Interpretation of Scientific Texts in German by Students-Philologists of Pedagogical Universities with Additional Specialty "Foreign Language"

Kholikova Khafizakhon Vokhidovna
Fergana State University

Annotation: The specificity of teaching students of philological faculties of pedagogical universities with an additional specialty "Foreign Language" is that with a limited number of classes, students could obtain the necessary knowledge to the fullest extent possible. In professional training in a foreign language, students inevitably have to deal with authentic scientific material. Knowledge of the characteristics of German scientific texts can contribute to a better understanding of the information presented in a shorter time.

Keywords: The process of interpretation, linguistic knowledge, typological feature, differentiated approach, adaptation, typological feature.

According to some scientists, students' research activities can be viewed through the prism of three factors:

1. The process of interpreting scientific texts requires a fairly high level of language training and is determined by the degree of complexity of the material.
2. The specifics of this activity are based on previously acquired linguistic knowledge of the native language.
3. Working with foreign-language scientific texts is based on knowledge of the typological features of this type of written works[1].

However, other researchers believe that a sufficiently high level of proficiency in an everyday foreign language can hardly mean that a student will be able to successfully work with scientific texts. This statement comes from the 1979 gradation of students' foreign language knowledge proposed by Cummins on BICS (basic international communicative skills) and CALP (cognitive/academic language proficiency). Such a differentiated approach means that working with foreign-language scientific texts requires not only a high level of proficiency in German, in this case, for communication in everyday life, but also special training, a kind of adaptation to the specifics of professionally oriented scientific literature[2].

In teaching philology students to interpret German scientific texts, there are several positive aspects that can significantly affect the success of this activity: firstly, philology students are well prepared for this work in classes on Russian-language and literary disciplines; secondly, they have sufficient linguistic and linguistic knowledge in this area; thirdly, knowledge of the typological features of the two languages can play a positive role. It can be assumed that the interpretation of Russian-language scientific texts in the disciplines of the main specialty can also prevent the emergence of a certain psychological barrier when referring to German scientific texts.

There is an opinion that when reading and interpreting German scientific professionally oriented literature, students of philology will not have enough knowledge from related philological disciplines

[1] Lisieska-Czop Margaret. Verstehensmechanismen und Lesestrategien von fremdsprachlichen Fachtexten. Peter Lang Verlag. – Frankfurt am Main, 2003. – 11, p.26
[2] Benholz\Charitini Claudia. Fachtexte im Deutschunterricht // Deutscunterricht. – 2001. – Heft 5: Oktober. – Westermann. –p.9

that they have mastered during their studies, since German specialized texts have a number of specific features, ignoring which can hinder the success of this work[3].

These features often include the structural construction of the German scientific text. As a rule, it has two leading strategies for dividing the material: when the main problem is first presented, and then all the "background" (term K. Prokoptschuk) information, and when, for a consistent analysis of the problem, the designation of the main idea is transferred to the central part of the text. On the contrary, for Russian-language scientific texts, according to some scientists, it is more typical to first present a large volume of "background" information, and then present the main topic[4].

Moreover, unlike Russian-language scientific texts, which are characterized by the presence of many digressions and explanations on topics related to the proposed one, which is sometimes perceived by German recipients as something incoherent and incomprehensible, German scientific texts are characterized by a close connection between the main topic and all digressions and explanations[5].

There are other features of this type of text that students may need to pay attention to when interpreting German scientific literature.

It is well known that a scientific text differs from other types of texts by its specific vocabulary. Most often, it becomes recognizable due to the abundance of terms: words or combinations of words that serve to express concepts and designate objects that have clear semantic boundaries and are therefore unambiguous within the corresponding classification system[6].

The main purpose of a term in a scientific text is to ensure mutual understanding among specialists within the framework of the relevant sections of knowledge and related disciplines.

In scientific speech, terms make up 20–30%. In addition to them, there is a layer located on the border between terms and the inter-style lexical fund, conventionally called "semi-terms" (term of E.S. Troyanskaya). They function with varying degrees of terminologization in a number of sciences and in speech styles. Semi-terms are an intermediate link between the extra-style lexical fund and terms. In linguistic studies, such words are sometimes called "terminoids" (term of N.S. Sarafutdinova), "peripheral" (term of V. Ebert), "semi-scientific" (term of L. Drozd), "general scientific" (term of V.V. Levitsky). Usually they are divided into 2 groups: a) those that are used in other styles of speech in a non-terminological meaning and are found in all sciences in a colloquial or terminological meaning, for example: Bewegung, Druck, Masse, Leben, Spannung, Feld, Natur, Gleichgewicht, Widerstand, etc.; and b) those that are used in other styles of speech in a non-terminological meaning, for example: Gas, Sauerstoff, Wasserstoff, Luft, Wasser, Körper, Licht, Meer, Mensch, Tier, Pflanze, etc.

Terms and semi-terms in scientific speech do not belong to marked means. The presence of a large number of terms in the text is not an indicator of scientific style if there are at least a few words of colloquial vocabulary[7].

The functioning of stylistic norms in German scientific texts is also facilitated by the morphological characteristics of words. In linguistic studies, the high frequency of use of nouns with the suffixes -er, -ung, -heit, -keit, -bar; adjectives with the suffixes -los, -frei, -sicher is often mentioned[8].

The formation of plurals in nouns often occurs not according to standard norms, but according to those accepted in the professional sphere.

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[3] Dressler Wolfgang. Semiotische Parameter einer textlingwistischer Natuerlichkeitstheorie. – Wien, 1989. – p.26
[4] Prokopczuk. Wissenschaftliche Nationalstile und Grounding // Deutsch als Fremdsprache. – 2007. – Heft 1. – p.26
[5] Dressler Wolfgang. Semiotische Parameter einer textlingwistischer Natuerlichkeitstheorie. – Wien, 1989. – p.126
[6] 3. Функциональный стиль общенаучного языка и методы его исследования / Под ред. О.С. Ахмановой, М.М. Глушко. – М.: Из-во МГУ, 1974. – Р. 179.
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Some of the features of German scientific texts that we have considered can serve as material for research activities of philology students in theoretical and practical classes in German. The knowledge gained will help in the future to significantly reduce the time of interpretation work on authentic scientifically oriented material in German, to promote a better understanding of professionally significant information and to satisfy the linguistic interest in this type of speech production of future philology specialists.

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