



Features of Working with the Text of the Specialty in Russian Language Classes When Training Future Customs Specialists

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Abstract

The article is devoted to the organization of work with the text of the specialty in a non-linguistic university, in particular at the Customs Institute. The author emphasizes the great importance of this type of speech activity training for the replenishment of professional knowledge, the development of professional communication skills. The option of conducting a class on the construction of a special text with students who speak Russian at the second certification level is proposed.

Keywords: *Text; Communicative Approach; Professionally-Oriented Training; Pre-Text; Post-Text Tasks*

Introduction

In modern conditions, the knowledge of foreign languages becomes an essential component of the future professional activity of a specialist, in this regard, the role of teaching Russian to students of national groups in a non-linguistic university increases significantly. The state educational standard of higher education requires taking into account professional specifics when learning a foreign language, its focus on the implementation of the tasks of the future professional activity of graduates. The purpose of training cadets in Russian language classes in national groups is the formation of communicative competence, primarily in the professional sphere of communication, which, among other things, assumes the ability to understand and produce scientific texts in the specialty. Professionally-oriented education is understood to be based on taking into account the needs of students in learning a foreign language dictated by the peculiarities of their future profession or specialty [1. p.5]. In the process of professionally-oriented training, the personality of the future customs specialist is formed. Despite a large number of studies on the methodology of studying the scientific style of speech and texts in the specialty in classes of Russian as a foreign language, students often show a low level of skills and abilities to work with professionally oriented texts both in the learning process and when passing state exams. The issue of mastering the language of the specialty and the quality of training of highly qualified specialists is one of the most difficult and relevant in the methodology of teaching Russian as a foreign language and has repeatedly attracted the attention of methodologists and researchers (works by E.I. Motina [1], S.K. Folomkina [2], T.V. Vasilyeva [3], I.B. Avdeeva [4, 5], A.E. Massalova [6], Dzyuby E.V. [7], Balbekova R.Yu., Veropotveliana D.O., etc.).

The purpose of the study is to analyze and systematize the main aspects and difficulties of studying the text in the specialty in Russian language classes in national groups at the Customs Institute, to present a system of work on the construction of a special scientific text on the topic “Passenger customs declaration” with cadets who speak Russian at the B2 level.

Material and Methods of Research

The development and testing of educational materials was carried out on the basis of the Department of Uzbek and Foreign Languages of the Customs Institute (Tashkent) in classes with cadets of national groups. The research material was scientific texts on special disciplines (“Customs law”, “Customs control”, “Customs payments”, “Customs expertise”, etc.) studied by cadets studying in the specialty “Customs”, “Jurisprudence. Legal support of economic security” textbooks and scientific research devoted to the problem of studying texts in the specialty in Russian language classes.

Research methods are empirical, theoretical, pedagogical, such as observing the process of studying special texts in Russian language classes by Russian cadets, interviewing cadets, analyzing and summarizing scientific literature, textbooks on the study of texts in the specialty in Russian language classes, conversations with teachers of special disciplines.

Research Results and Their Discussion

Considering a foreign language as a means of forming the professional orientation of a future specialist, N.D. Galskova notes that when studying professionally-oriented language material, a two-way relationship is established between the student’s desire to acquire special knowledge and the success of language acquisition [7. p.4]. She considers a foreign language to be an effective means of professional and social orientation in a non-linguistic university. According to the author, in order to realize this potential, it is necessary to include in the content of teaching a foreign language:

- areas of communicative activity, topics and situations, speech actions and speech material that take into account the professional orientation of students;
- for professionally-oriented teaching of a foreign language – language material (phonetic, lexical, grammatical, spelling), rules of its design and skills of operating it;
- a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;
- the system of knowledge of national and cultural characteristics and realities of the country of the studied language [7. p.17].

P.I. Obraztsov and his co-authors made a huge contribution to the development of the theory of professionally-oriented teaching of a foreign language.

They justified the principle of professional orientation of the educational material when teaching a foreign language in a non-linguistic university. The authors emphasized that learning a foreign language should not be an end in itself, but a means to achieve the goal of increasing the level of education, erudition within their specialty. Taking into account the specifics of the profile specialties, from their point of view, should be carried out in the following areas: work on special texts, the study of special topics for the development of oral speech, the study of a minimum dictionary in the relevant specialty, the creation by teachers of manuals to activate the grammatical and lexical material of students [8].

As a result of professionally-oriented training, the student must understand terminology, be able to prepare messages and reports, speak with them, ask questions and answer them, participate in discussions and discussions on their content, defend his own opinion, be able to find the necessary

information in scientific literature, in the press and on the Internet, read special literature, make annotations and take notes, write reports, abstracts and scientific articles.

The basis for the formation of speech skills in the field of reading, writing, listening, speaking and their further improvement in the learning process is always the text (educational-scientific, general scientific, special scientific text). The basis of professionally oriented teaching of Russian as a foreign language in a military university is also based on texts. With a communicative approach, it is the text that is the initial and final unit of learning. As A.V. Sannikova notes, “the importance of a scientific text in teaching the Russian language is multifaceted: the text of the specialty combines general scientific and highly specialized, international and especially Russian terminology; the text of the specialty provides opportunities for understanding and defining terms. A scientific text in the specialty makes it possible to harmoniously combine exercises in the process of learning to develop language skills and work with a scientific text” [9 p. 2]. Thus, it is the work with the text in the specialty that is the main component of the training of cadets in the Russian language classes.

Working with professionally directed texts always causes great difficulties for cadets. When selecting professionally-oriented text material, it is necessary to take into account such logically interrelated characteristics of the text as professional orientation, informativeness, relevance, thematic arrangement of the material, its sequence. Working with such texts significantly increases the volume of vocabulary that cadets need to study, including common, general scientific, as well as terminological vocabulary reflecting the peculiarities of the language of the future specialty. Mastering it, the cadets get acquainted with customs terms. At the same time, it is necessary to pay special attention to the terms that are used in various areas of customs (customs control, customs law, customs expertise, currency control, etc.). The training text is accompanied by a system of exercises aimed at developing the necessary skills and abilities. Texts and assignments to them should be focused on developing the skills to argue, express their own opinion, that is, to contribute to the formation of students’ communicative competence in professional communication.

The work on the text consists of several stages. The first is text input. The listener must perceive it in its entirety, “catch” the general meaning, so the whole text is read first, the teacher finds out what the listeners understood. Then they listen (read) the text by paragraphs, the teacher again finds out what they understood from what they listened (read). And finally, listeners listen (read) the text in a different way, while reading (listening) is accompanied by commentary, translation, interpretation. The main purpose of this stage of work on the text is to understand it.

The next stage is text processing, which consists in understanding and analyzing words. The main goal of this stage is the automation of speech actions. The last stage is access to oral and written speech. The general system of work on the text includes certain tasks: pre-text, and post-text.

Pre-text tasks are mainly aimed at removing lexical and grammatical difficulties in understanding the content of the text, semantic vocabulary and terminology, as well as preparing listeners to work with the text. This is working with a word (its meaning), individual phrases, different turns of speech, grammatical constructions.

Also pre-text tasks are aimed at understanding the text in general: analysis of words and forms in the text itself, questions to the text to clarify understanding. And here two points are important: the way the material is presented by the teacher and the ability to extract information by students. Each text has its own peculiarities depending on the topic, the way of presentation of the material, therefore, the task of the teacher is to organize the explanation of the new material in such a way as to cause students to have as many familiar associations as possible, necessary for understanding the new and consolidating previously acquired knowledge. It is at this stage that listening exercises play a huge role.

Post-text tasks are aimed at controlling the understanding of the read text and preparing for its reproduction: question-and-answer exercises, retelling in parts, reproducing the end of sentences based on the material of the text, drawing up a text plan (thesis plan), taking notes. This is a stage of an active creative process. The teacher should see the main thing and ignore the secondary, be able to generalize new material. At this stage, it is important that the listener is able, if possible, to convey the material “in his own words”.

Let's consider the features of working with text in Russian language classes on the example of the Faculty of Customs Affairs of the Customs Institute. Working with the text “Passenger customs declaration”.

Pre-Text Tasks:

1. Read and Translate the Terms and Phrases. Write Them Down in the Terminology Dictionary and Remember Them.

Declaration, passenger customs declaration, declared goods, vehicle, non-commercial purpose, crossing, customs border, customs control, clearance, currency values, jewelry.

2. Group the words of the Same Root.

Declaration, passenger, customs, issue, declare, passenger, issued, declaration, customs, declared, processed, customs, clearance.

3. Form Adjectives from These Nouns.

Currency, goods, registration, motor transport, passenger, pass, declaration, control, law.

4. Make Up Phrases by Putting Words and Phrases in Brackets in the Correct Form.

Filling in (declaration), checking (baggage), crossing (border), conducting (control), specify in (passenger customs declaration), registration (cash currency).

Passenger Customs Declaration

A passenger customs declaration is a document filled in and submitted to the customs authority by an individual moving declared goods and vehicles intended for non-commercial purposes across the customs border.

The passenger customs declaration is filled in by persons who have reached the age of 16 at each crossing of the customs border of the Republic of Uzbekistan through checkpoints located on the State Border of the Republic of Uzbekistan. The declaration is applied by individuals in the process of customs control and registration of the national cash currency of the Republic of Uzbekistan, foreign cash currency, other currency valuables, precious metals in any form and condition, products made of precious stones, goods and vehicles transported across the customs border of the Republic of Uzbekistan. All the items must be filled in in the declaration and all the questions answered.

Prior to the presentation of the national cash currency of the Republic of Uzbekistan, foreign cash currency, other currency valuables, jewelry, goods and vehicles to customs control, the Declaration must be signed by the person who filled it out. The declaration is accepted for registration by an employee of the customs authority simultaneously with the presentation to customs control of the cash currency of the Republic of Uzbekistan specified in it, foreign cash currency, other currency valuables, jewelry, goods and a vehicle.

Post-Text Tasks:**1. Answer the Questions:**

1. What is a passenger customs declaration?
2. Where is the customs declaration filled in?
3. By whom is the passenger customs declaration form filled out?
4. What is indicated in the declaration?
5. By whom is the passenger customs declaration issued?

2. Finish the Sentences Using the Text Information.

1. The text describes how.....
2. The text emphasizes that.....
3. The text notes.....
4. The text pays attention to how.....
5. The text explains why.....

3. Write out the Adjective + noun Phrases from the Text, Make Sentences with Some of Them**4. Form Nouns from the Following Verbs According to the Pattern, pick up Suitable Adjectives for Them.**

Sample: guarantee – guarantee, social guarantee

Fill in, declare, present, cross, transport, carry out, interview, issue, hide, comply, provide.

5. Correct the Sentences with the Correct Options.

The passenger customs declaration is filled in by persons of all ages.

Only some items are filled in in the declaration.

Information about the goods is indicated in paragraph 5 of the passenger customs declaration.

The number of products made of precious metals and precious stones is indicated by the inspector in paragraph 5 of the declaration.

All persons passing through the green corridor fill out a passenger customs declaration.

Non-residents do not fill out a passenger customs declaration.

Also, “situation texts”, “scenario texts” are often used in the classroom, describing the facts of violations of customs legislation, for example, hiding cultural values from customs control, conducting a pre-investigation check after the discovery of facts of smuggling, etc. The basis of the work on the script text is the event complex, which is the essence of this incident with unresolved issues. Cadets receive a summary of the incident, all words that might be unfamiliar to them are translated by a small dictionary in order to save time. The trainees get acquainted with the presentation of the incident, after which they are

offered one or more problematic situations that have arisen on its basis. The basics of the script are offered in full text. At the same time, cadets must learn to act both as a formalizing inspector and as an inquirer, therefore, they learn to consider information from different points of view, learn to use the facts obtained for a specific specific purpose.

Here are Examples of Problematic Situations:

Situation 1. The customs officers of the capital's airport named after Islam Karimov, found a fan of numismatics among the passengers of the Tashkent-Astana flight. During the customs control, customs officers found 25 antique coins prohibited for export. A certain citizen O.A. tried to take out the goods in his luggage. The man stated that he does not move goods subject to customs declaration, but the X-ray machine showed the opposite.

Situation 2. Another offense related to the illegal transportation of foreign currency in cash was stopped at the border customs post. During the customs inspection of a Mercedes-Benz 200 car driven by a certain citizen Z.A., 49 thousand US dollars were found which was hidden from customs control.

The problematic nature of the texts and their professional orientation stimulate listeners to a deeper study of the Russian language and maintain interest in specialized disciplines in the future specialty.

The organization of work with texts in the classroom using the tasks described above significantly increases the interest of cadets, their activity. Interest increases significantly when an element of competition is introduced. The students are divided into two groups that receive the same task.

Conclusion

Thus, professionally-oriented text forms professional speech skills and abilities. Therefore, the content of the text must be fully assimilated. As knowledge and skills are replenished, the volume of the text gradually increases, the volume of special vocabulary expands, new terms are introduced, respectively, knowledge and skills in perception and mastery of language material accumulate. Working with the text in the specialty is an integral part of the training of cadets in Russian language classes. Based on the above, it can be concluded that professionally oriented Russian integrates with the profile disciplines and forms professionally significant personality traits that are able to solve various casual situations and professional tasks in the future profession.

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