

Methodological Organization of Learning Material in Teaching the Language of Specialty By the Example of Teaching Russian as a Foreign Language

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ABSTRACT

The article addresses the issue of developing professional communicative competence based on texts according to the selected specialty in studying Russian as a foreign language. It specifies patterns to organize learning material at various stages of working with text. The authors highlight the role of using telecommunications technologies in teaching the language of specialty.

Keywords: Russian as a foreign language, professional competence, scientific style, authentic texts, language of specialty, system of tasks, interactive board

I. INTRODUCTION

Developing the ways of providing training in a language with account of the future profession is a present-day problem in the contemporary methodology of teaching Russian as a foreign language (RFL). Searching for the most rational pathways for conveying knowledge of a language of specialty has continually drawn the attention of RFL teachers. The publications of many academic methodologists such as Balykhina T. M., Guseva L. G., Dobrovolskaya V. V, Klobukova L. P, Levina G. M, Stefanskaya A.V., Surygina A. I., Farisenkova L. V and others are devoted to this issue. The researchers recognize the need for creating a training system that, on the one side, would allow for using traditional elements of professional education that have already proved themselves to be positive (working with texts related to general education disciplines, studying the peculiarities of a language and scientific style structures, working with vocabulary entries and working with readings according to the selected specialty) but, on the other side, would make it possible to introduce new elements allowing the students to significantly enhance very specific terms in their oral practice, to form a lexicon with regard to the learner's future profession and make it part of the communication component. [1]

II. THE LANGUAGE OF SPECIALTY AS A MEANS OF BUILDING THE PROFESSIONAL COMPETENCE

A. Vocational focus of training

Gaining command of scientific language is a way for foreign students to become specialists that is why

Russian language classes taught at a non-philological university have a clearly-marked vocational bent. This being said, a teacher of Russian language does not have to explain a specific discipline as a science course. His/her responsibility is "to familiarize a student with the language specifics of the chosen discipline and the scientific language in general." [2]

Making the language of specialty a separate discipline serves to reinforce the vocational focus of teaching the language. Practical orientation of training that is one of the key provisions for teaching the language exerts an influence on selection and delivery of material, organization of learning process, clarification of learning objectives with account of a specialty chosen by students, differentiation of training activity depending on the objectives sought, formation of requirements to study guides, etc. [3]

B. Authentic text as a basis for developing verbal skills while learning the language of specialty

The main unit of the scientific style of speaking when teaching Russian as a foreign language at a technical university is an authentic text, which differs in its peculiarities of grammatical and syntactic structures, as well as in its lexical content. The training based on such texts is prompted by the real extralinguistic situation as understood by the academic methodologists T.V. Vasilyeva, I. B. Avdeeva and G. M. Levina.

The authentic texts are the foundation for building verbal skills when learning the language of specialty due to the fact that they contain a great deal of general scientific and terminological data, various groups of grammatical and structural-semantic patterns such as general characteristics, composition, classification,

purpose of instruments and devices, as well as characteristics of a process. Besides, such texts appear to be the source of information for the learners in their professional sphere.

When people learn the language of specialty, text is a nucleus around which the system of various exercises is being built. The teacher’s task is to select the dominant texts for acquisition of the language of specialty by the students. It means that the curricula should be examined, priority disciplines should be singled out, and selected training material should purposefully reflect the learners’ future professional communication. In addition, the methodological strategy and training system should be elaborated. In determination of content of educational textbooks and in selection of minimum vocabulary the contact between the RFL teachers and the teachers of specialized disciplines plays an important role.

When going through a text massive, an RFL teacher highlights the terminological material and the lexico-grammatical material that supports it, i.e. the text dictates the order of introducing the lexico-grammatical material and its degree of importance for the given specialty. With this approach to composing training materials for the language of specialty, the lexico-grammatical material is “in service” of the text and not

vice versa as it is contemplated in the traditional, as applied to RFL, model of composing a study guide for the scientific style, where the disparate fragments of texts related to the specialty are given the role of illustration of the studied lexico-grammatical topics. In this case, the substantive information that is important in the learner’s understanding is the focus of this learner’s attention, which considerably increases the motivation for studying Russian language. [4]

III. THE SYSTEM OF EXERCISES FOR WORK WITH THE SPECIALTY-RELATED TEXTS

A. Thesaurus

When designing the content of a discipline, it is necessary to establish its conceptual framework – thesaurus – from the discipline’s basis, where the main units of meaning are to be presented. The language material of a specialty-related text represents a certain sum of homogeneous sets of language facts, which in methodology are called the minimum of language that is why working with text should start with selection of lexical units and determination of semantic and grammatical relations between them.

As an example, it is proposed to examine a fragment of the minimum of language for “Artillery” section see “Table I” to “Table XIX”:

TABLE I. EXAMPLE OF THE MINIMUM OF LANGUAGE ON THE LEXICAL TOPIC “ARTILLERY”

Example in Russian	Example in English
цель (какая?) укрытая цель, высокоманевренная цель, отдельная цель ≠групповая цель, неподвижная цель ≠движущаяся цель; важность (чего?) цели, характер (чего?) цели; огонь → огневой (-ая, -ое, -ые) огневой вал, огневой налёт, огневая задача, огневая деятельность, огневое прочесывание, огневое наблюдение; наносить/нанести (что?) → нанесение (чего?) нанести потери; нанесение потерь, нанесение повреждений.	target (what kind is it?) sheltered target, highly manoeuvrable target, separate target ≠ target group, immobile target ≠ manoeuvring target; the importance (of what?) of target, the nature (of what?) of target; fire→firing barrage fire, fire assault, fire mission, fire activity, sweep-and-clear firing, fire support surveillance; inflict (what?) →infliction (of what?) inflict losses; infliction of losses; infliction of damage.

Where necessary, a concise terminological dictionary and the list of abbreviations are given in the “Table II”:

TABLE II. EXAMPLE OF A THESAURUS ON THE LEXICAL TOPIC “ARTILLERY”

Example in Russian	Example in English
Репёр(воен.) – действительная или условная точка на местности, используемая для пристрелки артиллерийских орудий. Дымовая завеса(воен.) – искусственное облако дыма для маскировки боевых действий или объектов. ПЗО – одинарный подвижный заградительный огонь ОгВ – огневой вал ПСО – последовательное сосредоточение огня	Registration point (mil.) – actual or conventional ground point used for registering artillery pieces. Smoke screen – an artificial cloud of smoke for screening military operations or units. CDF - creeping defensive single-gun fire BF – barrage fire SFC - successive fire concentration

It is also appropriate to present the lexico-grammatical patters according to which the sentences in

the text under study are built, for example: “... makes a part of ...”, “... is called ...”, “... constitutes ...” etc.

In methodology of teaching Russian as a foreign language it is accepted to distinguish the following stages of working with a text: pre-textual, textual and post-textual. The system of exercises for work with specialty-related texts is built according to this classification as well.

B. Pre-text stage exercises

Before the text is read, pre-textual tasks serve to expand the learners' vocabulary and to lift off lexicogrammatical difficulties. They aim for memorizing terminological lexicon, comprehension of synonymic, antonymic and word-formative links, as well as for establishing concordance of linguistic units, etc. "Table III" gives examples of some of the pre-textual tasks:

TABLE III. EXAMPLE OF AN EXERCISE TO PRACTICE NOUN PHRASES (ADJECTIVE + NOUN)

Task: Listen to noun + adjective collocations and repeat them. (The words in italics are adjectives in Russian, but are translated into English as nouns in the function of the adjective - translator's note)	
Example in Russian	Example in English
Артиллерийская батарея, артиллерийский дивизион; боевые действия, боевая машина реактивной артиллерии; дымовой снаряд, дымовая завеса; ударный взрыватель, дистанционный взрыватель, радиовзрыватель; наблюдательный пункт, командный пункт.	Artillery battery, artillery battalion; combat actions, rocket-launcher combat vehicle; smoke projectile, smoke screen; impact fuse, adjustable-time fuse, radio proximity fuse; observation point, command point, etc.

TABLE IV. EXAMPLE OF AN EXERCISE TO PRACTICE COLLOCATIONS (NOUN + ADJECTIVE)

Task: Think of the adjectives the following nouns can be used with:	
Example in Russian	Example in English
цель	target
взрыватель	fuse
огонь,	fire
снаряд	projectile
пункт	point

TABLE V. EXAMPLE OF AN EXERCISE TO PRACTICE COLLOCATIONS (ADJECTIVE + NOUN)

Task: Think of the nouns the following adjectives can be used with. (The words in italics are adjectives in Russian, but are translated into English as nouns in the function of the adjective – translator's note)	
Example in Russian	Example in English
артиллерийский	artillery
огневой,	fire
световой	light
боевой,	combat
агитационный,	propaganda
дымовой	smoke

TABLE VI. EXAMPLE OF AN EXERCISE TO PRACTICE GRAMMATICAL CATEGORIES OF ADJECTIVES (GENDER, NUMBER AND CASE)

Task: Add the correct ending to the following adjectives.	
Example in Russian	Example in English
Светов... обеспечение, агитационн... материал, непригодн... состояние, жив... сила, светов... ориентир, дымов... завеса, кратчайш... срок, реактивн... артиллерия, одиночн... выстрелы, наблюдательн... пункт, последователн... сосредоточение огня, противотанков... ракетн... комплекс.	Illumination support, propaganda material, unusable state, manpower, light reference point, smoke screen, shortest time, rocket-launching artillery, single shots, observation point, successive fire concentration, anti-tank missile system, etc.

TABLE VII. EXAMPLE OF AN EXERCISE TO PRACTICE COMPLETING NOUN PHRASES WITH NOUNS

Task: Complete the following noun phrases with correct nouns.	
Example in Russian	Example in English
Ударный массированный осветительный высокоманевренная.	Impact ... massive ... illumination ... highly-maneuvrable

TABLE VIII. EXAMPLE OF AN EXERCISE TO PRACTICE COMPLETING NOUN PHRASES WITH ADJECTIVES

Task: Complete the following noun phrases with correct adjectives.	
Example in Russian	Example in English
действия	actions
ориентир	reference point
дивизион	battalion
выстрел	shot
батарея	battery
количество выстрелов.	number of rounds.

TABLE IX. EXAMPLE OF AN EXERCISE TO PRACTICE NOUN PHRASES (NOUN + NOUN IN THE GENITIVE CASE)

Task: Listen to the following noun phrases made by adding nouns in the Genitive case and repeat them.	
Example in Russian	Example in English
огонь артиллерии, стрельба артиллерии; войска противника, задымление противника; задачи стрельбы, установка для стрельбы; виды огня, ведение огня, сосредоточение огня; уничтожение цели, разрушение цели, изнурение цели, характер цели.	artillery fire, artillery firing; enemy troops, blanketing enemy with smoke; shooting tasks, fire mission setting; classes of fire, delivery of fire, fire concentration; target destruction, target splash, target attrition, target nature.

TABLE X. EXAMPLE OF AN EXERCISE TO PRACTICE TRANSFORMATION OF VERB PHRASES INTO NOUN PHRASES

Task: Transform the following verb phrases into noun phrases.	
Example in Russian	Example in English
Уничтожить цель – уничтожение цели Создать реперы, нанести потери, разрушить цель, подавить цели, сосредоточить огонь, расходовать снаряды; Вести беспокоящий огонь, выполнить огневую задачу, подавить высокоманевренные цели, установить противотанковый ракетный комплекс.	Destroy a target - target destruction Create registration targets, inflict losses, splash a target, neutralize targets, concentrate fire, expend projectiles; Deliver disturbing fire, complete a fire mission, neutralize highly manoeuvrable targets, set an anti-tank missile system.

TABLE XI. EXAMPLE OF AN EXERCISE TO PRACTICE COMPOUND WORDS

Task: Read the following words, find the compound ones and name their elements.	
Example in Russian	Example in English
Высокоманевренный, наблюдательный, одинарный, боеспособность, механизированный, целеуказание, психологический, агитационный, продолжительность, противотанковый, массиванный, радиовзрыватель, броневой, дистанционный, кумулятивный, бетонобойный, осветительный, характеризующийся.	Highly manoeuvrable, observation, single, combat effectiveness, mechanized, target assignment, psychological, propagandist, duration, anti-tank, massive, radio proximity fuse, armour-piercing, remote-controlled, cumulative, concrete-piercing, illumination, characteristic of.

TABLE XII. EXAMPLE OF AN EXERCISE TO PRACTICE CASE FORMS OF NOUN-GROUP ATTRIBUTES

Task: Read the word combinations with noun-group attributes, define their case.	
Example in Russian	Example in English
Мина (какая?) с ударным взрывателем, снаряд (какой?) с дистанционной трубкой, огонь (какой?) залпами, огонь (какой?) одиночными выстрелами, стрельба (какая?) на уничтожение, стрельба (какая?) на подавление.	Mine (what kind of?) with impact fuse, projectile (what kind of?) with time fuse, fire (what kind of?) in succession, fire (what kind of?) – single-shot fire, firing (what kind of?) – destructive firing, firing (what kind of?) – neutralization firing.

TABLE XIII. EXAMPLE OF AN EXERCISE TO PRACTICE DERIVATIVES.

Task: Fill in the gaps with derivatives (nouns or adjectives) of the words in brackets. Put them in the correct form.	
Example in Russian	Example in English
1) При выполнении ... задач артиллерийские подразделения применяют различные виды. (огонь, огневой) 2) При световом обеспечении боевых действий задачами стрельбы могут быть ослепление наблюдательных пунктов и ... средств противника. (огонь, огневой) 3) При определении порядка выполнения ... задачи устанавливаются количество ... налетов и ... наблюдений. (огонь, огневой) 4) ... налет может вестись беглым ..., когда продолжительность ... налета не установлена. (огонь, огневой)	1) When performing ... tasks, the artillery battalions use various kinds of (fire, firing) 2) In illumination support of combat actions the shooting tasks may be blinding the observation points and ... the enemy vehicles. (fire, firing) 3) When defining the order of ... task completion, the measure of ... attacks and ... observations is to be specified. (firing, fire-supported) 4) ... attack may be conducted through rapid ..., when the duration of the ... attack is not specified. (firing, fire)

Exercising the vocabulary through various kinds of pre-textual tasks leads to its automatic memorizing and absorption. At this stage of working with text the students have to learn by heart a substantial amount of specific lexicon so as “not only to recognize it in textbooks, but also to interpret these lexical units correspondingly and use them in their future oral and writing communication practices. High concentrations of unfamiliar words in their reading have a negative impact on the students’ comprehension and create psychological barriers while absorbing the training material as a whole.” [5] Introduction of information- and telecommunications equipment, particularly an

interactive board, can be helpful in solving this problem. Interactive presentations created by using Smart Notebook software can be incorporated at the stage of learning the specialty-related vocabulary. The tasks on bringing phrases to concordance, sorting words into semantic groups and inserting corresponding lexical units in the blank spaces facilitate activation and consolidation in speech of the general scientific and specialized lexicon, terms and termed notions.

For example, "Fig. 1", "Fig. 2" and "Fig. 3" show flash templates with tasks on creating word combinations and sorting the language material into groups.

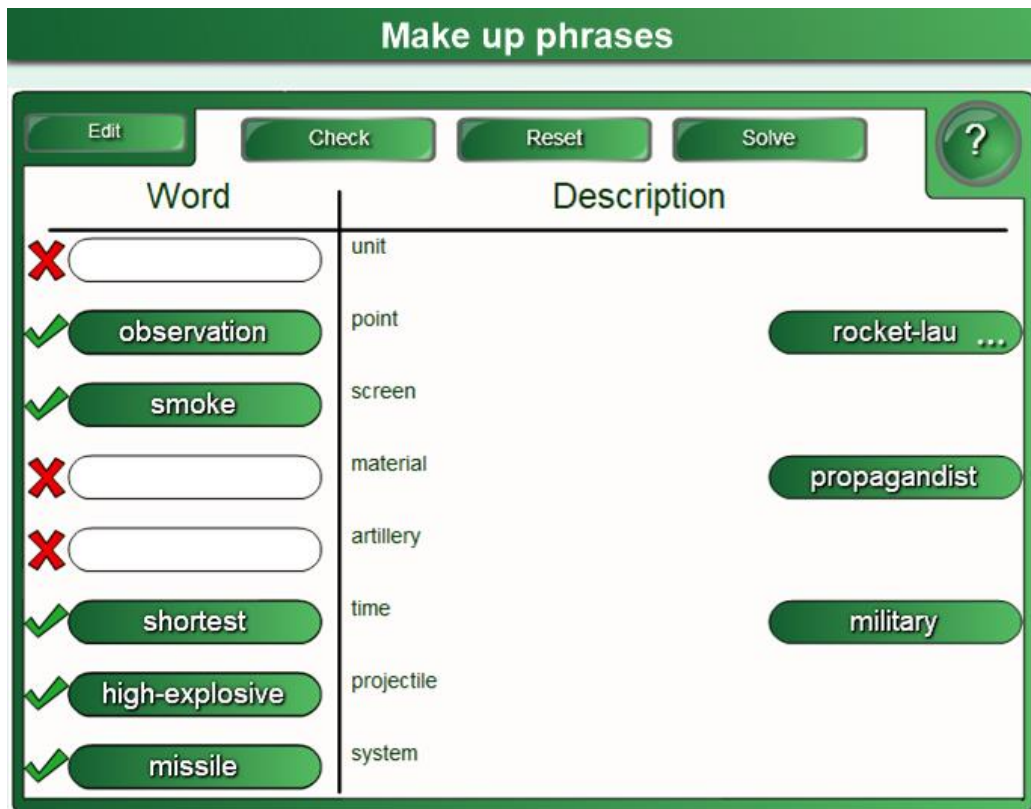


Fig. 1. Example of an exercise to practice adjective + noun collocations.

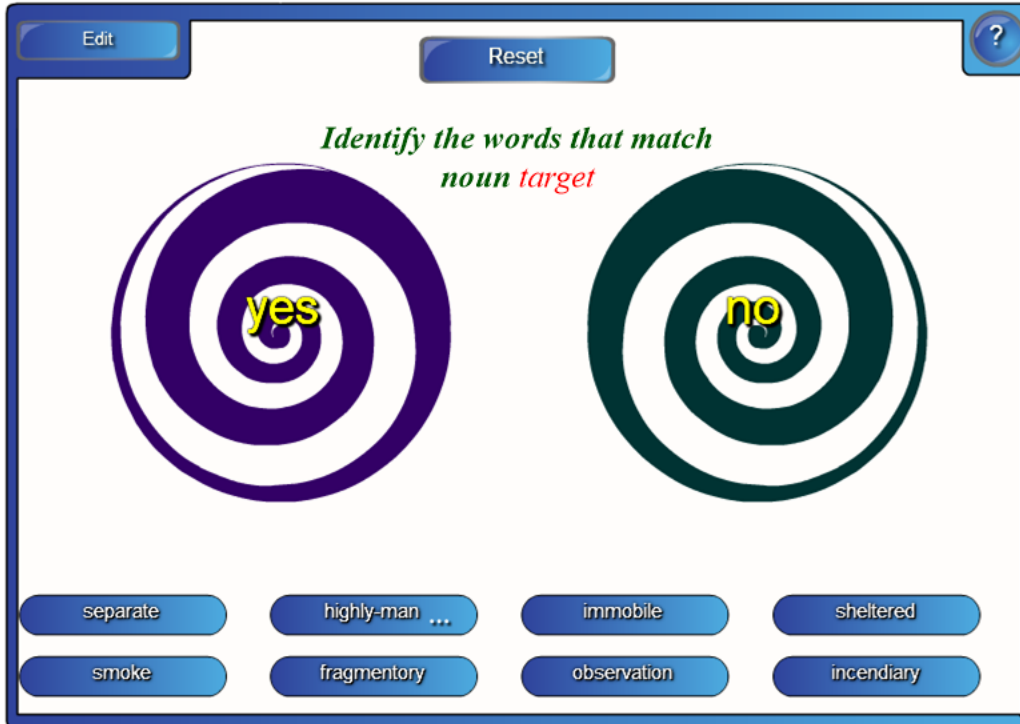


Fig. 2. Example of an exercise to practice noun + adjectives collocations.

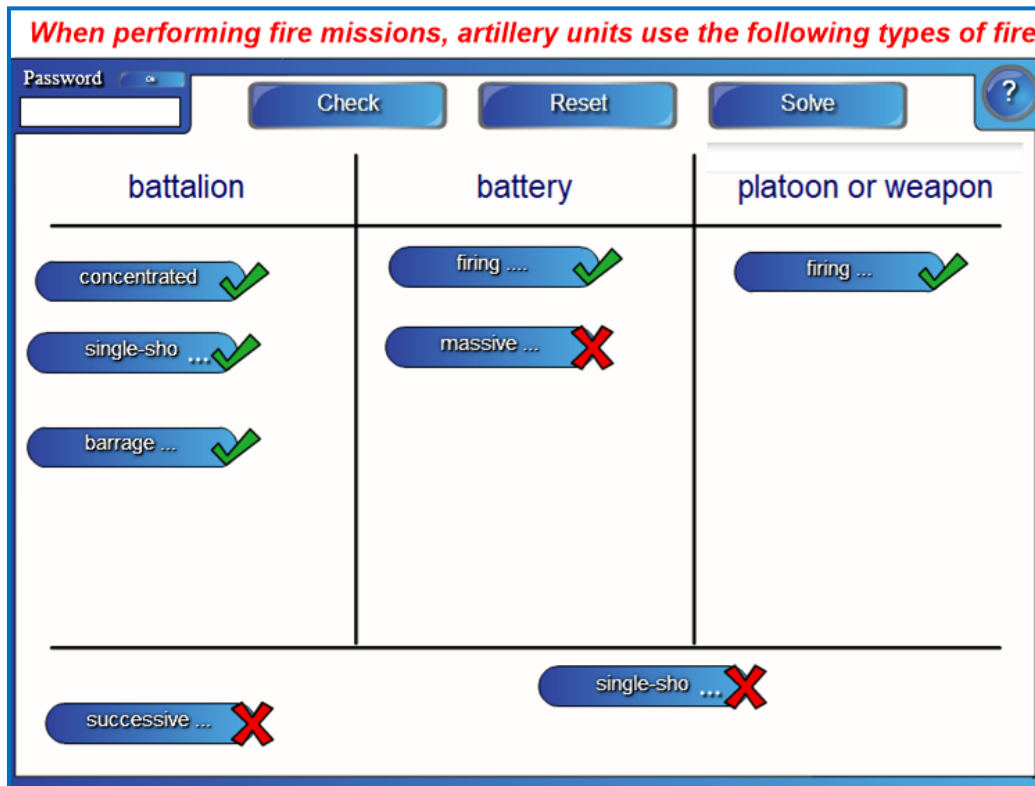


Fig. 3. Example of an exercise to practice concept definition (fire types) depending on military units.

Interactive board is a powerful instrument for visual representation of data and it corresponds to the way of information perception that is characteristic of today's young people, who have a far greater need for imagery information and visual stimulation.

C. Text-stage exercises

After lifting off the lexico-grammatical difficulties, textual tasks are to be completed. Their nature is informational and they are intended to identify the fundamental idea of the text. The wording of textual tasks should confer a communicative affirmation to reading, be plain and simple so as not to slow down the reading process. For example:

Read the following text. Divide it into component parts.

Read the outline for the text. Then read the text. State whether the outline corresponds to the content of the text.

D. Post-text stage exercises

The next stage of work is analysing the text and making sure it is understood. Post-textual tasks aimed

for extraction of complete and targeted information, filling in the missing parts of the sentences, identifying notions by their description, transformation of sentences according to synonymous patterns and others facilitate activation of the lexico-grammatical material of the text and allow for checking how well the students have grasped its meaning. It can be proposed that the students draw up an outline for the text and reproduce its content in accordance with this outline, highlight major points and compress the text, answer the proposed questions in short or in detail or to phrase their own questions, to prepare a summary for the text, etc. Such system of tasks can be of assistance not only in checking comprehension of what has been read, but also in promoting the development of the students' skill of capturing the text's content with swiftness and accuracy and entering into a communication process that very closely resembles a discussion of professional issues. Some examples of the post-textual exercises can be found below.

TABLE XIV. EXAMPLE OF AN EXERCISE TO PRACTICE PRONOUN REFERENCING

Task: Replace the pronouns in bold with the corresponding nouns.	
Example in Russian	Example in English
1) Уничтожение цели заключается в нанесении ей таких потерь, при которых она полностью теряет свою боеспособность. 2) При определении порядка выполнения огневой задачи устанавливают количество огневых налетов и огневых наблюдений, их продолжительность и распределение по времени. 3) Количество огневых налетов устанавливают в зависимости от условий обстановки так, чтобы они были распределены по времени, в течение которого цель должна находиться в подавленном состоянии.	1) Target destruction consists in infliction of such damage on it that it completely loses its combat effectiveness. 2) When defining the order of fire mission, the number of fire assaults and the measure of fire-supported observations are to be specified, as well as their duration and timing. 3) The number of fire assaults is to be specified depending on the conditions in the environment so that they are distributed with account of the time during which the target should remain in a neutralized state.

TABLE XV. EXAMPLE OF AN EXERCISE TO PRACTICE CLASSIFYING WORD AND PHRASES DEPENDING ON THE GIVEN CHARACTERISTICS

Task: Arrange the words and word combinations into groups according to their belonging to the corresponding lexical groups.	
Example in Russian	Example in English
1) Воинские формирования; 2) орудия; 3) боеприпасы. Подразделение, цель, миномёт, артиллерийская группа, угломер, дивизион, репер, взвод, выстрел, снаряд, потеря, мина, батарея, механизированная воинская часть, стрельба, налёт, боевая машина реактивной артиллерии, дымовая завеса, противотанковый ракетный комплекс, наблюдательный пункт, залп.	1) Military units; 2) weapons; 3) ammunition. Subdivision, target, mortar, field artillery group, inclinometer, battalion, registration point, platoon, shot, projectile, loss, mine, battery, mechanized military unit, firing, assault, rocket-launcher vehicle, smoke screen, anti-tank missile system, observation point, barrage.

TABLE XVI. EXAMPLE OF AN EXERCISE TO PRACTICE VERBAL NOUN TRANSFORMATION

Task: Transform the sentences following the example.	
Example in Russian	Example in English
<i>Уничтожение</i> цели заключается в <i>нанесении</i> ей таких потерь, при которых она полностью теряет свою боеспособность. <i>Уничтожить</i> цель – это значит <i>нанести</i> ей такие потери, при которых она полностью теряет свою боеспособность. 1) <i>Разрушение</i> цели заключается в <i>приведении</i> ее в непригодное для дальнейшего использования состояние. 2) <i>Подавление</i> цели заключается в <i>нанесении</i> ей потерь и <i>создании</i> таких условий, при которых она временно лишается боеспособности, ограничивается ее маневр или нарушается управление.	Target <i>destruction</i> consists in <i>infliction</i> of such losses on it that it completely loses its combat effectiveness. To <i>destroy</i> a target means to <i>inflict</i> such losses on it that it completely loses its combat effectiveness. 1) Target <i>damaging</i> consists in <i>rendering</i> this target unusable for further operations. 2) Target <i>neutralization</i> consists in <i>infliction</i> of losses on it and <i>creation</i> of such conditions that it temporarily loses its combat effectiveness, manoeuvrability or control is disrupted.

TABLE XVII. EXAMPLE OF AN EXERCISE TO PRACTICE READING FOR DETAIL

Task: Find the necessary information in the text and answer the question using various synonyms.	
Example in Russian	Example in English
Какие снаряды имеют ударный, дистанционный взрыватель и радиовзрыватель?	Which projectiles have impact-type, adjustable time-type and proximity-type fuses?

TABLE XVIII. EXAMPLE OF AN EXERCISE TO PRACTICE CONCEPT DEFINITION BY ITS CHARACTERISTICS

Task: Find the information about types of artillery fire in the text. Specify what kind of fire each statement below describes.	
Example in Russian	Example in English
1) Ведется методическим огнем, сериями беглого (методического) огня или их сочетанием. 2) Ведется беглым огнем без изменения установок для стрельбы. 3) Может вестись беглым огнем или начинаться серией беглого огня и продолжаться методическим огнем.	1) Delivered through systematic firing, in series of rapid (successive) shots or the combination thereof. 2) Delivered through rapid fire without change of fire mission settings. 3) Can be delivered through rapid fire or can start with a series of rapid shots and be continued as a successive firing.

One of the ways to originate spontaneous speech in the professional sphere is composing dialogues based

on specialty-related texts. As an example, the following type of a task can be proposed in the "Table XIX".

TABLE XIX. EXAMPLE OF A DIALOGUE COMPLETION EXERCISE

Task: Complete the conversation.	
Example in Russian	Example in English
<p>Виктор: Хосе, завтра мы будем выполнять компьютерный тест по теме «Огневые задачи артиллерии». Давай повторим некоторые моменты этой темы.</p> <p>Хосе: С удовольствием, Виктор, повторю этот материал.</p> <p>Виктор: Я помню, что в зависимости от характера и важности цели, от сложившихся условий обстановки, задачами стрельбы могут быть: уничтожение,</p> <p>Хосе: Молодец! Ты правильно назвал все задачи стрельбы. Что такое уничтожение и разрушение цели, я помню хорошо, а вот две другие формулировки точно не вспомню. Напомнишь?</p> <p>Виктор: Конечно! Но сначала расскажи ты, что такое уничтожение и разрушение цели.</p> <p>Хосе: Договорились! Слушай: «Уничтожение цели заключается в нанесении ей таких повреждений и потерь, при которых ... Разрушение цели – это ... ». Теперь твоя очередь. Напомни мне, пожалуйста, что такое подавление и изнурение цели.</p> <p>Виктор: Хорошо. Слушай и запоминай: «Подавление цели заключается в ...». Ой, а про изнурение цели я забыл! Давай спросим у Даниэля. Он отличник! Он точно знает!</p>	<p>Viktor: Jose, tomorrow we are going to take a computer test for the topic "Fire missions of artillery." Let's repeat some of the points.</p> <p>Jose: That would be nice, Viktor, I'll recollect the material.</p> <p>Viktor: What I remember is that depending on the nature and the importance of a target, depending on the conditions created in the environment, the missions of firing can be the following: destruction,</p> <p>Jose: Well-done! You have named all fire missions correctly. I clearly remember what target destruction and damaging are, but the other two wordings escape me. Can you remind me of them?</p> <p>Viktor: Of course! But, firstly, you tell me what target destruction and damaging are.</p> <p>Jose: Agreed! Look: "Target destruction consists in inflicting such losses on it that Target damaging is" Now, it's your turn. Remind me, please, what target neutralization and attrition are.</p> <p>Viktor: OK. Listen and learn. "The neutralization of a target consists in" Oops, I forgot about target attrition. Let's ask Daniel. He's a straight-A student! He knows for sure!</p>

To check if the language competences and skills are well-formed, computerized tests are used compiled on the basis of the lexico-grammatical material of the text under study. Watching records with original webinars given by the professors teaching specific disciplines allows for making learning process look completely like real professional communication.

IV. CONCLUSION

Above all, for the sake of their future profession, foreign students need to acquire good knowledge of Russian language, which not only is a primary means of communication with other nations, but also a means of becoming specialists. Well-organized methodological work with texts makes it possible for learners to master the professional lexicon according to their chosen specialty, to read authentic textbooks, to extract the necessary information from them and to make

grammatically-correct remarks using the patterns of scientific style. All of these things contribute to the ultimate objective i.e. the formation of professional communicative competence.

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