

# DIFFICULTIES OF THE SCIENTIFIC STYLE OF SPEECH AMONG STUDENTS OF THE PREPARATORY FACULTY IN THE STUDY OF SPECIALIZED DISCIPLINES

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**Annotation.** The article focuses on the main language difficulties experienced by foreign students of the preparatory faculty in the study of general education disciplines, gives general recommendations for their mitigation; indicates the need to take into account the real language competence of students and the importance of cooperation between teachers of specialized subjects with teachers of the RCT.

**Keywords:** preparatory faculty, scientific style of speech, level of language competence

The scientific and professional sphere of human activity reflects the scientific style of speech. The teaching of scientific style is given special attention in the practice of teaching English as a foreign language, since it acts as a means and assistant to foreign students in mastering the specialty they choose to study in English universities. [1]

Foreign students are already being prepared for the perception and production of scientific texts at the preparatory faculty. This is a form of special pre-university training, where applicants study the basics of the English language and a number of general education subjects necessary for admission to the first year of higher education. [1]

However, the practice of working in a foreign audience has revealed a serious problem faced by both foreign students and subject teachers. It consists in the discrepancy between the achieved and the required level of language competence of the students of the preparatory faculty. Training in general education disciplines currently in most universities begins with the second semester, when students master the basics of English at the A2 level –the lexical minimum within the household sphere and the simplest grammatical constructions.

Their knowledge is extremely limited, their skills are not yet fixed, and they are aware of the specifics of the specialty language they have no idea at all, since his training is just beginning. It turns out that the foreign audience, striving to understand and assimilate the content of the discipline being studied, should

perceive the material in an unfamiliar form of scientific speech with its lexical, grammatical and syntactic features. It is not surprising that despite all the efforts of teachers of specialized disciplines, thorough and detailed explanations, foreign students understand them with great difficulty and demonstrate a rather low level of assimilation of the educational material related precisely to their lack of the necessary knowledge and skills in the field of scientific style of speech.

In turn, subject teachers, underestimating to the full extent the complexity of the perception of the specialty language by students at this stage, offer materials in the classroom that do not correspond to the actual level of language competence of the trainees, i.e. they are not adapted to it.

As an example, let's consider some characteristic features of the scientific style of speech, which cause students special difficulties. Not paying them due attention in preparation and when submitting educational material, it is difficult to count on its understanding by foreign students.

A distinctive feature of the scientific style is its high terminality. From the very first lectures on specialized disciplines, scientific terminology literally falls on foreign students, and without full confidence that the meaning of new words is understood correctly by them, it will be extremely difficult to delve into the content. Therefore, the question of careful work on the lexical and terminological component in the form of individual words and phrases, its semantics, as well as the necessary and sufficient volume for the teacher is the primary and most relevant.

But not only have the terms made it difficult to understand the scientific text. Even ordinary, understandable words can be used in it with a special meaning, and polysemous, lexically neutral, are not used in all, but only in one sense, which also needs to be paid attention to by listeners.

In the scientific style of speech, which is characterized by the predominance of nouns, the determinative phrases "noun + noun in the parent case" or several of them are widely used. The so-called "chains of genitive cases" increase the difficulty in perceiving the text - the longer the chain of nouns, the more difficult it is to understand and translate. In such cases, to simplify the statement, you can split the chains into several parts with prepositions or rebuild the entire structure.

A special role in the language of science is assigned to verbal nouns, i.e. formed from a verb (mapping from display). Their insidiousness for foreign listeners lies in the fact that a verbal noun is necessarily followed by a noun in the

genitive case, and sometimes more than one. If a verb is used instead of a verbal noun, then the degree of complexity of the material will significantly decrease.

Speech clichés are generally accepted in the scientific environment (it will be discussed, it should be noted and etc.), which should be avoided in lectures at the preparatory department in general. They do not carry any semantic significance, but only "eat up" the time and efforts of listeners, while remaining mostly misunderstood by them in the case of a literal translation.

The distinctive features of the specialty language include its saturation with passive constructions. The frequency of the use of the passive verb form is explained by the fact that when describing a scientific phenomenon, attention is focused on itself, and not on the producer of the action. But the topic of passive turnover is studied by students only in March-April, which depends on the start time of classes of a particular group. The conclusion is logical: in lectures at the preparatory faculty, it is necessary to strive for the maximum use of active constructions until, in the process of mastering English, students become familiar with this topic.

The situation is even more complicated with the use of participles and adverbs, the popularity of which in the scientific style is due to the fact that they form highly informative turns. With these verb forms, which have no analogues in other languages, cause significant difficulties for foreigners not only at the stage of pre-university preparation, but also during subsequent training.

Since students receive program knowledge about them only by the end of the second semester, all efforts made to clarify the material using the above-mentioned parts of speech are automatically reduced to zero. At the same time, grammatical correction of these forms, replacing them with other constructions, can significantly facilitate applicants' understanding of what has been said.

I would like to pay special attention to the widespread use of syntactically complex constructions in speech, the possession of which just implies a scientific style. However, long speech utterances with a pile of cases, different types of syntactic communication are quite difficult and do not correspond in any way to the level of English language proficiency of students of the preparatory faculty. As a result, they find themselves in a situation where the meaning of individual lexical units they it is clear, but the whole statement is not. Proficient in the methodology of teaching English as a foreign language uses educational texts with a small set of primitive syntactic constructions.

Unfamiliar with these requirements, the teacher is not prepared to simplify his speech to the A2 level. If we add to the above the insufficient ability of students to record lectures, and also, the difficulties they have when reading textbooks, which contain undated texts saturated with the same complex grammatical constructions, then it becomes clear under what language pressure our foreign listeners fall.

Systematic unavailability of educational material associated with language complexity causes them a certain psychological stress and significantly reduces motivation to learn. Of course, one cannot demand from a subject teacher linguistic competence that allows him to bring the materials he offers into line with the level of students' proficiency in English without prior training. However, without working in this direction, to increase the effectiveness of classes and lectures on specialized disciplines in it is not possible for a foreign audience with a poor command of English. And the main focus of this work, undoubtedly, is the cooperation of teachers of specialized disciplines with teachers of the RCT. It will allow specialists lecturing at the preparatory faculty to minimize the terminological vocabulary, correct grammatical material, and adapt the scientific text to the A2 level, and in the future, with gradual increase language difficulties, to support the motivation of students of the following courses by the availability of educational materials. [2]

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