

TEACHING STRATEGIES OF SUMMARIZING TEXTUAL RESOURCES FOR THE BEGINNERS

**T.V. Melnikova, Candidate of Philological Science, Assistant Professor
Yaroslav the Wise National Law University of Ukraine**

Abstract. The paper discusses present-day strategies of teaching summarizing. The attention is focused on some efficient techniques which can be applied while teaching the beginners how to summarize textual information.

Key words: foreign language, retrieval techniques, summarizing, teaching strategy, beginners, essential information.

МЕТОДИ НАВЧАННЯ АНОТУВАННЮ ТЕКСТОВИХ ДЖЕРЕЛІ НА ПОЧАТКОВОМУ ЕТАПІ

**Т.В. Мельнікова, кандидат філологічних наук, доцент
Національний юридичний університет України
імені Ярослава Мудрого**

Анотація. Обговорюються сучасні методи навчання складанню анотацій. Увага приділяється ефективним методикам, що можуть бути використані при навчанні складанню анотацій на початковому етапі.

Ключові слова: іноземна мова, техніка пошуку, анотування, навчальна стратегія, учні початкового рівню, основна інформація.

In the professional meaning having profound knowledge of a foreign language will obviously give a future specialist the upper hand when it comes to competing for a work place. Employers do wisely realize that so highly educated specialists can actually apply new technologies and ideas developed and appreciated on the international business market because such workers are able to get available business and technical information from various resources – on-line communication with foreign colleagues, articles, books, or other written issues. Moreover, speaking a second language also helps specialists to gain the trust of international business people. If someone speaks to a foreigner in his or her native language then it's easy for the foreigner to get comfortable with such a professional. And the last but not least, the professionals who speak a second language are called for travel and business purposes much more often than those who do not have such an advantage [4].

In this context it's possible to state that teaching future specialists how to make a summary of a foreign language special text is considerably essential as aiming to produce and fix related skills of working with and perception of the gained information (with further application).

Text summarizing plays crucial role in the development of effective and efficient information retrieval process. The matter of effectiveness relates to the problem of finding relevant information in the huge scope available in books, periodicals and on-line resources [3]. Effective retrieval techniques can discover large amounts of potentially interesting professional information, and it is important for a future specialist to possess acknowledged skills such as summarizing. Progress in text summarization will not only enable the development of better retrieval ability, but will obviously support the access and analysis of text-based information in a number of ways helping to operate current professionally correlated information. Text summarization can also be effectively used in the Internet information search and newspaper corpora event tracking [1].

Writing a summary is an important basic skill that students will apply throughout their studying and professional careers. Summarizing improves reading skills as it encourages selecting the main; it helps with developing vocabulary skills (paraphrasing, altering vocabulary) and grammar. In addition, critical thinking skills are improved as students decide on the main ideas of the reading to include them in the summary [2].

Within the preceding period, the essential function of text summarization has been to help a reader to find the information that he or she need by getting it out from some primary source and produce a new laconic version. It's quite acceptable to consider text summarization an intermediate link between a reader and particular information contained in various sources. A summary is a long text distilled to its essential points, without unworthy examples and details. During a process of summarization the particular form of a source, its sentence structure and its vocabulary are changed, but the main ideas remain the same.

What are the general steps in creating a correct and effective summary?

The first step in writing a summary is realizing the main idea of a text. To practice this skill students can be asked to read some short articles and then outline the main ideas of them. Each outline should be made within ten or fifteen words and organized so that to tell someone what they have just read. It's advisable for the students to write down what they are going to say and than read it to the audience. A teacher should model to the students a sample of the main idea before creation of articles outlines by the students. Finally the main idea of each article should be written as a topic sentence of a summary. The topic sentence is the defining sentence that sums up the most important idea of a summary.

After the effective practice in identifying articles main ideas, writing topic sentences and finding important details, the students are able to proceed to writing summaries. The main idea should be supported by several sentences which give details and develop the topic sentence.

The students continue working with short articles and are informed that for the better result their summaries should be about five sentences long, not more.

A summary itself should basically retell the main ideas of a text, i.e. actually develop a topic sentence. Students should be restrained from particular inefficient steps inconsistent with an essential purpose of any summary – to submit the major

information contained in a text. Such steps can involve unsuccessful massive concentration of students' attention on the beginning, centre or end of a text. Their attention should be distributed equally to all the parts; otherwise disproportion of summary presentation will be obvious. If the students are the beginners who need profound training they are obviously working with not long texts covering not more than one paper. Taking this visual advantage into consideration, the students can be advised to divide their texts into several meaningful parts (a small text size allows not more than three), define the general idea of each part and produce it in their own words. Transition words can be very helpful for introduction of any new portion of information. Some transition words to use in a summary include "next", "also", "likewise", "in addition" and "finally".

It's very important to specify that summaries should be written in students' own words. Copying entire sentences or long phrases of a source must be strictly avoided while writing a summary [2].

After the students have mastered writing the basic summary, they can continue working on longer summaries of larger scope texts applying the same technique.

Modern summarization strategies for beginners involve other quite encouraging and effective techniques worthy attention.

The "3-2-1" strategy is rather simple and requires from the students to focus on the most essential information that they have just read. It comprises the following: having read a text the students are asked to write down three things they learned from it, two facts contained in it they found interesting, and one related question they have.

This strategy is quite applicable for beginners working with an informational text. The students are encouraged to concentrate their attention on the most important information of a source.

The "jigsaw" strategy is based on a puzzle principle. Each student is assigned with a section of a text a group is studying. The task of every student is to read, study and summarize his or her section so that they could inform other members of their group about its content.

Such a kind of cooperative studying activity gives students a possibility to divide their work up, and forces them to concentrate attention on the most essential details to be shared with the group.

The beginners having not long practice will find it easier to start with oral summarizing before moving on to a written one. A new technique is much more comfortable to use in an oral form; writing short summaries should be the next step in mastering the strategy.

The "Summary Star" strategy presupposes several steps involving paper notes. The first step is to retitle a text. A new title should be given in the students' own words and contain not more words than the original one. The second step is to describe the main idea of the text in one or two words (which can be more precisely defined as not describing but outlining the essentials). The third is to characterize the general impression from the text just in one word ("informative", "persuasive", "arguable", "incomplete", etc.). The final stage includes producing the conclusion

which derives from the whole text. The conclusion should be only one sentence length [4].

All the mentioned strategies despite their peculiarities coincide in the common demand for those who are aiming to create a summary – to present the comprehended information in a rather shortened form. A summary is not a complete retelling of the text that was read, it is just a short retelling of the most important facts or parts of the read. The general purpose of a summary is to concentrate the essential textual information making it useful for present and further application by a reader him/herself and those who can potentially be interested in the subject.

References

1. Kan, Min-Yen, McKeown, Kathleen R.: Information extraction and summarization: domain independence through focus types. – Columbia University, New York, 1999. – P. 36.
2. Less is More? How to Teach Summary Writing. – Режим доступу: <http://busyteacher.org/6214-how-to-teach-summary-writing.html>
3. Topic Models for Summarizing Novelty. – Режим доступу: <http://ciir.cs.umass.edu>
4. Strategies to Teaching Summarizing. – Режим доступу: <http://www.special-education-answers.com>

УДК 178.(73+410) = 111

THE PROFESSIONAL DEVELOPMENT OF TEACHING STAFF IN UK UNIVERSITIES.

O. Melnykova, Lecturer

Kharkiv National Automobile And Highway University

Abstract. *The article deals with the peculiarities of the process of the academic staff professional development in Great Britain. Content, forms, methods of the academic staff professional competence improvement in the system of postgraduate education in Great Britain are identified and the effective factors ensuring its development are singled out.*

Key words: *professional standards, postgraduate education, academic staff professional development.*

ПРОФЕСІЙНИЙ РОЗВИТОК ПЕДАГОГІВ В УНІВЕРСИТЕТАХ ВЕЛИКОБРИТАНІЇ

O. Мельникова, викладач

Харківський національний автомобільно-дорожній університет

Анотація. У статті висвітлено особливості процесу професійного розвитку викладачів ВНЗ Великої Британії. Розглянуто зміст, форми, методи вдосконалення фахової