledge about the text as a form of communication", as well as "a set of knowledge, skills and abilities of the individual to carry out textual activities based on it" (Bolotnova, 2001, p. 69). In understanding of I. V. Salosina (2007), textual competence is "possessing the competencies that determine the readiness for textual activity" (p. 55-59). Textual competence is an integrative phenomenon, the structural components of which, in addition to the experience of textual activity, include knowledge about the theory of text, textual skills and emotional-value attitude to the process and the result of textual activity. Textual competence is the component of the professional competence of a foreign language teacher (Golyshkina, 2011). This is due to the fact that a foreign text acts as a subject, means and result of foreign language education. An integral part of university education is the preparation of a course project, the final qualifying work. During the classes it is necessary to teach a future teacher to use foreign language sources in these works. The created summarized foreign language texts are important for a future teacher, because these types of reporting documentation are "characterized by a larger degree of creative analytical and synthetic information processing from several sources" (Babaeva, 2011, p. 53). Therefore, one of the most important components of the textual competence is the summarizing component, which implies the ability to understand and process the original text into a secondary one. "On the basis of understanding of the text, the readiness to carry out interpretation activities is being formed, the product of which is a new text which has some components of the previous one in its structure, but takes another form" (Salosina, 2007, p. 55-59).

The scientists (Brandes, 2008; Egorova & Kamenina, 2010; Kolesnikova, 2002; Markushevskaya & Tsapaeva, 2008; Proskuryakova, 2004; Frolova, 2006; et al.) distinguish different genres of secondary text depending on the degree of processing of the primary text: abstracting, summary, paraphrase, thesis, abstract, etc. In view of the fact that in educational activities the secondary text is more focused on the extraction of information with its subsequent exchange and, therefore, is informative and exploratory in nature and also assumes the presence of the addressee, the emphasis is made on the genre of the summary, which has the above-mentioned features (Babaeva, 2011). The following classification has been developed in the scientific literature: summary-resume, scientific summary, bibliographic and scientific-educational summary-abstract, summary-resume, summary-review and summary-report.

In the Federal State Educational Standard of Higher Education of the specialization (2018) 44.03.05 Pedagogical Education (bachelor level) the universal competence (UC-4) "the ability to carry out business communication in oral and written forms in the State language of the Russian Federation and foreign language(s)" shall be formed as the requirements to the results of mastering the bachelor's programme by the graduate. In addition to the knowledge of lexical units which are most common in the field of professional communication and the basic grammatical structures of the native and foreign languages characteristic of professional speech and rules of verbal and non-verbal behavior in the professional sphere, a bachelor graduate should be able to abstract and summarize foreign language texts of professional

orientation. As a result of education, skills of application of the foreign experience borrowed from foreign language sources are formed in the professional activity. In this regard, the problem of creating the technology for the development of the summary component (abilities and skills of summarizing a foreign language text) of the text competence becomes relevant.

3 Research Methods

Currently, there is no single systematic approach and technology of step-by-step formation of mechanisms allowing carrying out the process of summarizing a foreign language text on the optimal parameters in the methodology of teaching foreign languages. In our opinion, separate exercises and methodological techniques, even if successful and effective, will not be able to optimally solve the problem of teaching summarizing a foreign language text, if they are not brought into the system. The process of summarizing is a complex act of speech and thought, and from the methodological point of view, the need for a system of exercises is dictated by the fact that the absence or insufficient amount of exercise leads to the fact that in the process of summarizing the consciousness of a student cannot cover the whole complex of arising difficulties. We consider it methodologically justified to use a systematic approach in the development of the technology aimed at developing the ability of the students to summarize a foreign language text. "System" - (Greek systema - composed of parts, united) is a set of elements that are in relationships and links between each other and form certain integrity, unity (Kimerov, 2004, p. 427). The systematic approach allows you to systematically consider the object of reality, to identify its composition and structure, to determine the functions, to single out the important ones. The technology includes the development of a system of tasks, which "should be aimed at the development of a certain model of speech activity as a kind of a complex unit, a system consisting of separate levels, each of which, in turn, is a unity subdivided into some components of its elements. The basis of the activity described by us is the process of semantic perception, which consists in the simultaneous perception of the language form and understanding of the content. In other words, perception goes on two levels at the same time: 1) unconscious perception of the language form and simultaneous processing of the text leading to its linguistic compression; 2) direct understanding of the meaning" (Kartashova & Maksimuk, 2015, p. 105). As a result, we have developed tasks of two levels, providing for the development of abilities and skills of perception of the language form and its simultaneous processing and direct understanding and semantic processing of the perceived information.

4 Findings and Discussion

We have created the technology of developing the summarizing component of the text competence of students. The method of working with texts is based on the principle of compression of the read text at the semantic and structural levels. In the light of the technological approach to educational interaction, it is possible to determine the main characteristics of the developed technology: systemic issue, staging, scientific issue, reproducibility, efficiency.

The developed technology includes several stages: introduction, analytical, orienting and productive. Each stage involves the development of groups of skills, appropriate strategies for reading the text, the skills of presentation of the primary source in a compressed form.

The first stage is preparation for summarizing/abstracting the text. The teacher offers tasks aimed at training on the language phenomena that cause difficulties among the students in the process of their perception and further reproduction, as well as the possibility of their compression. Tasks are reduced to the generalization of something read, for example:

- *ersetzen Sie jede der folgenden Wortgruppen durch ein generalisiertes Wort;*
- *verwenden Sie den Begriff (aus einer Gruppe von Begriffen,*

Daten in Klammern), um jeden dieser Prozesse zu bezeichnen;
- *finden Sie Synonyme dieser Wörter im Text.*

The second stage is the analysis of the text on formal grounds: logic of presentation, means of communication, argumentation, concretization and proof:

- *betonen Sie in diesem Auszug alle Mittel der formellen Verbindung;*
- *betonen Sie formale Mittel, mit denen die Ursache-Wirkungs-Beziehung in diesem Auszug ausgedrückt wird;*
- *suchen Sie nach dem Auszug, der die Satzdaten verbindet;*
- *suchen Sie in diesem Auszug nach Wörtern, die die Argumentationslogik des Autors widerspiegeln;*
- *welche Ausdrücke können für die Argumentation, Konkretisierung der obengenannten Information, den Übergang zu einem neuen Unterthema dienen.*

At the third stage there is practicing skills on orientation in the text. The third stage involves completing a number of tasks aimed at determining the topic of the message, evaluating its informative value, highlighting keywords, logical connection in the presentation, selecting semantic passages, the main idea of the text and compilation of information. For example:

- *beantworten Sie Fragen zum Text;*
- *beenden Sie die basierenden auf dem Inhalt des Textes Angebotsdaten;*
- *suchen Sie im Text eine Passage, derer Inhalt der vorgeschlagenen Illustration entspricht;*
- *markieren Sie strukturelle semantische Blöcke im Text;*
- *teilen Sie den Text in semantische Passagen auf, bezeichnen Sie Sie;*
- *kombinieren Sie Material thematisch;*
- *stellen Sie Fragen an den Text in einer strengen logischen Reihenfolge;*
- *stellen Sie eine nichtlogische Sequenz in dem Text ein und ordnen Sie den Text an;*
- *wählen Sie zu jedem Teil des Textes aus einer Reihe von Diagrammen und Illustrationen die entsprechende;*
- *lesen Sie die vorgeschlagenen Struktur-semantischen Blöcke, markieren Sie die Blocknummern mit paralleler Struktur;*
- *definieren Sie die Art der prädikativen Struktur dieses Blocks;*
- *stellen Sie schematisch die Art der logischen und semantischen Struktur dieses Blocks dar;*
- *finden Sie das semantische Zentrum des Satzes;*
- *beachten Sie die Vorschläge, die die größte informative Last tragen;*
- *stellen Sie fest, ob die vorgeschlagene theoretische Position mit der Grundidee des Textes übereinstimmt;*
- *lesen Sie die Passage und wählen Sie den Titel;*
- *verallgemeinern Sie den Inhalt dieser Passage mit einem Satz;*
- *beenden Sie diese Passage mit dem endgültigen Satz.*

At the last fourth stage – the productive one– there is the creation of a secondary text. The teacher offers tasks aimed at developing the ability of critical understanding of information, creating one's own judgment about the content of the text:

- *beweisen Sie, daß diese Aussage nicht mit der Wahrheit übereinstimmt;*
- *stellen Sie den Zweck des Auszuges fest, bestimmen Sie den Grad seiner Neuheit;*
- *gruppieren Sie ähnliche Standpunkte aus der im Text angegebenen Anzahl, drücken Sie Ihre Meinung aus;*
- *welche Tatsachen sind für Sie streitbar, argumentieren Sie Ihre Schlussfolgerung.*

"After performing two series of exercises and as a result of the repeated, multiple execution of the whole series of operations, a certain scheme represented by the list of salient features and points that can serve as an external support for the future model

of speech activity is developed" (Kartashova & Maksimuk, 2015, p. 109). This scheme should necessarily be included in the abstract, the preparation of which is the final stage of teaching summarizing. Before performing this exercise, students should be acquainted with the samples of summaries taken from the summarizing journals in the specialty, as well as give them a subject scheme of the summary, that is, a list of points that must be included in the summary.

5 Conclusion

In conclusion, we would like to note that the work on the creation of a secondary text is carried out in the following directions:

- predicting the content of the text, extracting basic information;
- semantic-structural compression of the basic material;
- organization of secondary text based on the extracted information.

This series of structured algorithmic tasks allows to develop a certain scheme, which can serve as an external support for the future model of speech activity.

One of the ways of text structuring is a systematizer as a schematic hierarchical representation of the main ideas, facts, data, opinions, representations. The integrity of the text is represented by a system of its individual parts. Systematizer as a way of writing a secondary text reveals the semantic content of the text with the help of super-phrasal units.

As part of mastering the discipline "Foreign Language", future teachers are taught the holistic perception of educational texts and the creation of new texts containing basic information about the original text. The result of such processing is a secondary text, which presents the main optimal ideas for the perception of the primary text. In the process of mastering the skills of summarizing activity, the textual competence of students is being developed through the implementation of basic mental operations, analysis and synthesis, structuring the deductive, inductive reasoning and proof by analogy. The above-mentioned skills form the basic component of the text competence.

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