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**ANNOTATION FORMING SKILLS PROBLEM WITHIN THE**

**POST-GRADUATE COURCES IN UKRAINE**

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***Abstract.****This article is devoted tо the annotation forming skills problem within the post- graduate courses in Ukraine. This process presupposes annotation making from native language into foreign language, which may be effective with the usage of some universal frame.*

***Key words:*** *annotation,post-graduate courses, frame, appraisal.*

**ПРОБЛЕМА ФОРМУВАННЯ НАВИКІВ СКЛАДАННЯ АНОТАЦІЇ В МЕЖАХ АСПІРАНТСЬКОГО КУРСУ НА УКРАЇНІ**

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***Анотація.*** *Стаття присвячена проблемі формування навиків складання анотації в межах аспірантського курсу на Україні. Цей процес передбачає складання анотації з рідної мови на іноземну, який може бути ефективним при використання деякого універсального фрейму.*

***Ключові слова:*** *анотація, аспірантський курс, фрейм, оцінка.*

This article is devoted tоthe annotation (abstract, synopsis)forming skillsproblem within the post- graduate courses in Ukraine.

Annotation is a compressed reproduction of the main content of the following text in the form of describing the main idea, the key problems of the given text [1, p. 52; 2, p. 253].

 It is known that annotation belongs to a certain type of text. Moreover,it belongs to the scientific style texts[2, p. 252-253], which have the certain type of structure.

This structurepresupposes the existence of several blocks within the annotation: 1) the title block; 2) the introductive block; 3) the informative block; 4) the conclusion block; 5) the scientific references block [2, p. 255-257].

The title block has the title of the given text. The introductive block includes the information about the sphere of knowledge the following text belongs to. The informative block contains the content of the text under discussion. The conclusion block has the compressed information about the results of the following work. The scientific references block is not the obligatory element of the annotation. It may be absent within the annotation. As a rule, if it is present it may be given in the form of key words.

One of the peculiarities of the annotation is the presence of appraisal to the following work. So, annotation contains not only the main idea, the key problems of the following work in compressed form but also its appraisal.

In our work we differentiate the process of making annotation into: 1) process of making annotation from foreign language intoforeign language; 2)process of making annotation from foreign language into native language; 3)process of making annotation from native language intoforeign language); 4) process of making annotation from native language into native language.

Skills of making annotationfrom native language into native language are formed within the secondary school courses of native language studying.Skills of making annotationfrom foreign language into native language and from foreign language intoforeign language are formed within the university process of foreign language studying. The university post-graduate courses presuppose the process of forming skills of making annotation from native language intoforeign language.

So, before post-graduates have the skills of making annotation from the school and university program. Their task is to master their skills in annotation making up to makingannotation from native language intoforeign language.

The post-graduates have a clear view about aim and tasks of annotation, about its structure. So, it may be useful to recommend them to form annotation according some universal frame (or model, or scheme). They must activate this model in their work of making annotation from a certain text.

 It may be also useful to learn the list of possible phrases which can be inserted in the following scheme.

Thus, the process of further mastering skills of annotation making within the post-graduate courses presupposes annotation making from native language intoforeign language, which may be effective with the usage of some universal frame.

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