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**FORMING THE GENERAL CULTURAL COMPETENCES
BY MEANS OF TRAINING IN ANNOTATING AND ABSTRACT
WRITING AT THE HIGHER EDUCATIONAL INSTITUTIONS
OF THE MINISTRY OF INTERNAL AFFAIRS**

The article is devoted to the issues of forming the general cultural competences of cadets of higher educational institutions of the Ministry of Internal Affairs. Teaching annotation and abstract writing of a specialized original text is considered as means of forming the general cultural competences. Training and controlling capacities of annotation and abstract writing activity are examined. Special attention is paid to such forms of original text processing as compression and decoding.

Modern education sets as the object to provide training for a competitive specialist, who is successfully adapted in the social and professional fields and is able to make the right decisions on the basis of the analysis of his knowledge, and who has the potential to independently acquire and broaden it. In turn, the humanistic priorities of the modern educational process, regulated by the socio-economic, political and cultural realities of society, actualize the problem of forming the general cultural competences of students at higher educational institutions.

The general cultural competence (GCC) of higher school students is traditionally considered as a relationship between motivational-value, cognitive, activity and emotional components that ensure the unity of the general and social culture of the subject. The level of the GCC is determined by the ability of a person to adequately understand, practically develop and communicatively participate in solving tasks of professional and non-professional orientation. Being an integrative quality of the individual, GCC not only provides for the personal growth of students, but also contributes to the improvement of the educational process at the higher institution, as it requires the creation of conditions for its forming, namely, a new scientific and methodical support for the educational process regulated by the Federal State Educational Standards of Higher Professional Education (FSSES of HPE). The FSSES of HPE are focused on a competency-based approach that makes extensive use of active and

interactive technologies in the training process. In this context, the content and methodology of teaching the disciplines of the humanitarian section become of particular importance, because of the fact that they contribute to shaping universal values and to the development of creative activity, communicative and organizational abilities of the students, personal readiness for self-education and the application of professional knowledge and skills, as well as of other positive qualities that ensure the successful entry of a person into the social world [1].

In accordance with the requirements of the Federal State Educational Standards of Higher Professional Education, a graduate of a law educational institution of the Ministry of Internal Affairs system should have numerous general competencies that form their value-motivational, socio-cultural and worldview orientations. In addition, it is assumed that a specialist in the field of law enforcement uses knowledge and methods of the humanities, economics and social sciences in solving social and professional problems, and is able to logically and creatively think, analyze, systematize, summarize, critically comprehend the information, set research tasks and choose ways to deal with them. The implementation of all these should be provided with competences in the field of self-improvement and self-education, which includes awareness of the potential of opportunities, the ability to adapt to changing conditions of professional activity and socio-cultural transformations, to increase the intellectual and general educational level by means of both Russian and foreign language [2]. All of the above-mentioned components are formed, to a greater or lesser extent, as part of the teaching of «The Foreign Language» discipline. And all the more so, interactive methods of teaching a foreign language contribute as much as possible to the development of competencies in the fields of communication, professional and business relations, the use of various sources of information and the processing of the received data, and, in this case, knowledge of a foreign language directly opens up an additional opportunity to find professionally significant text material.

The forming of the general cultural competences in the context of the educational process is carried out in the system of organizing study hours, extracurricular and educational work. The teaching of «The Foreign Language» discipline includes, first of all, classroom work — the realization of practical instructions based on the general methodic principles of communicativeness, authenticity and the profile orientation of the content of teaching material that contribute to the development of general cultural and professional competencies. The next component of the pedagogical activity is the organization of extracurricular work, which involves both holding various kinds of events (conferences, competitions, quizzes, etc.) and teaching and methodical support for the independent work of students. In this article, the technology for the forming of certain general cultural competencies by means of organizing practical instructions and independent work of cadets and trainees is considered.

The teaching of a foreign language at a law higher institution of the Ministry of Internal Affairs is based on the introduction into the teaching process of special professionally oriented literature, which serves not only as a means of extraction of a new information, but also as some kind of practical material on the basis of which the development of foreign-language communication competencies among students is being organized. The authentic English-language texts intended for training are selected proceeding from their conformity with the professional requirements and interests of cadets and trainees, who get the opportunity to familiarize themselves with foreign publications in the field of law and law enforcement, as well as to compare the obtained knowledge with their understanding of similar phenomena in our country.

The limitation of the temporal classroom and out-of-classroom fund for teaching a foreign language in a non-language higher institution, as well as the comprehension of the after-graduation realities related to the lack of free time available to a law enforcement specialist, actualize the need for students to form competencies in the field of analysis, systematization, generalization and critical understanding of information. This goal is best achieved by developing the skills of cadets and trainees in analytical and synthetic text processing through training in annotating and abstract writing of an English text. The process of reading an authentic text in combination with understanding, analysis and evaluation of its content and structure of original information allows students to compile a complete and adequate understanding of what has been read in a shorter period of time. Teaching the basics of text compression while performing abstract writing (or abstract translation) and annotating a foreign-language text not only activates such types of thinking of students as analysis and synthesis, but also contributes to the forming the ability to orientate in special literature, without spending efforts on literal translation of the original text.

The skills of abstract writing and annotating the original text at foreign language practical instructions at the Far Eastern Law Institute of the Ministry of Internal Affairs are developed in stages, taking into account the characteristics of a non-language higher institution and the category of students — cadets and trainees. The division into stages is conditional and proceeds from the basic tasks of training in work with professional-oriented texts, on which the time distribution of stages, the selection of units for classroom and out-of-classroom work, as well as the volume and subject matter of the textual original material also depends.

At the first stage, which could be called «motivational», the students get the initial idea of the range of using abstracts and annotations in the information environment, and of their importance as a means of sharing knowledge at the international level. During the same period, the structure, characteristics and methods of composing abstracts and annotations are studied, special attention being paid

to the lexico-grammatical means of their exposition. Specially designed sets of exercises provide for the memorization of speech clichés ensuring the reproduction of such semantic categories as «research», «description», «obtaining results», «increasing the value», «conclusion», and etc. As a part of the first stage, the cadets should become familiar with the distinctive characteristics of these two different types of work with the text. They learn to perceive the annotation as a compressed transmission of information from the primary source, listing the problems covered in the text, but not revealing their content, and they regard the abstract as a creative analytical processing of the original information in order to transmit its content [3].

At the next stage of training in abstract writing and annotating, preference should be given to the work of consolidating the skills of analytical and synthetic text processing among cadets, because the experience of communicating with the first-year and second-year cadets shows that not all of them have the ability to briefly and logically present the material meant for reading and processing. After the primary preview or evaluation reading, the cadets most often get only a general idea of the content of the original text. In order to extract the basic content, they need to complete certain analytical operations that make it possible to find the most valuable information both of the entire text and its separate parts (paragraphs or structural sections), and synthesize the results into logically structured text of abstract or annotation. The theoretical knowledge gained at the first stage of work is consolidated by the performing specific creative exercises. Next to the required preview reading and subsequent study reading of the text, the following tasks are practiced: «Identify and formulate the topic of the text that has been read, and indicate which sphere of law it relates to», «Read the text by paragraphs and specify the subtopic of each paragraph», «Find the sentences transmitting basic information in each paragraph», «Find the sentences in each paragraph, which contain important information, clarifying and expanding the main thought of the paragraph», «Make a plan for the abstract», «Summarize the received information into a single coherent text of the abstract» and some others. For the composing the text of the abstract, a structural plan is offered, including an introductory part (initial data and narrow subject content of the text), the main part (specific data on the problem under study) and the final part (conclusions and obtained results of the study, targeting and relevance of the material). The criteria for evaluating the abstract are the adequacy of the content of the original text, the recording of meaningful information, the brevity and accuracy of the information transmission.

To develop annotating skills, translation exercises based on the application of substitution tables of speech stereotypes or question-response exercises that stimulate the usage of certain speech clichés are performed. For the educational purposes the composition of simple (reference and descriptive) annotations are carried out

on the following algorithm of actions: preview reading of the text, the lexical and grammatical analysis of the text with elements of the translation of separate constructions, working out the detailed plan of the text, marking out the most essential information and compiling the annotation.

The second stage of training in abstract writing and annotating is very important, since it is during this period that the practical skills of analyzing the original text and synthesizing the secondary text (abstract or annotation) are laid under the guidance of the instructor. While compiling secondary texts, the students acquire appropriate skills in the independent processing of the original text (semantic compression, decoding and transcoding of information), which they can successfully use later. Among other things, translation skills are being improved at this stage, and knowledge of professional vocabulary is being consolidated.

The third stage is the period of organizing out-of-classroom abstract writing and annotating in the mode of independent work. First of all, the goals and objectives of the work are defined (preparation for a speech at a conference or seminar, as well as writing of competitive research work), a selection of text material is carried out taking into account the interests of cadets and trainees, and then a plan and a schedule for the work are drawn up.

The abstract writing and annotating of the original foreign-language text are also among the forms of control over the achievement of the planned result, like these, they are applied at the end of the second and fourth semesters of foreign language teaching.

In conclusion, it should be noted that at the stages of training in abstract writing and annotating foreign-language texts, inter-subject relations of «The Foreign Language» discipline with the disciplines of a special block taught at a law higher institution are being implemented. While working with English-language texts, the trainees have the opportunity to familiarize themselves with the content of professional literature in the field of jurisprudence and, accordingly, to apply that knowledge in study activities and in situations of professional communication. Abstract writing and annotating training helps develop preview reading skills based on the principle of a deductive approach, which aims to develop the ability to determine the main meaning coordinates proceed from the general lexico-semantic map of the text. Such types of work with text have educational and controlling capabilities; they contribute to the implementation of practical, study and educational goals and provide support in forming the communicative and other general cultural competencies.

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3. Frolova N. A., Aleshchanova I. V. Training in abstract writing and annotating professional literature in a foreign language in the complex training of a specialist // Modern problems of science and education. 2007. № 5. [Вернуться к статье](#)

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Формирование общекультурных компетенций средствами обучения аннотированию и реферированию в высших учебных заведениях Министерства внутренних дел

Формирование общекультурной компетентности учащихся высших учебных заведений рассматривается как взаимосвязь мотивационно-ценностного, когнитивного, деятельностного и эмоционального компонентов, обеспечивающих единство общей и социальной культуры субъекта. В соответствии с требованиями ФГОС ВО, выпускник юридического вуза системы МВД должен обладать многочисленными общекультурными компетенциями, определяющими его ценностно-мотивационную, социально-культурную и мировоззренческую ориентацию. Формированию общекультурных компетенций в области коммуникации, профессионального и делового общения, использования различных источников информационных ресурсов и обработки полученных сведений в определенной степени способствует преподавание дисциплины «Иностранный язык».

Формирование навыков реферирования и аннотирования оригинального текста на практических занятиях по иностранному языку в Дальневосточном юридическом институте МВД происходит поэтапно, с учетом особенностей неязыкового вуза и категории обучаемых — курсанты и слушатели. Разделение на этапы носит условный характер и исходит из основных задач обучения работе с профессионально ориентированным текстом. На первом, «мотивационно-ознакомительном» этапе изучаются структура, характеристика и методы составления рефератов и аннотаций, особое внимание при этом уделяется лексико-грамматическим средствам их изложения. На втором этапе обучения реферированию и аннотированию под руководством преподавателя закладываются практические навыки анализа оригинального текста и синтеза текста вторичного (реферата, аннотации). Составляя вторичные тексты, обучающиеся приобретают соответствующие навыки самостоятельной обработки оригинального текста (семантической компрессии, декодирования и перекодирования информации), которые могут быть использованы ими впоследствии. Помимо всего прочего, на данном этапе совершенствуются навыки перевода и закрепляется знание профессиональной лексики. Третий этап представляет собой организацию

внеаудиторного реферирования и аннотирования в режиме самостоятельной работы и используется при подготовке к выступлению на конференциях, лингвистических семинарах, а также в процессе выполнения конкурсных научных работ.

Авторы утверждают, что на всех этапах обучения реферированию и аннотированию иноязычных текстов реализуются межпредметные связи дисциплины «Иностранный язык» с дисциплинами специального блока, преподаваемыми в юридическом вузе.

Делается вывод о том, что работа по аннотированию и реферированию иноязычных текстов обладает обучающими и контролирующими возможностями, способствует реализации практических, образовательных и воспитательных целей и обеспечивает поддержку в формировании коммуникативных и других общекультурных компетенций.