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**Communicative aspect
of studying of features
of the scientific speech**

In this article forms and types of speech activity in system of communicative situations are considered, various stages of scientific and technical cooperation are analyzed. The first year university students of the Kazakh departments studying Russian according to the program of discipline «Professionally oriented Russian language» learn a quite extensive volume of lexical and grammatical material. On the basis of educational and scientific texts students get acquainted with a wide range of data on their specialty and as a result get a large supply of terms and syntactic structures, typical for the language of this specialty. Text-books on scientific style of Russian and the concrete situations which future specialists meet in their practical professional activity aren't considered. It means that more attention should be paid to the communicative-functional aspect which can be realized in the course of training on the specialty language. Therefore one of the main objectives of the course «Professionally oriented Russian language» is not further expansion of a stock of terminological lexis which future young specialists have to acquire, but training students' abilities to cope with the communication situations which can appear in their practical professional work.

Key words: speech situation, speech activity, scientific style, communicative methods, terminology of texts, terminological vocabulary.

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**Ғылыми сөйлеу ерекшеліктерін
коммуникативті аспектіде
зерттеу**

Мақалада ғылыми-техникалық ынтымақтастықтың әртүрлі сатыда талдануы, коммуникативті жағдаят жүйесінде сөйлеу қызметінің түрі және формасы қарастырылады. Университеттің қазақ тобының бірінші курс студенттері орыс тілі «Кәсіби мақсаттарға арналған орыс тілі» бағдарламасының пәнін оқи отырып, грамматикалық және лексикалық мәліметтерді кең ауқымда меңгереді. Аталмыш мамандықтың нәтижесінде тілдің синтаксистік құрылымы мен үлкен терминдер қорын меңгереді және студенттер ғылыми мәтіндермен танысып, мамандықты кеңірек түсінеді. Оқулықта орыс тілінің ғылыми стилінде болашақ мамандардың тәжірибелік кәсіби жұмыстары үшін нақты жағдаяттар қарастырылмаған. Бұл дегеніміз, тіл мамандығын оқу барысында коммуникативті-функционалдық аспектіге үлкен көңіл бөлу қажет. Сондықтан да, тәжірибелік кәсіби жұмысқа әсер етуші, қаншама студенттердің оқуы және олардың қарым-қатынас жағдаяттарынан шыға білуі, болашақ және жас мамандардың терминологиялық лексика қорын меңгеруі «Кәсіби мақсаттарға арналған орыс тілі» курсының негізгі міндеті болып табылады.

Түйін сөздер: сөйлеу жағдаяты, сөйлеу қызметі, ғылыми стиль, коммуникативтік тәсіл, терминологиялық лексика.

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**Коммуникативный аспект
изучения особенностей
научной речи**

В этой статье рассматриваются формы и виды речевой деятельности в системе коммуникативных ситуаций, анализируются различные стадии научно-технического сотрудничества. Студенты первых курсов казахских отделений университета, изучая русский язык по программе дисциплины «Профессионально ориентированный русский язык», постигают довольно обширный объём лексического и грамматического материала. На основе учебно-научных текстов студенты знакомятся с широким спектром сведений по специальности и в результате приобретают большой запас терминов и синтаксических структур, характерных для языка данной специальности. В учебных пособиях по научному стилю русского языка не учитываются те конкретные ситуации, с которыми будущие специалисты встречаются в своей практической профессиональной деятельности. Это значит, что большее внимание следует уделять коммуникативно-функциональному аспекту, который может быть реализован при обучении языку специальности. Поэтому одной из основных задач курса «Профессионально ориентированный русский язык» является не столько расширение запаса терминологической лексики, которым должны владеть будущие и молодые специалисты, сколько обучение студентов в их умении справиться с ситуациями общения, возникающими в практической профессиональной работе.

Ключевые слова: речевая ситуация, речевая деятельность, научный стиль, коммуникативные способы, терминологическая лексика.

**COMMUNICATIVE
ASPECT OF STUDYING
OF FEATURES OF THE
SCIENTIFIC SPEECH**

The students learning Russian are trained in specialty language on a quite volume of lexical and grammatical material reflecting a wide profile of disciplines. It gives them both a lot and not enough. It is a lot in the sense that on the basis of educational and scientific texts students get acquainted with a wide range of data on the specialty and as a result get a large supply of the terms and syntactic structures characteristic of language of this specialty. It isn't enough in the sense that this stock remains more or less passive as in the textbooks at such system of training those concrete situations which future experts will meet in their practical professional activity aren't considered. It means that the bigger attention should be paid to the communicative functional aspect which can be realized when training in specialty language. Therefore one of the main objectives of the course «Professionally oriented Russian» and «Russian for the Professional Purposes» is not so much expansion of a stock of terminological vocabulary which future specialists should acquire (it is already quite large), but training students' ability to cope with the situations of communication arising in practical professional work.

Theoretically, for the solution of this goal it is necessary to carry out the analysis, which situations, themes and types of speech activity are shown and with the help of which language means they are realized [1]. First, this analysis has given us more clear idea of types (forms) of scientific -technical cooperation. Secondly, we have received the data on scientific-technical cooperation allowing to indicate some general tendencies of the speech in such communicative situations. Thus, it is possible to draw conclusions what communicative situations are met at separate stages of scientific-technical cooperation as well as communicative methods corresponding to them, and also what types of speech activity prevail in these or those situations. It should be noted that communicative situations (conference), communicative methods (the report, discussion) and types of speech activity (speaking, listening) are in close dependence from each other.

The scientific-technical cooperation presented as a complex of communicative situations can be divided into certain stages. The lower stages are such forms of scientific-technical cooperation which symbolically can be called «scientific tourism». Texts of 'scientific tourism' in most cases are in the form of dialogues of the oral scientific speech. Prevailing there are such communicative situations as conversations, exchange of information of research or

production character, speaking in the form of monologues at discussion or participation in working meeting. Such communicative ways as a question, the answer, expression of desire, request, the recommendation, rejection of the offer, consent, objection, etc. are typical for the oral scientific speech. Among types of speech activity here prevail speaking and listening while reading and writing in Russian occupy insignificant share. Writing, in particular, acts in the form of drawing up and discussion of simple statements and protocols, a formulation of intentions, drafts of working programs, etc. As circumstances of creation of these texts are deprived of a strict legal or diplomatic ceremonies and the obligations following from such documents don't reach the level of agreements or contracts it is enough for authors of such documents to have general ideas of their form, so that formulations should be exact and unambiguously clear. Such conversations are remarkable for a quite high degree of ease, uncertainty and non-obligation that predetermines using language means of non-strict scientific speech [2].

'Scientific tourism' accompanies such type of scientific -technical cooperation which would be possible to call «work with literature on the specialty». It is possible to define passive and active work with literature. Passive work with literature consists in drawing up secondary texts in Kazakh on the basis of primary texts in Russian. At this level creation of translations, preparing different types of papers, drawing up the summaries, abstracts, plans are carried out. Language means used while oral and written transforming of primary texts into secondary are defined by the theory and practice of translation. As scientific-technical cooperation between countries becomes closer, active work with literature gets the increasing distribution among experts. This form of work with literature consists in creation of primary texts in Russian – articles, reports, abstracts or summaries to self-publications, reports, offers, catalogs, and writing of monographs as well. It is possible to add that the most important communicative ways in these cases are the description, definition, statement, proof, denial, revealing of advantages and shortcomings, exposition and discussion of figures, schedules, charts, etc. Reading is the dominating speech activity while drawing up secondary texts, but in the case of primary texts it's writing. Oral types of speech activity during the passive work with literature take place in the cases of references' search or verifying of contents of the processed primary texts. Active work with literature assumes more frequent conversations for discussion and editing primary texts, and also for coordination of plans and terms of their delivery, discussion of results, final editing, etc.

The following stage of scientific-technical cooperation assuming higher level of requirements is a stage of the meetings which are taking place within more strict organization on more definite protocol, than at the level of 'scientific tourism'. This kind of meetings are the congresses, symposiums, colloquiums, working meetings, etc. During these meetings speech situations of the first stage of scientific-technical cooperation «are synthesized». Specialists participating in this form of scientific-technical cooperation have to be able to use them more intensively and purposefully, for example, to be ready to perception of the content of longer pieces of the oral monologue speech typical for reports, discussions (listening), and also to acquaintance to the materials connected with this meeting (reading) and for purposeful collecting and competent transfer of data on the specialty (speaking) as well.

The texts created in these conditions in many respects are similar to texts at a stage of 'scientific tourism' or working with literature, but there are also essential distinctions between them both in an external form and according to contents. So, in oral and written types of the speech uncertainty is replaced with definiteness, validity and obligation; ease of conversations remains only at meetings between acquaintances, on receptions, etc., and oral scientific and everyday informal conversation intertwine with each other – the phenomenon presenting special difficulty for young specialists. As for contents, the increasing value gains 'terminology' of texts. Except exact terms, the specialist has to know «concretizing» means of expression as well and be able to use them pertinently without complete excluding, however, and «soft» formulations [3].

At the following stages of scientific -technical cooperation there is a difference in complexes of communicative situations: while for specialists of science and technology and of culture and art professional development during Master's and doctoral studies is of primary importance, for specialists of industrial sector on the primary place is a working business trip for the purpose of expansion and deepening of scientific – technical cooperation which foundations are laid at the previous stages. It is possible to stop shortly at stages of Master's course, doctoral studies and training. At these stages there is one aim – replenishment and expansion of the knowledge acquired earlier. Such purpose puts in the forefront the communicative situations connected with work at departments or in laboratories of higher education institutions and at research institutes, search of literature in libraries (both in real, and in virtual), visits to scientific, technical institutions or manufacturing enterprises, etc. The com-

municative ways corresponding to these situations have already been presented at subordinate stages of scientific-technical cooperation, but at the stages of doctoral studies and training they obviously prevail and demand from the specialist more independence in their realization.

At recognition of situations and adaptation to them the crucial role is played by self-experience of specialists. The specialists passing the lower steps of scientific-technical cooperation experienced more difficulties, than the experts having such experience who, though haven't reached fluency of the speech, associated situations with the language means, necessary for their realization, easier. It is interestingly that participants of the congresses and working business trips improve their knowledge and skills more successfully, than doctoral candidates and trainees. Apparently, it is connected with strong mental and intellectual tension mobilizing will and forces which are typical for such events, especially in the foreign-language speech environment. Trainees and doctoral candidates consider their knowledge and skills acquired during a long term in small «portions» and with high frequency repeatability, rather strong.

At the stage of working business trips of scientific-technical cooperation specialists meet absolutely new communicative situations. For example, the negotiations assuming big independence at promotion of offers and decision-making, discussion and coordination of documents, visits not only to research establishments, but also to the industrial enterprises or the economic organizations. At this stage the same communicative ways, as at the lower steps of scientific-technical cooperation are presented, but they are realized by speech means which provide the highest degree of clearness, concreteness and argumentativeness of the formulations having legal character. The summaries which are orally formulated during discussions, conclusions, decisions often coincide with formulations of written language [4]. It demonstrates

the great value which is got by skills and abilities in the field of written language at the considered stage of scientific and technical cooperation

At higher stages of scientific-technical cooperation the most part of work is preparation of documents – from development of preliminary projects to final editing the coordinated and approved resolutions. The communicative situations typical for these stages – negotiations. In the beginning they have a character of consultations which during work on the document gain the increasing concreteness peculiar to discussion and coordination. Communicative ways on this top stage of scientific-technical cooperation have all those features of scientific and technical communication which have been already said about – from the non-obligation of advisory conversations typical for scientific tourism, to the severity of formulations typical for negotiations at the level of working business trips. Mastering communicative situations at the top stages of scientific-technical cooperation requires strong possession of oral and written «legal» terms in the wide range, and deep knowledge of the corresponding scientific terminology as well. Language training of technical staff has to be concentrated on development of the skills and abilities necessary for implementation of scientific-technical cooperation at the lower steps in the beginning – to a step of working business trips during the performing of professional duties or business [5].

In the conclusion we should emphasize that language ensuring of the scientific-technical cooperation is very complex and perspective problem. Here training of language means a joint of scientific and official styles. The elective course of Russian in national and foreign audiences «Russian for the professional purposes» just assumes studying of language means of scientific- technical cooperation at the senior years of university's course. This course is updated and improved every year, reacting and responding to modern requirements.

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