

# Scientific Discourse And Interesting Points Of Its Usage

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## Abstract

In today's world, the competencies of students and faculty at research universities that are of significance of research universities should include the mastery of the genres of of scientific discourse in demand not only in the Russian language but also in the international context. The first researcher who prepares his or her first articles for print does not differ much from the experience of the the first paper is not much different from an experienced researcher who seeks to an experienced researcher seeking to publish a paper in a foreign academic journal.

**Key words:** a monograph, a thesis, a scientific conference report, a scientific and technical report, a review, essays,

## Introduction

This specialized type of academic written interaction is most often represented by such genres as a scientific article, a monograph, a thesis, a scientific conference report, a scientific and technical report, a review, essays, abstracts, annotations, theses. Noting the characteristic features of scientific texts, such as such as coherence, logic, objectivity, conciseness, terminological and non-judgemental.

Our study focuses on two main points. At the substantive and semantic level, interactivity as the ability to understand the other in academic writing means the ability to understand and means the capacity to understand and accept another's opinion and to be tolerant of other writers. At the level of scholarly presentation, interactivity is the ability to Interactivity in science presentation is the ability to argue respectfully, demonstrating the richness and accuracy of one's language: oral or written, spoken or written, domestic or scientific, mother tongue or foreign.

An analysis of the literature has shown that academic discourse in different studies is understood either as an academic discourse, or as a pedagogical discourse, or a combination of both.

The Polish researcher of discourse M. Krul notes the importance of taking into account

such criterion as the participants of the act of communication, and recommends distinguishing

academic discourse of teachers themselves, teachers and other co-employees of the university, as well as teachers and students. The first type The author calls the first kind academic discourse, the second - professional academic discourse.

The second type is called professional academic discourse, and the third type is called didactic academic discourse [7].

This idea is also reflected in the work of V.I. Karasik: "discourse is communication of people considered from the point of view of their belonging to this or that social group, a certain social group". [8, c. 189].

Academic writing skills as the creation of an academic text of an abstract, report, essay, term paper, article in a scholarly publication, review, grant proposal grant proposal, project report, thesis, dissertation, abstract, and others are multidisciplinary. are different, they are determined by the tasks of a particular author. Nevertheless, all of them are united by the common features of the scientific style, severity, strict.

Rules, logical sequence of exposition, well-ordered links orderly links between sentences, paragraphs and text sections, conciseness and at the same time it is also rich in meaning.

In teaching communication in a foreign language (both written and oral)attention should be paid to such properties of discourse as thematic coherence, situational relevance, and contextual validity thematic coherence, situational conditionality, dynamism, social orientation, non-discreteness [10].

The scholarly style is for an academic audience, and the texts are full of The texts are written for an academic audience and are full of specialized terminology and addressed to a trained reader,

and the author's task is to present new data and justify scientific conclusions.

This idea is also reflected in the work of V.I. Karasik: "discourse is communication of people, which is considered from the position of their belonging to this or that social group.a certain social group". [8, c. 189].

Academic writing skills as the creation of an academic text of an abstract, report, essay, term paper, article in a scholarly publication, review, grant proposal grant proposal, project report, thesis, dissertation, abstract and others are multidisciplinary. They are different, they are determined by the tasks of a particular author. Nevertheless, all of them are united by the common features of the scientific style, severity, strict rules, logical sequence of exposition, well-ordered links orderly links between sentences, paragraphs and text sections, conciseness and at the same time , it is also rich in the meaning.

In teaching communication in a foreign language (both written and oral) attention should be paid to such properties of discourse as thematic coherence, situational relevance, and contextual validity.

Topicality, situationality, dynamism, social orientation, non-discretion Skills of academic writing as creation of scientific text of the abstract, report, essay, term paper, paper in a scientific publication, review, grant proposal, project report grant proposal, project report, thesis, dissertation, author's abstract, and others are multifaceted are different, they are determined by the tasks of a particular author. Nevertheless, all of them are united by the common features of the scientific style, severity, strict rules, logical sequence of exposition, well-ordered links

orderly links between sentences, paragraphs and text sections, conciseness and at the same time

, it is also very strong in its semantic content.

In teaching foreign-language communication (written and oral), attention should be paid to such properties of discourse.

The following features of discourse should be paid attention to: thematic coherence, situational conditionality, dynamism, and social orientation.

Thematic coherence, situational relevance, fluidity, social orientation, non-discreteness.

The analysis of the literary sources and our long-standing experience in teaching-

of teaching in higher education allow us to echo Kathy Birkenstein's opinion:

"many students understand what it means to pick up arguments for their statements.

to find counterarguments, to find contradictions in other people's texts, and finally to summarize.

and finally to summarize, to respond to criticism but they have difficulty the ability to apply this knowledge in practice in their own writing their own work". [14, pp. XVII-XVII].

The problem is really that it is difficult for students to learn to use certain rhetorical techniques on their own, that can stimulate and shape critical thinking.

Experienced writers acquire them with practical experience in the process of carefully analyzing the texts they read.

Experienced writers learn these from hands-on experience in carefully analyzing texts.

Critical reading skills and a considerable amount of time. Cathy Bier-kenstein and Gerald Graff argue convincingly that specific form-clichés can be suggested by an educator and guide the

the thought process of a research paper [14].

Scientific discourse is characterized by a pronounced high degree of inter-textuality, and therefore reliance on precedent texts and their concepts [15] for the discourse in question is one of the system-forming features.

Systemic features. Intertextual links in the text of an academic article are presented in the form of citations and references.

The intertextual links in the text of a scientific article are represented by citations and references and have reference, evaluative, etiquette and decorative functions [16, p. 3].

There are some examples of effective clichés

for academic writing, recommended in the work of J. Graff and K. Bier-kenstein [14, pp. 211-222; 17, pp. 220-235]. Academic Discourse.

Although, but, by contrast, conversely, despite,

even though, nevertheless, nonetheless,

on the contrary, on the other hand, regardless,

whereas, however, while, in contrast,

Also, in fact, and, Indeed, besides, moreover,

furthermore, in addition, so too

Admittedly, of course, although it is true that,

naturally, granted, I concede that, to be sure

Actually, to put it another way, by extension,

to put it bluntly, in short, to put it succinctly,

that is, in other words, ultimately

In other words,

What \_\_\_\_ really means by this is

Ultimately, my goal is to demonstrate that

Teaching the production of foreign-language written discourse is effective if you

\_\_\_\_\_

My point is not , but

To put it another way,

In sum, then,

My conclusion, then, is that,

In short,

What is more important,

Incidentally, \_\_\_\_...

By the way, \_\_\_\_

Chapter 2 explores\_\_\_\_, while Chapter 3 examines

Having just argued that \_\_\_\_, let us now turn our attention to

Although some readers may object that

\_\_\_\_, I would answer that

are following the phases: familiarization, practice, application.

The following stages are effective: familiarization, practice and revision, each of which provides students with the following stages: familiarization, training, application and revision, and editing, each of which gives students specific knowledge, skills and abilities to produce.

Each of these areas gives students the knowledge, skills and ability to produce a goal-oriented text analyzing and using discourse categories in their categories in the message.

To acquire the knowledge, skills and abilities to produce foreign-language skills and abilities in producing foreign language discourse in a professional context.

learning tools are necessary. These include systems of exercises or individual sets of these include exercise systems or specific sets of tasks and exercises. The leading strategies and skills described above the leading strategies and skills for formulating and articulating a scholarly text allow the the teacher easily translate them into learning tools, into creative tasks for students to improve their academic performance.

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