

ABSTRACTS

UDC 378.091.33:811'233

A.V. Maslova

THE COMPONENTS OF THE CONTENT OF TEACHING ENGLISH SCIENTIFIC WRITING TO MASTER STUDENTS

This paper discusses the content of teaching English scientific writing to Master students of non-linguistic pedagogical specialties. The main objective of the paper is to define the basic components of this content. With that purpose we analyze the content of teaching a foreign language from the viewpoint of different scientists. We point out that the content of teaching a foreign language incorporates a set of what students internalize in a learning process, i.e. knowledge of foreign language material, habits to use it in practice, and skills of its use in various types of speech activities. Moreover, the quality and level of material mastery should meet the objectives and requirements of a certain specialty.

The sequence that lists the above mentioned components (knowledge-habits-skills) is considered to be general for teaching a foreign language. However, the fact that Master students already have a sufficient experience in foreign language training should be taken into account. In conjunction with that, we distinguish the following components of the content of teaching English scientific writing to Master students: 1) the knowledge of language material specific for scientific English; 2) the linguistic skills of its use in elementary speech acts; 3) the receptive, reproductive and productive speech skills of its use in scientific writing of gradually increasing complexity. It should be noted that further investigation in this area aims to specify the list of corresponding knowledge and skills and organize them in a lingua didactic model.

Key words: components of the content of teaching, English scientific writing, knowledge, skills, habits, Master students.