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**ANNOTATING AND ABSTRACTING AS METHODS OF TEACHING A FOREIGN
LANGUAGE IN AGRICULTURAL UNIVERSITIES**

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The article raises the issue of the importance to form the skills of annotating and abstracting foreign language texts in order to obtain the information necessary for future specialists in their professional activities. The need for the ability to work with dictionary and reference literature is emphasized. The article describes the motives that make future technical and legal professionals learn to find the necessary information and use it by annotating various professional scientific, technical and legal literature. The author points to the necessity of forming the summarization skills for obtaining the information from foreign scientific and technical sources. The motives that make future specialists in the technical and legal field learn to find the necessary information and obtain it by annotating scientific and technical literature are presented. The reasons that motivate and teach future technical and legal professionals to quickly find and annotate the necessary information from the scientific literature are listed. It is meant that the annotation is a short description of the work, the printed article and the manuscript. It is a brief descriptive characteristic of the primary source. An abstract answers the question of what the primary source of information says. It is proved that abstracting allows to identify the level of understanding of the text by students, the ability to reproduce the text briefly, highlighting the main content with the help of keywords.

It is emphasized that annotation of foreign language texts is a specialized type of speech activity of the abstract genre, closely related to reading and writing, which results in analytical and synthetic processing of the information provided. Mastering the skills of annotation leads to a significant increase in the level of foreign language knowledge: it allows you to quickly navigate in special literature.

Keywords: *annotation, abstracting, foreign language sources, reading as a type of foreign language speech activity, competences, skills formation, annotation types.*

**АНОТУВАННЯ ТА РЕФЕРУВАННЯ ЯК МЕТОДИ ВИКЛАДАННЯ ІНОЗЕМНОЇ
МОВИ В АГРАРНИХ УНІВЕРСИТЕТАХ**

О. Е. Можаровська

Стаття піднімає питання важливості формування навичок анотування та реферування іноземних текстів з метою отримання майбутніми фахівцями необхідної у їхній професійній діяльності інформації. Наголошено на необхідності

формування вміння працювати із словниково-довідниковою літературою. Описуються мотиви, які змушують майбутніх фахівців технічної та юридичної сфери вчитися знаходити необхідну інформацію й використовувати її за допомогою анування різноманітної фахової науково-технічної та юридичної літератури. Автор вказує на необхідність формування навичок реферування для отримання інформації з іноземних науково-технічних джерел. Зазначається, що анотація є короткою характеристикою змісту твору, печатної статті чи рукопису. Вона являє собою стисло описову характеристику періоджерела. У ній розкривається тематика даної публікації без повного розкриття її змісту. Анотація дає відповідь на питання, що йдеться у первинному джерелі інформації. Доведено, що реферування дозволяє виявити рівень розуміння тексту тими, хто навчається, вміння відтворювати текст стисло, виділяючи основний зміст за допомогою ключових слів.

Акцентовано увагу на тому, що анування іноземних текстів є спеціалізованим видом мовленнєвої діяльності реферативного жанру, тісно пов'язаного з читанням та письмом, в результаті якого здійснюється аналітико-синтетична обробка наданої інформації. У процесі інформаційної обробки вихідного тексту створюється новий скомпресований текст мовою перекладу. Автор підкреслює, що анування тексту – складний творчий процес, куди входять смисловий аналіз тексту, вицленування одиниць основної інформації, її оцінку та синтез. Для виконання таких завдань необхідно добре володіти іноземною мовою, вміти читати тексти із загальним охопленням змісту і мати достатні знання у відповідній галузі знань.

Ключові слова: анування, реферування, іноземні джерела, читання як вид іноземної мовленнєвої діяльності, компетенції, формування вмінь.

Introduction of the issue. Proficiency in a foreign language is an integral part of training a modern technical and legal specialist in various fields of technical and legal knowledge. The main task of teaching foreign languages in various educational establishments is to prepare students for the use of a foreign language in their future professional activities, that is, learning both written and oral forms of communication in the conditions of professionally oriented communication, the development of productive and receptive skills and practical skills of foreign language speaking activities (reading, annotation, written speech, translation, listening, speaking). It is important to learn how to use the necessary sources of foreign language literature for practical purposes and to be able to express oneself in foreign languages on issues related to future professional activities. The formation of foreign language communicative competence allows a future specialist to use the language he is learning as a means of professionally oriented and interpersonal communication based on formed academic and socio-personal competences, acquired language and professional knowledge for further

education, including the direct process of self-education.

Current state of the issue. The analysis of recent research and publications proved that many scientists studied the problem of foreign language reading connection with various types of foreign language speech activity, such authors as O.B. Bigych, G.E. Boretska, K.V. Voronina, G.Yu. Grebinnyk, G.V. Komova, L.P. Smeliakova, L.M. Shaposhnikova, L.M. Yatsenko, Ch. Edelhoff, N. Migueles-Abraira, J. Scrivener.

The aim of research is to study the actual problem of forming annotation and summarizing skills to obtain the necessary information from foreign scientific, technical and legal sources.

Results and discussion. As modern research shows, one of the central tasks at the 1st and 2nd levels of foreign language learning in technical and legal educational institutions is the ability to read and understand original literature and information in the form of translation, abstract or annotation [1, 4, 5]. However, the task of forming skills and developing skills for working with foreign language texts (1st degree of education), with foreign language sources and

relevant literature (2nd degree of education) is not always implemented to the required extent in practice. Reading as one of the types of foreign language activity is included in the sphere of communicative and social activity of education seekers, providing one of the forms of written verbal communication. Reading literature in your specialty plays an important role in your life. It reflects the specific tasks of educational activity and professionally oriented communication, directly related to the search for necessary sources of information and necessary data, and is also aimed at comparing information extracted from already available based on activity results of training and formed competencies. A specialist must be able to logically, reasonably and competently construct statements in a foreign language. Combining the basic elements (knowledge, skills, abilities and personal qualities) into one whole, they should possess the following competencies:

- readiness for communication in written and oral forms to solve tasks of a professional orientation;
- skills of working with foreign language texts, primary sources, technical literature;
- the ability to independently acquire, expand and use new knowledge with the help of modern information technologies and apply them in practice.

In the course of their future practical work, in order to solve their tasks, specialists have to read many different technical and legal texts (general texts, publications and reference books, technical and legal documentation, invention applications, description of drawings, advertisements, patents, instructions, monographs, scientific publications, collections, articles). They often have to work with more than one text. Moreover, depending on the situation, they search for the necessary sources of information by quickly reviewing the proposed materials, and then select those fragments that are essential for their further work, and only after that begin to search and study the information necessary to solve the task. To find the necessary information sometimes we have to turn to different

sources. In such cases, reading is the main way to obtain it. Reading as an object of study is one of the types of conscious and purposeful scientific and pedagogical activity of teachers and students, aimed at competently mastering a certain toolkit in the process of solving educational tasks, the goal of which is to obtain the desired result [4]. The ultimate goal of reading scientific, technical or legal texts is its comprehensive understanding (or a certain degree of its understanding), continuous replenishment of vocabulary due to the most frequent special terminology and commonly used vocabulary. The expected reading result determines the amount of information and the nature of its processing. The situations of reading professionally oriented texts are different. They depend on the purpose of the reader, which determines the amount of information extracted. In this case, the mastery of professional terminology in one or another field of knowledge and the type of text reading acquire special significance. Examples of tasks are the following:

- quickly review the text (instructions, handbook, patent, contract) and determine what it is about, what topics are covered or explain its name;
- read the text, compare two or three summaries/two or three annotations and find out which of them most adequately conveys the content of the material read;
- carefully read the text and find all wordings related to the agreement, contract, resolution, statutory documents, statement, mandate, certificate; current, engine, video card, RAM, calibrator (tachometer, ohmmeter, ammeter, voltmeter), etc.

Depending on the realized goal during learning to read, a person receives a certain share of information, a smaller or larger part of it. Along with traditional translation, by which we understand a certain type of translation activity aimed at conveying a new message of the source text in combination with the terminological accuracy of the main concepts, such types of translation as annotation and abstracting have become widespread.

Annotation (from Latin *annotatio* – remark) is a brief description of the content of a work or manuscript. It is a brief description of the original source. It reveals the topic of the publication without fully revealing its content. The abstract provides an answer to the question stated in the primary source of information.

Annotation and abstracting belong to analytical and synthetic processes, the essence of which is the information compression of a certain document, which allows you to obtain secondary information in the form of an abstract [2, p. 4].

In general, annotating scientific, technical and legal foreign language texts is a specialized type of language activity closely related to reading, which results in analytical and synthetic processing of specialized information. In the process of information processing of the source text, a new compressed is created. Annotation of the text is a complex creative process that includes semantic analysis of the text, isolation of basic information units, its evaluation and synthesis. It should reveal the main idea, succinctly convey the direction of the work, text, article, give a description of the content. The ability to distract from secondary information, to see the main thing, often based only on the subtext, and to convey the content in a concise form is one of the necessary communication skills. To cope with this task, the student must have a good command of a foreign language, be able to read texts with a general content coverage and have sufficient knowledge in the relevant field of knowledge.

Annotations in a compressed form contain relatively detailed information about such characteristics of the source text as its purpose, thematic focus, semantic integrity, and research methods. Mastering the skills of annotation leads to a significant increase in the level of foreign language knowledge: it allows you to quickly navigate in finding literature by specialty; not to spend a lot of time on translation, clarifying the semantic structures of various professional concepts with the translated text, its content. In the daily practice of specialists of various profiles, there is

often a need for a short oral or written presentation of the content of foreign language materials that convey important information in their native language. The range of use of the instructions, one of the main purposes of which is the effective dissemination of scientific, technical or legal information, is quite wide. Being the most economical means of familiarization with primary sources, data of a source texts variety, so-called secondary texts, are used in information flows, ensuring the dissemination of necessary information, and act as means of providing information to users on an international scale. Annotation reflects the process of informational analytical and synthetic processing of the primary text. This is what can be read in the source text. In the instructions, the content of the source text is conveyed as briefly as possible, usually in one's own words, which ensures a high level of generalization and abstraction of the main content (logos) contained in the primary text. A distinctive feature of the annotation as a secondary text is the conciseness of the language and the strict logical structure of the text, the presence of special stamps and the constant use of special clichés such as: ***The title of the text is...; The text (article, paper) deals with...; The text provides the readers with some data on...; Much attention in the text is given to...; It is especially noted that...; In this text the matter is...; ... are noted...; It is referred to...; The question is...; The point in the text is that...; The text is of great help to...; The text draws our attention to...; Furthermore/next...; It should be stressed that...; ... are discussed...; First...; As a result...; On the whole...; In conclusion...*** The abstract of a special educational text is considered in this work as one of the types of translation, which is a brief description of the original, which describes its content, denotation, a list of the main issues or professional problems that are in the text and its purpose. The volume of the annotation usually does not exceed a few simple sentences (approximately 100-300 printed characters, up to 3-5 lines of printed text). The abstract answers questions about the content of the

original text, and also includes three main components: a) a concise description of the text; b) the purpose and intention of the author; c) the addressee of the primary text. The abstract is written in a native or foreign language. If we are talking about an abstract for a scientific book, monograph or scientific work, dissertation, the length of the abstract can reach 200 words. It usually goes directly to the initial data of the work. When compiling the instructions for the educational text, it is recommended to follow the following sequence:

- first you need to write the text's title (indicate the surname and initials of the author, if any);
- then they explain the brief content of the text in several sentences, i.e. they write: what this text is about; list the issues considered in it and indicate to whom it is intended (if such information is available in the text);
- if it is a scientific book or magazine, the city where the book was published, publisher, year of publication, number of pages, tables, figures, bibliographic titles are also indicated; journal number, etc.

Unlike the abstract, which explains the essence of the original source material, the instruction does not convey the complete content of the original text. Usually, it provides a concise description of the object under consideration, and not any specific data about this or that phenomenon or equipment. It provides brief but necessary thematic information of the original text, thereby helping the target audience to find reference material that reflects the content of the document. In this regard, it is possible to express the opinion that the abstract is closer to the indicative abstract, which contains the most important information: addressee, purpose, methods, result and conclusions. All secondary details are omitted in it. Such abstracts are published in refereed journals. They display brief, but sufficient for a specialist, information about the work performed during the preparation of a project, writing a diploma, or a dissertation.

Annotations are classified: 1) by purpose and content: reference (descriptive) and recommendation; 2) by

the complete coverage of the annotated source and readership: general and specialized.

When abstracting and annotating genre varieties of scientific and technical and legal literature, reference instructions are mainly used. Such instructions essentially represent a structured content aspect of the text, which characterizes the work as a whole and focuses the reader's attention on a generalized statement of the described object and its main properties. Texts of this kind follow the logic describing the object in a compact form and fit within certain frameworks of accepted international standards. The clarity, logic, coherence and integrity of the instruction as a secondary text is a creative intellectual process that requires mastery of professional reading with a general understanding in order to reproduce and generalize the content of the original source and design the appropriate instruction.

Tasks related to this type of work with specialized texts can be as follows: 1. Make a logical plan of the text and develop it into a written instruction. 2. Highlight the sequential points of the logical plan of writing an instruction, agreement, contract, appeal, petition, resolution, order, report, regulation 3. Find in one of the paragraphs a key proposition, idea or saying that can be a title for the entire text. 4. Find and mark those paragraphs of the text that contain specific information about engines (petrol, diesel, gas, hybrid) and their advantages. 5. Determine the number of main facts presented in the text; summarize each paragraph of the text with one suggestion, recommendation, advice 6. Find in each paragraph the main, additional and explanatory information about car engines, terms of the contract, agreement or agreement. 7. Find and read the offers that contain information about the 7-Zip and WinRAR archivers. 8. Paraphrase the key sentences of each paragraph using grammatical and lexical transformations. 9. Highlight key words and phrases in each paragraph of the text. 10. Read the text. Find key words in each paragraph, write informative paragraph centers. Using the extracts you have made,

verbally/in writing reconstruct the information that reflects the typology of the annotations. 11. Read 2-4 annotations, determine the type of annotation and justify your answer. 12. Write a text instruction (review, report, article, textbook chapter, monograph, patent) in your specialty.

Speaking of annotating instructions, we emphasize that the instruction as a short form of the original text does not duplicate its title, but rather reveals and specifies it. When compiling the text of the instructions, it is suggested to exclude excessive data and comments, various judgments and evaluations of the emotional plan; do not include colloquial phrases, and even complicated syntactic constructions. It is recommended to write an annotation taking into account the drawn up plan of the original source. The main provisions of the plan are reduced to a small number of points. The maximum allowable volume of instructions for scientific and technical documentation with a clearly expressed informative function is approximately 500 printed characters; in general, reference instructions should not exceed 800-1000 printed characters. As a rule, the key fragments of the annotated text are not used in the instruction, but the author's version is provided.

The final demonstration of the language skills possession (written speech, grammatical and lexical material) is the summarization of texts, which has a controlling and teaching potential. Abstracting allows you to identify the level of text understanding by the trainees, the ability to reproduce the text in a short way, highlighting the main content using key words. The processing of the original source in order to extract the main content is the essence of abstracting. The abstract as a concise presentation of the main source information based on semantic processing allows students to most fully demonstrate and use all the skills acquired in the process of learning a foreign language, using the acquired grammatical and lexical material. A necessary condition for summarizing is a preliminary understanding of the primary text as a whole (in contrast to translation, where, as a rule, a phased understanding

of individual sections of the text is required). An abstract should be considered as a new text, a secondary text, the creation of which is determined by the result of comprehension and understanding the text content as a whole. Selected from the primary text (original) information is recreated in the form of a new text. Such texts (documents) are called secondary or derivative. Secondary documents are a semantic reworking of the content of the primary text and aim not only to convey what is stated in the primary source, but also to answer the main question: what is the main idea and novelty of the material presented in this primary document. It is this purpose that determines their essential role in learning: by creating secondary texts, students acquire the skills of independent extraction and processing of information. The language units of the secondary document replace more content than the units of the original one. When abstracting, it is necessary to highlight the principles of semantic folding, which are the essence of such operations as quoting, paraphrasing and generalizing the original material. Highlighting key fragments in the text (underlining or writing them out) is an integral part of the abstracting process. Key fragments act as ready-made author's generalizations in the original. Their use in the text of the abstract is the essence of the citation. The key fragments extracted from the text, which are elements with a high degree of semantic condensation, form the thematic basis of the text. The lexical chain drawn from this passage gives a complete picture of its theme. The material of lexical thematic chains can be organized according to the principle of highlighting key words and phrases in it. If there are no such generalizations in the thematic series, the author formulates his own generalization. If the author of the abstract wants to give his interpretation of the key idea or change the wording that is given in the text, he rephrases some parts of the text. Paraphrasing allows you to make a deliberate and purposeful replacement of words and syntactic constructions with their identical variants, if the communicative task and semantic

orientation of the original sentence are preserved. Note that drawing up a new text as an abstract is connected with the definition of the presentation logic, the sequence of the material. The new text may include the following elements: key fragments borrowed from the original (parts of sentences and sentences borrowed entirely – without changes); runcated sentences, parts of sentences; separate phrases and words; own generalizations of the segments meaning of any volume, introduced into the text as words, phrases and whole generalizing sentences; language constructions, consisting partly of key fragments borrowed from the original, and partly of their own generalization; cliché and evaluative elements. Among the whole variety of clichés, the following three groups can be distinguished: clichés that begin summarizing and introduce the main topic. For example: The article is titled ..., The article is under the heading ..., The article is about ..., The article talks about ..., The question about is considered, etc. Clichés that form the key idea: The main idea of the article is that ..., The article is devoted to ..., The author emphasizes, believes, indicates, etc. Cliches emphasizing the essence of the conclusion, the conclusions that the author comes to or made independently: The author comes to the conclusion ..., The conclusion says ... After reading the article we understand ... , etc.). When summarizing texts in a foreign language, it is necessary to know that there are certain features of the vocabulary use, grammatical structures, the way the material is presented, and the sentence. The text of the abstract should not contain repetitions and general phrases. The use of direct speech and dialogues is excluded. The abstracting language is characterized by the use of certain grammatical and stylistic means: simple complete sentences that contribute to the rapid perception of the abstract; to characterize various processes, participial phrases can be used, which reduces the volume of the statement. The use of indefinitely personal sentences allows you to focus the reader's attention only on the main thing (for example: Analyze ..., Use ..., Provide ..., Consider ..., etc.).

Impersonal and indefinitely personal constructions of the type are used: It is important ..., It was decided ..., It is realized ..., It is offered ..., It is necessary ..., It is discussed ...). We use adverbial phrases and homogeneous members of the sentence. The presence of infinitive and gerundial turns, personal forms of the verb are very often used in the passive voice (thus the personality of the author is relegated to the background, and the names of objects, processes, etc. are put forward in the first place; high nominalization of the language expression; saturation with terminological vocabulary; the use of generalizing words and clichés which are absent in the original source: the absence of subjective evaluative element. Considering the foregoing, we can conclude that the abstracts design features should include the syntactic completeness of statement design, the presence of analytical structures, nominativity, widespread use passive forms, and impersonal, indefinitely personal turns. It should be noted that there are a number of stages when summarizing a text. Drawing up an abstract is a semantic folding of the primary document, i.e. compression. In the course of analytical and synthetic processing of the material, the referent identifies and selects the most significant, new information for the recipient and presents it in a new, concise form. The work on the semantic folding of the text begins with reading the primary document and getting to know its general content. The next important step is a careful re-reading of the text, highlighting key fragments. Finding key fragments allows you to trace the development of the main themes of the text as part of a paragraph and groups of paragraphs. All further work on the information processing takes place through chains of key fragments that make up the semantic backbone of the text. The next step is the organization and regrouping of the selected fragments in accordance with their thematic focus. This is followed by the preparation of a logical plan. The selected key fragments are first written out (or underlined) in the order in which they met in the primary text. Then they

are grouped thematically around several large sub-themes that develop the main theme of the text. This material serves as the basis for the abstract. When writing an abstract, a sentence can be formed from lexical units borrowed from various parts of the original. Working with fragments at the sentence level requires the introduction of connecting elements into the secondary text that were absent in the primary text. The abstract is a new text, which is built according to all the laws of the logical thoughts in a large context. The semantic development may coincide with the primary text in certain parts of the abstract, and then, as a rule, the same connecting phrases, allied words and turns of speech that were in the original are borrowed.

So, what are the advantages of abstracting? It saves the reader's time; acts as a replacement for the document; may be more accessible than the original (e.g. fewer technical terms are used). Abstracting teaches not only the semantic folding of the text in order to extract the most significant, relevant information from it, but also develops writing skills. In everyday practice, this is the ability to write a business letter, a statement, an essay, a report, a review, and generally competently express one's thoughts in writing. Therefore, one of the tasks of a foreign language teaching is to develop students' skills to work with original foreign literature, in particular, to develop the skills of summarizing and compiling written reviews. Basic knowledge of abstracting allows students to quickly navigate the literature in their specialty and not spend too much time on the laborious process of literal translation. In the process of abstracting, the teacher, together with the students, sets the goals and objectives of teaching this type of foreign literature compression. The text material for group and independent work is determined. It is advisable to use authentic texts for this. The use of authentic material helps to awaken the cognitive motivation of students, i.e. they

get to know unknown facts that arouse their interest. In addition, when working with such texts, students realize that they are referring to a source of information used by native speakers. This increases the practical value of knowing a foreign language. Reading and then abstracting authentic articles is a valuable source of knowledge. Journal articles, for example, are the source of new modern vocabulary, clichés, phraseological units, and idioms. Thus, the use of articles from scientific journals in the classroom for abstracting allows not only to acquaint with the processes, but also to expand the general outlook and, as a result, increase the communicative competence. Summarizing the above, we can say that abstracting is an intellectual creative process, including the semantic compression of written texts, a brief and generalized presentation of the material. Obviously, abstracting requires certain skills and abilities, and this needs to be specially trained.

Conclusions and research perspectives. In conclusion, it should be emphasized that all types of annotations and abstracting are aimed at the relevance of the presented question, its objective nature (target setting and tasks), methods (methods of research, obtaining and developing material), results and conclusions from the material presented without losing essential meaning in the process analytical and synthetic processing of the source text. Thus, we see that as a result of the formed annotating and abstracting skills, the future specialist acquires the ability and opportunity to work with professionally significant materials, to independently find and highlight the foreign language information necessary for further work.

We see the prospects for further research in the search for new methods and forms of teaching the annotation of foreign technical and legal texts, as well as ways of their implementation during the teaching of a professionally oriented foreign language.

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