

## THE TYPICAL FEATURES OF SCIENTIFIC DISCOURSE



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**Abstract.** *The article discusses the confusion surrounding the use of the term EST in TESP. It explores whether EST should be considered part of EAP or EVP and examines the major features related to EST, including the nature of scientific English, the universality of scientific discourse, and the three-way translation procedure as seen by Henry Widdowson. The implications of these features for EST teachers and learners are also discussed. Keywords include EST, scientific English, universality of scientific discourse, three-way translation procedure, and EST teachers and learners. It needs to be pointed out first of all that EST (English for Science and Technology) is the senior branch of ESP (English for Specific Purposes) – senior in age, larger in volume of publications and greater in number of practitioners employed.*

**Keywords:** *methods, scientific style, abstract, main text, discourse.*

Scientific English is characterized as being more restricted than general English. Needless to say that the main concern of science is to classify clearly and to record what is consistently true and what may be reasonably predicted [Garwood 1970, p.245]. Therefore scientific English differs from General English in its avoiding of its general descriptions which are full of figures of speech. One of the first and most important attempts to study and research into the nature of Scientific English was the one carried out by W.E. Flood. In his study, *The Problem of Vocabulary in the Popularization of Science*, Flood attempted to make science more understandable to the general public by investigating the nature of scientific terminology. This investigation has offered significant new criteria to be used in the selection of vocabulary peculiar to scientific disciplines

The selection of language tools and methods of scientific style is carried out in accordance with its main requirements to high informative value, logic nature, clarity, and accuracy on the language level [1, P. 110], [2, P. 27]. The scientific style allows achieving the objectives of scientific communication in the shortest possible time, since its main functional task is to transfer scientific information. The complex content of scientific texts requires an unambiguous and consistently logical designation. The variability of decryption of texts in the scientific style should be

minimal [3, P. 17]. So, the language means of scientific style are characterized by conciseness, clarity, and the use of cliches. Scientific communication in any language has the following characteristics: formalism in speech, focus on the written variety of language, focus on the competent addressee.

Therefore, it is absolutely justified that the special dictionary of the main lexical fund in the scientific style is represented by terminology, which in addition to the nominative terminological layer (expressed, as a rule, by nouns) contains terminated units, expressed by other significant parts of speech (terms-verbs, adjectives, adverbs), as well as prepositional-case constructions, functionally performing the same role as the terms [4, P. 59]. This is a kind of cliches for certain structures such as, for example, "in ... mode " (compare: in manual mode), " in .... performance" (compare: in professional performance). The periphery of the scientific lexical fund includes those language tools that are often present in special speech (texts) as individual author's nominations.

In a complex and multidimensional system of verbal means, rather autonomous functional layers appear. At the top of them there is general scientific vocabulary, aimed to express categories and concepts that are fundamentally and productively applicable to all branches of scientific knowledge. The above-mentioned layer combines the nominations of logical and philosophical categories with their inherent epistemological universality, the categories and concepts of a new type arising as a result of the mathematization and cybernetization, electronics and Informatization of science, and also as a result of the integration of intersectoral intra-scientific processes and the address of scientists to modern research methods. The same lexemes can be neutral, common words and general scientific terms [6, P. 154].

To achieve the content consistency of the scientific text, it presents a variety of communication means of syntactic units, such as demonstrative pronouns, correlates, etc. Sentences often consist of several predicative structures. Complicated sentences can include subordinate clauses, introductory clauses, participial clauses, infinitive constructions, and so on. Impersonal and indefinite-personal sentences are often used to formulate the results of research. Analytical languages lack regular use of morphological forms of words. However, the role of morphological tools in emphasizing the functionality of the scientific style in synthetic languages is very important. The style in the synthetic languages is characterized by such morphological means as: present tense verb forms, third person verb forms, passive voice, definite article.

Scientific and technical fields continue to evolve, so too must the language used to communicate within them. This means that EST teachers and learners must stay

attuned to changes in language use and norms, as well as new developments in scientific and technological fields. By doing so, they can ensure that they are equipped with the most up-to-date language skills and knowledge, and can effectively participate in scientific discourse.

Moreover, the study of EST can also contribute to our understanding of intercultural communication. By comparing and contrasting the linguistic features of different scientific and technical discourses, we can gain insights into how language use varies across cultures and contexts. This, in turn, can inform our approaches to teaching and learning EST, as well as our broader efforts to promote intercultural understanding and communication.

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