

**SCIENTIFIC TEXT AS A MEANS FOR REALIZATION
OF HIGHER EDUCATION INSTITUTION STUDENTS
IN EDUCATIONAL AND SCIENTIFIC RESEARCH ACTIVITIES**

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Abstract. The article clarifies the peculiarities of the organization of educational and scientific research activity of higher education institution students, which is an important way to improve the quality of training and forming of specialists with an academic degree, able to creatively apply the latest achievements of scientific and technological progress, and opens opportunities for effective acquisition and use of knowledge; implements an individualized approach to learning; develops the ability to independently conduct research and summarize the investigation results; dominant tasks are characterized; the directions (educational research, scientific research and scientific organizational) and types of educational research activity of students (abstract, scientific reviews and articles, course and diploma papers) are analysed; the theoretical bases of stylistics and the concept of “style” are investigated; the substyles of the scientific style are analysed (proper scientific (academic, purely scientific); scientific and technical (production and technical); scientific humanitarian; scientific informative (scientific summarizing); scientific reference (reference-encyclopaedic). It is proved that the main purpose of scientific language is to create and produce the scientific text, by which we mean the highest communicative unit within scientific discourse, a holistic communicative block having a clear, logical structure and internally complete parts, saturated with relevant terminology, a set of constant text categories and a means of presenting scientific information, the results of scientific research. The levels of organization of the scientific text (linguistic-structural (operating with linguistic models);

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linguistic-cognitive (verbalized concepts in the text); communicative-rhetorical (means of persuasion in the scientific text); communicative-pragmatic (personal attitude of the one who produces a scientific text to the message) are investigated; the features of primary (monograph, dissertation, bachelor and master theses) and secondary (scientific article, abstracts, summaries, annotations, reviews, reports) scientific texts are characterized. The paper reveals the principles of compiling scientific texts: content saturation – innovativeness of the presented information, its cognitive value; professional core – the need for analysed information for a particular sphere; scientific informativeness – the author's concept of the represented research; novelty of the scientific text – new observations and knowledge discoveries that can be implemented in practice; content completeness – the integrity of the presented statements; problemativity – coding of problematic issues; comprehensibility to a specialist in a particular field – apprehensibility of information and providing necessary conditions to understanding it; intertextuality – connection of the scientific text with other types of texts; text declarativeness – a clear comparative analysis of a particular process or phenomenon. The stages of work on the scientific text (organizational, research, generalization of research results) are studied. Requirements for the creation of scientific texts are defined: clear structure (division into chapters, sections, units, paragraphs and sentences that are closely related to each other), avoiding of repetitions (in particular, in conclusions to chapters and in final conclusions); deliberate use of graphic material; systemacity in the process of writing the text; avoidance of concepts that cannot be unambiguously interpreted; justified use of figures and facts; text coherence. The requirements to the structure of the scientific text (introduction, research part, conclusions) are covered.

1. Introduction

The search for innovative ways to involve student youth in scientific activities requires reloading the content of higher education, where the student becomes the subject of learning process and has the desire and potential to conduct active scientific research, to participate in various scientific gatherings, conferences both in Ukraine and abroad, to represent their own scientific achievements on the pages of academic editions. The formation of scientific competence of modern specialists, their ability to

navigate in the vortex of linguistic theory, supporting knowledge with scientific facts, to strive for continuous self-improvement, self-acquisition of knowledge and desire to disseminate their work to a wide range of like-minded people, becomes the priority. Thus, one of the main tasks of modern higher education is the formation of a scientifically mature student.

The aim of the article is to set the theoretical foundations of the scientific text in the system of higher education institution student training. The research methodology consists of the application of theoretical methods (study and analysis of linguistic, pedagogical, linguadidactic sources on the investigated problem; methods of analysis, synthesis, generalization, classification and systematization), which allowed to analyse the works of scientists in the field of scientific text in a higher education institution, and empirical (observation of the educational process; analysis of curricula of linguistic cycle disciplines and teaching materials).

The problem of studying the functioning of the scientific style was researched by I. Bilodid, P. Dudyk, I. Kochan, L. Matsko, M. Pentyliuk, O. Semenoh, Y. Surmin, O. Ponomariv, and others. The main issues of theoretical investigations of the scientific style are presented in the works by I. Vykhovanets, K. Horodenska, G. Onufrienko, L. Palamar, M. Pentyliuk, O. Semenoh, O. Taranenko, etc.).

2. Educational and scientific research activities of the student

In higher education institutions, students get a thorough knowledge at the intersection of linguistic sciences. Such provisions form the basis for scientific research of the modern student and are of great importance. In addition, the representation of scientific studies under the society informatization includes the involvement of information and communication technologies, and the ability to correctly calculate the research results requires from the student application of mathematical methods.

The issue of involving student youth in research activities is comprehensively analysed in the works of modern language didactics (Yu. Bieliaiev, O. Zemka, N. Kraus, N. Kushnarenko, Yu. Naboka, M. Pentyliuk, O. Semenoh, Z. Sliepan, Yu. Surmin, G. Tsekhmistrova, V. Sheiko and others).

We share the opinion of O. Naboka that “a particular feature of the process of student professional training is its focus on specific

professionalization, so research work becomes the essence of professional characteristics of the future specialist, which expands their self-realization, mobilizes personal potential, provides future economists not only with knowledge, but also with a certain place in the socio-economic system – science, production, entrepreneurship and other spheres” [14].

As N. Kraus emphasizes, “scientific research activity of students is one of the most important means of improving the quality of training and education of graduates, able to creatively apply in practice the latest achievements of scientific and technological progress” [10, p. 38].

Yu. Bieliaiev states that research activity “is connected with finding an answer to a creative, research problem with a previously unknown solution” [1, p. 189].

L. Drobysh and Yu. Karpenko note that the scientific research activity is a mandatory component of the development of a higher education institution and the field; it contributes to the development of the modern student personality. It opens the opportunities for effective acquisition and use of knowledge, lays a solid foundation for research work; implements an individualized approach to learning; develops the ability to independently conduct research and summarize the results of investigations [3].

The peculiarity of research activities of students, according to the scientists (O. Kopus, O. Krushelnytska, N. Kushnarenko, Z. Slepkan, V. Sheiko, etc.) is its close connection with the research interests of the department (faculty, institute, university). The analysed views of scientists on the role and place of teaching and research activities in the process of training students convince us of the need for this type of work in higher education in order to harmoniously develop a personality, a future teacher / lecturer of philology.

Under the scientific research activity, T. Symonenko understands “the consistent process of interconnected actions of the philology faculty teaching staff and students on the didactic tool basis” [25, p. 38].

H. Ponomarova claims that it is “a search activity of a scientific nature, as a result of which the subjective perception of reality acquires a certain objective theoretical and practical significance and novelty” [18, p. 140].

The outcome of successfully implemented scientific research activities in higher education institutions is the formation of a scientific competence of modern students, by which L. Ruskulis means “a high level of their

knowledge of linguistics, which goes beyond the information content of the course provided by the curriculum and covers innovative issues, the appropriate level of practical skills and abilities to organize and conduct scientific work” [21, p. 301], emphasizing that the constant improvement of research skills, ability to raise hypotheses, confirming or disproving them, conducting experimental research and analysis of their results, application of information and communication technologies are able to form a highly competitive specialist who has mastered theoretical knowledge and received practical training.

The purpose of educational and research work, according to the authors of the manual “Fundamentals of Scientific Research Work”, is to promote in-depth study of program material, development of scientific thinking and creative approach to solving theoretical and practical problems in future activities” [4, p. 7].

The main tasks of planning and conducting research activities include:

- the formation of the students’ scientific worldview;
- deepening of their theoretical knowledge, scientific erudition;
- mastering the methodology of scientific investigation, the basic methods of scientific research; development of critical thinking and individual characteristics of the student;
- self-improvement by consistent increase of knowledge;
- development of initiative, involvement of the most capable students in conducting scientific research; scientific communication during participation in competitions, conferences, round tables;
- writing course and diploma papers;
- publication of scientific products (articles, reports); creation of scientific schools, promotion of their development [10; 11; 20; 24; 26; 30].

The outlined tasks are designed to organize the research activities of students, to teach them to clearly perform tasks related to scientific investigation, to fill a niche of their own in the scientific community.

In order to identify the types of student scientific work the analysis of academic and scientific-methodical literature was conducted. Let us consider their characteristics in detail.

1. *Educational and research activity*, which is organized in accordance with the curriculum of specialist’s training and provides acquaintance of students with the requirements how to select and analyse primary sources;

annotate, correctly summarize them, highlighting information of primary and secondary importance; draw up essays, speeches, reports; perform individual investigations and projects, and defend them; collect factual material, process it, conduct statistical evaluation, which can be used in senior years in the process of writing course papers or theses; writing current course papers.

2. *Scientific research activity* in higher education institutions is included into the curriculum, but is intended for independent work during extracurricular activities and involves the elaboration of the scientific problem of the department, involving students in the activities of research groups, societies, laboratories.

3. *Scientific research events* are the highest level of student scientific activity, where they collect data, process them and publish scientific articles, reviews, presenting at scientific and practical conferences; take active part in competitions, contests of student scientific works [11; 20; 24; 26; 30].

All types of educational and scientific research activity are closely related and interdependent. Their success, in our opinion, depends on clear organization, involving students who have a genuine interest in this type of activity, seek to demonstrate their knowledge not only on scientific events at the department, faculty or university, but also to express themselves at the level of other higher education institutions both in Ukraine and abroad.

We agree with the opinion of N. Kraus that the choice of types of educational and research activities depends on the year of study, field and specialization the student receives [10, p. 44–45]. For students of philology, this type of activity covers not only writing of various academic papers, but also artistic and creative activities:

- a) creative clubs;
- b) concerts, contests, exhibitions;
- c) publications in press, public speaking on television (interviews);
- d) writing scripts for literary works and performing.

We believe such work develops creative skills, unites modern students, teaches them to work as a team, and promotes cooperation with students of other higher education institutions. Well-established communication contributes to the development of scientific and communicative competence of the modern student.

N. Sydorhuk observes that the most important types of educational and research activities within the educational process are: lectures on the basics of scientific and independent work; involvement of higher education students in compiling reviews and presenting them during the lessons, seminar and laboratory classes; incorporation of elements of scientific studies into home assignments; anticipation of such tasks in the process of writing course papers, theses and during internships [24, p. 409].

Educational and research activities are represented by certain types. The simplest form is *an essay* that teaches higher education students to acquire the principles of scientific activity: to collect data from additional sources, analyse and compare them, critically evaluate and express their own attitude to the subject [28, p. 166].

Among the criteria for evaluating this type of work, the following can be listed: goal setting; drawing up a plan; selection of the main topic from a number of secondary ones; reviewing of literary sources; student's mental activity; argumentation of the proposed material; formulation of the work conclusions [24, p. 411].

Research abstract is a "summary of the main provisions of the report, scientific article" [27, p. 31] up to 2-3 pages of printed text. Aimed at summing up information, an abstract report on the research results presented in a concise format.

Basically, the aim of a *scientific article* is to analyse the state of the problem in academic and scientific-methodological sources, to offer the author's own research on certain scientific investigation, to give conclusions (research results) and to determine the guidelines of further research [2, p. 8].

According to Yu. Surmin, a scientific article performs a number of functions:

- research (representation of scientific investigation);
- presentation (method of presenting material);
- evaluation (generalization of scientific achievements);
- communication (interaction);
- certification (assessment during the defence of scientific papers) [27].

The main component of educational and research work is the implementation of the course paper, which in the academic literature is defined as "student independent written educational and scientific work of review and research character within the frames of a particular course or its specific elements" [8, p. 109]. Its main task is to consolidate and

assess theoretical knowledge of the studied problems. This type of work forms the ability to analyse the academic literature, expressing their own considerations, to summarize the experience of higher education institution academic staff and school teachers, to argue their point of view [7, p. 78].

The result of the educational activity of a bachelor and a master is a diploma paper, which, according to N. Sydorчук, performs general pedagogical (controlling, learning, educational) and specific (measurement, assessment) functions [24, p. 412]. As L. Ruskulis suggests, the prerogative task of this type of work is that the thesis should be a logical development of the course paper problem, which the applicant studied during the first (bachelor's) level, for a bachelor's paper and a part of a master's thesis [21].

In the process of thesis writing, the following skills of the student are formed: mastering the theoretical foundations of the disciplines the research is based on; independent logical and accurate presentation of own thoughts on the basis of the analysed material; creation of charts, diagrams, drawings and other graphic (visual) resources; drawing of generalized conclusions within frames of the diploma study; conducting an experiment that confirms or disapproves the hypothesis [29, p. 210]. Thus, this activity makes it possible to check the preparation level of a graduate (knowledge, understanding of the research subject) and to identify the level of their preparedness to master the profession. The report on the results of investigation provides a comprehensive description of the research results. Scientists distinguish several types of reports: annotated (brief description of the research); intermediate (description of a part of the study for a certain period); final (gives generalized research results) [27, p. 40].

The second direction is scientific research activity, which includes the participation of students in scientific circles, clubs, societies, which comprehensively contribute to the formation of students' scientific worldviews. Participating in such activities, a student actively prepares for scientific conferences; studies and accumulates the experience of other higher education institutions in improving research work; takes the first steps in academic mobility, participates in contests, foreign language learning programs, double degree programs, etc. [7; 10; 11; 21; 26; 27]. A student scientific circle in higher education institution performs a number of tasks: in-depth study of a particular (of interest) discipline; mastering the methodology of scientific work; organization and conducting of

student scientific contests, conferences, seminars, etc. to promote research achievements; development of interest in conducting creative search; identification and further training of gifted students in order to solve current problems of modern sciences.

The functioning of student research groups helps the student to acquire the skills necessary for future professional activities in many ways; to gain new scientific knowledge from the studied disciplines; to form the ability to apply theoretical knowledge baggage in practical activities. The conducted research allows to state that the peculiarity of the student scientific group is the involvement of junior students, who acquire basic skills for working with scientific sources, compiling a bibliography, making a plan and forming the text of the message (essay), announcing the results to the audience.

Scientific organizational activities (the third direction of research work) include involvement of students in the organization and conducting of *student scientific and scientific-practical conferences*, representation of scientific achievements at *research work contests, Olympiads*, which result in publication of scientific essays and articles, public presentations of scientific reports. At conferences, future professionals have the opportunity to present the results of research, discuss debatable issues and, accordingly, improve their scientific level.

Involvement of students in active scientific work forms their research competence, part of which, according to H. Tsekhmistrova, is scientific communication, “exchange of scientific information (ideas, knowledge, messages) between scientists and professionals” [29, p. 18]. The researcher represents this phenomenon in five components:

- the communicant is the one who transmits the message, collecting and processing certain sources;
- the communicat is a message itself, scientific information (abstract, report, message, etc.);
- the channel is the process and ways the received information should be transmitted (conferences, web, library, radio, television, etc.);
- the recipient is the one who receives the processed message;
- feedback is the response to the received message of the recipient (review, feedback, article, etc.) [Ibid., p. 18–22].

These components represent the process of conducting scientific research, starting from those who processed the material, transferring the

information and the final result such as awareness of scientific findings and feedback to them.

Thus, scientific research activities of students are a part of the system of work formats in higher education institutions. It forms students' scientific worldview, involves them into active scientific research, as an element of independent work; teaches to conduct experimental research, raise hypotheses, confirm or refute them. The result of active educational and scientific research activities is the formation of a scientific competence.

In our opinion, an important task of conducting scientific organizational events is to encourage students to participate in contests of scientific works and Olympiads of various levels. Work on projects, participation in scientific and practical conferences and contests of scientific works (university, regional, national), cooperation with scientific and pedagogical staff of graduate departments of philological faculties (institutes) on creation of syllabi of educational and methodical complexes is an effective push to formation of professional competences, professional skills of the future teacher of the Ukrainian language, development of abilities to find, analyze, independently set and perform various creative tasks. Purposeful, cooperative and mutually coordinated activity of the departments and the entire higher education institution will make it possible to reveal and develop gifted youth, to realize their creative and scientific abilities, to stimulate educational and scientific research activity, to prepare students for participation in international scientific events, and as a result to form young scientific elite of Ukraine.

The theoretical analysis of scientific research made it possible to develop the technology of educational and scientific research activities presented in Figure 1.

3. Theoretical foundations of scientific style

In modern linguistics, according to the opinion of researchers (I. Bilodid, P. Dudyk, L. Matsko, M. Pentyliuk, O. Ponomariy, etc.) [12; 16], there are several branches of stylistics, including: *language stylistics* which deals with the study of language stylistic resources at all language levels, with its dominant task in the formation of the stylistic paradigm; *speech stylistics* which studies semantic, expressive-stylistic features of speech; *fiction stylistics* which clarifies the functions of language units in a work of art, thus characterizing the individual style of a writer.

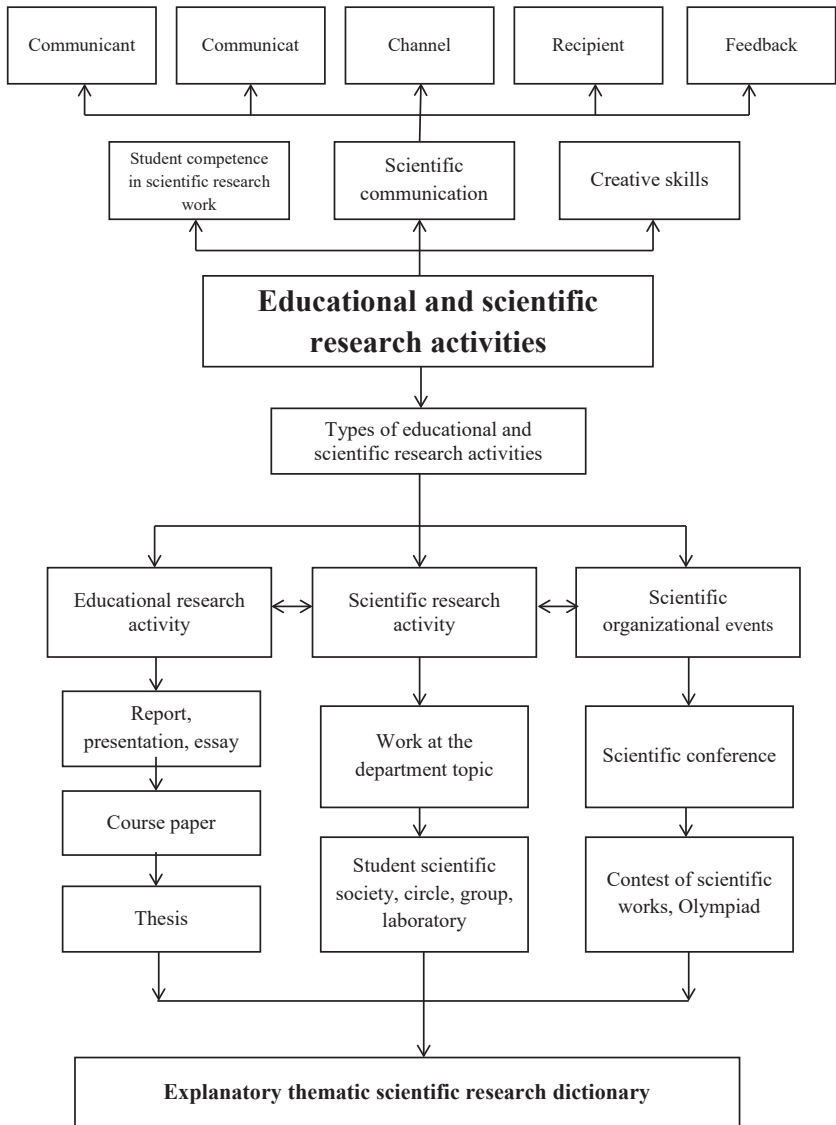


Figure 1. Technology of educational and scientific research activities

The main concept of stylistics is “style”. O. Ponomariv claims that a functional style is “a type of speech with its inherent lexical, phraseological, morphological-syntactic, orthoepic-accentuation means, used to perform one of the functions of language – communication, message and influence” [17, p. 6]. O. Selivanova believes that it is “a paradigmatic feature of the speech system; organization of language means, principles of their selection and integration in language and stereotypical ways of communicative interaction, determined by a certain area of communication on the basis of socially conscious choice” [22, p. 695].

The main task of stylistics as a science is to create and outline ways of proficient use of a word with a wide variety of shades in order to apply it most effectively in a given speech situation on the basis of deep interlayer linguistic connections. The student clearly realizes that the grouping of sounds and sound combinations, the choice of intonation and melody is the subject of study in phonostylistics; the most accurate use of the word is lexical style; morphology means, specificity of word change and word formation, as well as the specifics of the use of sentences, phrases and supra-phrase units is grammatical stylistics.

In stylistics, scholars distinguish colloquial, publicistic, scientific, official, fiction and confession styles of speech. O. Semenoh notes that “the scientific style is a functional type of literary language used in different branches of science, manufacturing, education and is realized in specialized texts of different genres” [23, p. 12]. The main function of the style is scientific communication, and its specific features are official nature, preparedness of speech, logical sequence, informativeness, unambiguity and accuracy, objective expression [12; 16; 17].

In-depth literature analysis [12; 16; 17] made it possible to assert that the scientific style covers several substyles:

1. *Proper scientific* is a substyle of the scientific community, and its main task is to cover scientific information. The style includes a monograph, a dissertation, a scientific article, a course paper, a diploma paper (master’s thesis).

2. *Scientific publicistic substyle* accumulates the characteristics of other functional styles. With its main linguistic features such as objectivity, logic, and accuracy, it is characterized by the use of stylistic figures, limited terminology.

3. The dominant task of the *popular scientific substyle* is to draw the attention of a wide range of non-specialists in a particular field of science to a current problem.

4. The intermediate place between scientific and popular scientific belongs to the *training scientific substyle*, aimed at activating logical thinking. On the one hand, the presentation of the material is not as strict as in the proper scientific substyle, and, on the other hand, it includes less fiction elements than the popular scientific substyle.

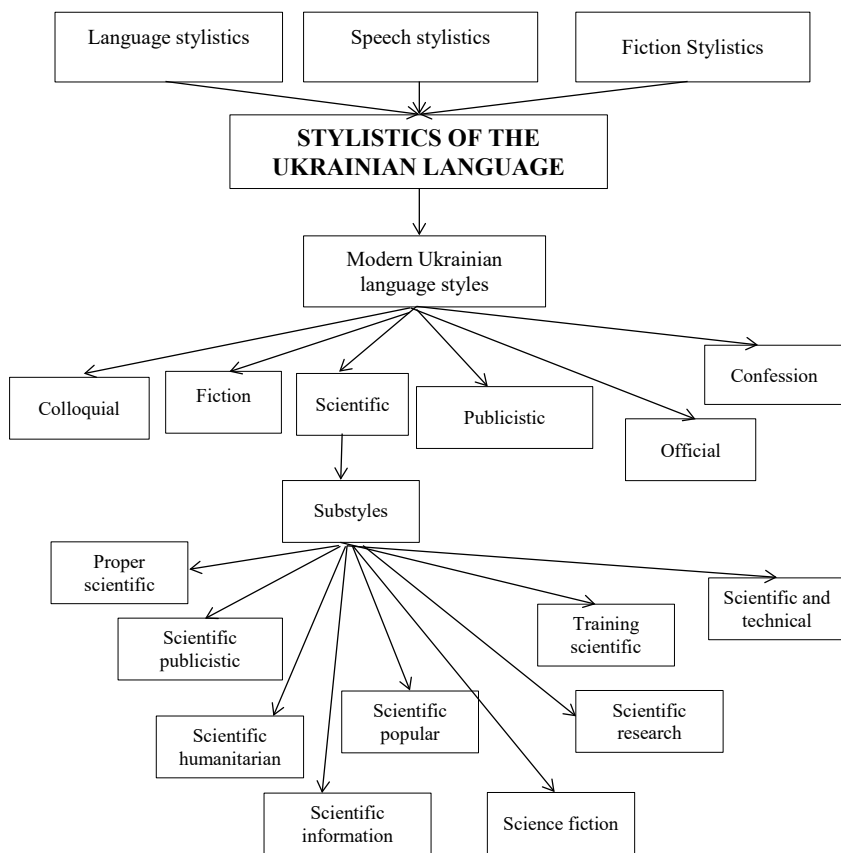


Figure 2. Scientific style in the system of stylistics

5. *Scientific and technical substyle* serves for systematization of knowledge about technical objects, representation of research results, analysis of technologies, substantiation of hypotheses, their confirmation or refutation.

6. *Scientific humanitarian* texts present researches in the field of philology.

7. We also pay attention to the functioning of the *science fiction substyle*, which includes scientific stories, and novels.

Figure 2 below illustrates the schematic representation of the relations of the Ukrainian language stylistics components.

4. Scientific text as a means of presenting scientific information

The main purpose of scientific language, according to O. Semenoh, is to create and produce a scientific text [23, p. 62]. Issues of the scientific text investigations are covered in works of various linguists (F. Batsevych, I. Vykhoanets, K. Horodenska, I. Kochan, M. Kochergan, H. Onufrienko, L. Palamar, M. Pentyliuk, O. Semenoh, Y. Surmin, O. Taranenko and others). We share the opinion of N. Ishchenko and V. Lipinska that the study of the scientific text features is highly urgent, due to “a number of factors, including: the process of globalization, affecting all aspects of public life, especially, science; intensification of intercultural scientific communication as a consequence of this process; undiminished interest in the problems of the text in general and the scientific text in particular, considering the place of the text in the communication process, and at the same time insufficient coverage of the scientific text phenomenon in intercultural, social, communicative and cognitive aspects; recognition of English as a global language of intercultural scientific communication; the emergence of a new paradigm of language description, and, as consequence, of new qualitative research methods” [5]. Thus, the need to widely cover scientific activity, the development of society in the field of science, its progressive directions encourage scientists to develop common requirements for the scientific text, its codification and improvement.

We share the opinion of O. Semenoh, who emphasizes that the scientific text is a holistic communicative block that has a clear, logical structure with internally complete parts (sections, subsections, units, chapters, paragraphs), saturated with relevant terminology [23, p. 63]. Yu. Surmin believes that “a scientific text is a way of presenting scientific information,

a result of scientific research. It is an intellectual product delivered to the scientific community” [27, p. 5]. The researcher points out that the presentation of a scientific text, firstly, directly affects the perception of the scientific community, and secondly, it makes an impact on the development of science. To achieve the desired result, it is necessary to correctly and effectively deliver the content and develop the format for its presentation [Ibid., p. 5]. H. Onufrienko describes the scientific text as “the highest communicative unit within the scientific discourse, as a verbal, holistic, structured, cognitive-communicative formation, characterized by structural-semantic, compositional-stylistic and functional unity and a set of constant text categories” [15, p. 336]. We agree with the opinion of the scholars that the main feature of scientific texts is the development and dominance of new knowledge, “indexing the semantics of the text for information retrieval, creating databases and knowledge, compiling bi/multilingual, explanatory, terminological and other dictionaries, translating texts from one language to another, etc.” [19]. Thus, the scientific text is a means of transmitting the scientific way of thinking, scientific knowledge.

In the context of our research, it is important to mention H. Onufrienko’s investigations about four levels of a scientific text organization: linguistic-structural (operating with linguistic models); linguistic-cognitive (verbalized concepts in the text); communicative-rhetorical (means of persuasion in the scientific text); communicative-pragmatic (the attitude of the one who produces a scientific text to the message) [15, p. 336].

In the researches of Zh. Deriy and T. Zosymenko the peculiarities of the scientific text are singled out. In particular, the scientists emphasize its rational nature, because it consists of judgments, inferences in accordance with the laws of logic. Focusing on rational thinking, the scientific text does not involve the description of images, but aims to state the facts; its purpose is to prove, to argue. The scientific text is full of terms (basic and derivative), but the excessive use of this vocabulary layer is categorically unjustified. The scientific text genre includes the following types of scientific works: reports, theses, articles [13, p. 80].

By structure, scientific texts are divided into: a) primary; b) secondary. O. Semenoh observes that the aim of primary scientific texts is to transmit primary information obtained during scientific studies. The scholar identifies their types as: monographs, dissertations, bachelor and master

theses. The aim of secondary scientific tests is to analyse the content of primary texts. This group includes: scientific articles, abstracts, essays, annotations, reviews, reports, etc. [23, p. 20–21]. Yu. Surmin proposes another classification of scientific texts: texts-statements which cover the result of research, fixation, assertion of reality, and reasoning texts, which contain not only the statement of facts, but also doubts about certain provisions, such texts can represent own opinions or assumptions of the author [27, p. 5–7].

Scientists emphasize that the quality of the text “can influence the life of the study, its perception by scientific circles, the impact of this study on the development of science”, because a well-written text is widely cited, it is addressed to by many scholars, whereas, poorly-written one is not accepted by the scientific community [13, p. 80]. In the scientific literature we find certain principles of compiling scientific texts: content saturation is the innovativeness of the information provided, its cognitive value; professional core is the need for analysed information for a particular area of activity; scientific informativeness is the author’s concept of the represented research; novelty of the scientific text is the presence of new provisions which can be implemented in practice; semantic completeness is the integrity of the presented statements; problematicity is coding of problematic issues; comprehensibility to a specialist in a particular field is apprehensibility of information and providing necessary conditions to understanding it; intertextuality is connection of a scientific text with other types of texts [23, p. 63–64]; declarativeness is a clear comparative analysis of a particular process or phenomenon [13, p. 80].

The principle of intertextuality makes it possible to distinguish the types of texts as components of the scientific text, namely: review, methodological, empirical and factual, theoretical, explanatory and additional.

1. Review (literature review) is the analysis of the literature on the problem being studied. This is a mandatory element of any research that demonstrates the degree to which the issue is represented in academia. A. Koriukova asserts that the review is “concentrated information obtained as a result of selection, analysis, systematization and logical generalization of information from a large number of primary sources” [9]. This text can be built on several criteria: in terms of the problem covered, history of the issue, geographical aspect, classification of authors (their achievements).

2. Methodological text represents generalization of approaches, patterns, principles, research methods in order to describe the peculiarities of the author's methodology of scientific research.

3. Empirical factual text includes description, classification, grouping and generalization of facts.

4. Theoretical text is a comprehensive interpretation of the subject of study.

5. Explanatory text covers the provisions of other text types (notes, explanations, references to other sources relevant to the study).

6. Additional text (appendices) covers diagrams, drawings, graphics that accompany the main text of the study.

7. Secondary text includes annotations, abstracts, essays, etc. The peculiarity of such texts is a brief summary of the information (abstract, summary), or its extension (critical article, review).

8. Scientific text of mixed type encompasses the features of different text types (for example, theoretical with elements of the survey).

Work on a scientific text goes through several stages [10, p. 34–35]. *Organizational stage* is the study on the state of the problem in academic, scientific and methodological literature, periodicals. This stage involves identifying the problem (how relevant it is for society (scientific community) today), research topic, tasks to be performed. *Research stage* is represented by the production of new, previously unsolved information by observation, with the aim of obtaining an ascertaining statement; grouping and processing of material. Conduction of research includes hypothesis confirmation or refuting, which makes the basis for any investigation. Primary and secondary hypotheses are distinguished in the scientific literature. Hypothesis testing is based on the analysis of theoretical material and conducting experimental research in accordance with the research program. Formulation of preliminary conclusions and their publication, presentation follow. It should be noted that it is at this stage that the synthesis of the written scientific text and its oral production take place; *generalization of research results* includes literary design of the results by compiling a report on the conducted research [1, p. 36].

There are certain requirements to the scientific text, namely: clear structure, exclusion of repetitions; deliberate use of graphic material

[6, p. 7]; systemacy in the process of text writing; refraining of concepts that cannot be interpreted unambiguously; the author's "I" changes to "we" [13, p. 87].

The structure of the scientific text includes the following components: title, content, annotation or abstract, introduction, description of the problem, justification of scientific provisions, description of the research and its results, conclusions and recommendations, appendices, references. This clear composition is harmonious and coherent, reflecting the way of presenting scientific thoughts. *The first part of the research* is an introduction, which determines the relevance of the topic, analysis of the coverage the issue relieved in modern scientific circles, goals, objectives of the study, basic and partial hypotheses, practical and theoretical significance. *The second part of the scientific text* – research – is a justification of the author's work as the result of scientific research analysis, description of an experiment, confirmation or refutation of a research hypothesis. *Conclusions* (final part) present the results of the study, which fully meet the aims and objectives (formulated in the introduction).

We completely agree with the opinion that "the art of the scientific text creation includes not only the vivid reflection of the individual components of the scientific text, but also integrating them into a whole" [Ibid., p. 87].

5. Conclusions

The conducted research allows to state that the problem of involving students into active scientific work is currently urgent for higher education institutions. The dominant concept of stylistics is the concept of "style". Scholars distinguish the following styles: colloquial, publicistic, scientific, official, fiction and confessional, and each of them has its own distinctive features. Scientific style includes the following substyles: proper scientific; scientific publicistic; scientific popular; training scientific; scientific and technical; scientific humanitarian; scientific information; scientific reference, each of which has its own sphere of application and features at all language levels. Peculiarities of the scientific style are represented by the scientific text, which is characterized by certain structural, semantic, linguistic features that should be mastered by a student of higher education institution in order to conduct active scientific research.

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