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FORMATION OF MASTER STUDENTS' SKILLS TO WRITE A TEXT SUMMARY IN ENGLISH

Nowadays a good specialist should be aware not only of state of the science in the country of his residence, but in the whole world. To cope with this task one should not only know English on intermediate level at least, he should also know how to perceive and analyze the information. To my mind, skills of summary writing are the key to successful processing of English texts.

The aim of my investigation is to work out logical, coherent methodology of formation of skills of summary writing of professionally oriented texts.

First of all, it is necessary to present the definition of a summary and its vision by different scientists. O. Knyazeva states that "summary is one of the types of speech activity, which occupies an intermediate position between the productive and reproductive types of speech activity" [2]. A. Bastrikov defines summary as "a short scheme of the content of the original source" [1].

In the process of theoretical investigation we defined four main stages of formation of skills of summary writing: preparatory stage (motivation to write a summary, information about the structure of a summary); previous work with the text (text analysis, making a plan); compression of the text and corrective stage (mutual evaluation of works by the students, teacher's comments). At defining the stages I developed the system of tasks to be used at each stage.

Preparatory stage includes:

- tasks used to form motivation for writing a summary taking into consideration the students' experience and knowledge (*What is the purpose of a summary?*

Have you ever written a summary?);

- tasks directed at learning the summary structure and activation of written communicative behavior patterns (*Read the example of a summary and comment on its structural components and the role of clichés.*).

Previous work with the text includes:

- tasks used to form skills of text analysis (*Read the text and find out the main idea of the whole text / of each paragraph*);

- tasks used to form skills of making up a plan (*Read the text and divide it into logical parts. Make up a plan.*).

At the stage of compression of the text the tasks based on writing a summary are used (*Find an article concerning your future profession and write a summary.*).

At corrective stage cross-check of written summaries by the students and teacher's comments on the summaries take place (*Read a summary of your group-mate and correct the mistakes.*).

Experimental verification was conducted in I. Franko Zhytomyr State University with master students of the Institute of Philology and Journalism. The results of the methodology showed that students improved level of compliance of written communicative patterns with written communicative intentions, level of independence at doing written tasks. Besides, students learned how to properly prepare and execute summary.

Conclusions. For a successful formation of skills of written compression of an English text it is efficient to follow four stages of work and suggest methodological recommendations to students for their consideration. Also it is necessary to develop tasks, which are efficient at each stage. My own experience of test training, which was conducted with master students of the Institute of Philology and Journalism, showed that developed

tasks are effective. I managed to form skills of written text compression and improve students' professional competence.

LIST OF LITERATURE

1. Бастриков А.В. Бастрикова Е.М. Реферирование научного текста: Методические рекомендации по курсу «Русский язык и культура речи» / Казан. гос. ун-т; Филол. фак-т; Каф. совр. рус. яз.; Казань: Казан. гос. ун-т, 2005. – 28 с.
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