

**СЕКЦИЯ 19. ГЕОЛОГИЯ, ГОРНОЕ И НЕФТЕГАЗОВОЕ ДЕЛО. ПОДСЕКЦИЯ 1.
ПРОБЛЕМЫ МЕЖЪЯЗЫКОВОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ
В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ**

According to the material analysed it follows that the majority of neologisms are loans from English. In our research we review several examples.

1. *Syneresis* [6] – in Russian it is called as «синерезис». This loan is adopted into Russian by means of transliteration since it is letter-by-letter adaptation of the English word with the same meaning: spontaneous decrease in the volume of jelly-like structures and high molecular weight dispersed structures, accompanied by the excretion of the liquid phase. Syneresis is undesirable phenomenon that needs to be corrected, for example, in grease lubricants.

2. *Cycling-process* [6]– in Russian it is called as «сайклинг-процесс». This loan is adopted into Russian by means of transcription since it is phoneme-by-phoneme conformation of the English word with the same meaning: field production process of re-injection of produced gas in the reservoir to maintain reservoir pressure in oil, gas and gas condensate fields.

3. *Quenching* [7] – in Russian it is called as «квенчинг». This loan is adopted into Russian by means of transcription since it is phoneme-by-phoneme conformation of the English word with the same meaning: technological method for the rapid termination of cracking reactions by supplying cold raw materials or other cooled product to hot cracking products.

4. *Hot stream* [7] – in Russian it is called as «горячая струя». This loan is adopted into Russian by means of calquing since it was received by the direct translation of the original term “hot stream” into Russian with the same meaning: technological method of supplying heat to the lower part of the distillation column to create an upward vapor flow in it, which consists in circulating the remainder of this column (or its part) through a tube furnace (or other heater) and its returning to the lower part of the same column after heating and evaporation.

The study is not enough to complete conclusions about the frequency of transliteration, transcription and calculation in the field of environmental management, but at this stage it can be assumed that the most productive method of borrowing from English into Russian is transcription. And borrowings from other languages at this stage of the study have not yet met, but we intend to continue the study.

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PHRASAL VERBS AS A SIGNIFICANT PART OF ENGLISH VOCABULARY IN THE CONTEXT OF SUCCESSFUL IMPLEMENTATION OF COMMUNICATION

A.S. Kuzmenko

Scientific advisor - senior lecturer Mironova V.E.

National Research Tomsk Polytechnic University, Tomsk, Russia

Phrasal verbs are considered as a combination of two or three words: a verb and an adverb, a verb and a preposition or a verb, an adverb and a preposition. This group of verbs is a unique, complex, fairly extensive and the least studied part of the English language vocabulary, widely used in everyday colloquial speech. They make our speech bright and diverse, therefore we frequently use them. Even a person who has just started learning English probably faces phrasal verbs. For example, if you open such a popular textbook for students as *New English File: Beginner Student's Book*, you will find a phrasal verb at 8 page [2] or there is phrasal verbs database in the *Exam Skills for Russia: Grammar and Vocabulary Student's Book* [1]. Thus, it shows that learning phrasal verbs is important part of English vocabulary. Undoubtedly, books, films and even games are impossible without phrasal verbs. However, they cause a lot of difficulties despite their popularity in use, because one little word can completely change the meaning of the phrase. Therefore, this article reveals reasons why phrasal verbs are considered as a significant part of English vocabulary.

The origin of phrasal verbs can be traced to the most ancient English written sources. Adverbs and prepositions were used in a very literal sense and meant, basically, the direction, location or orientation of an object in space:

The man walked out.

The man stood by.

The man held his hand up.

In fact, learning phrasal verbs is one of the most difficult tasks due to the fact that there are no such words or phrases as phrasal verbs in Russian vocabulary. Phrasal verbs are either separable or non-separable. Thus, one of the problem

related to phrasal verbs learning is identifying them in terms of this characteristics. There is not any rule that can help to identify it, so the best way of identifying is a simple memorization of words [6].

Most of phrasal verbs are not separable. It means that we use an adverb or a preposition only after the main part: «She looks after her sister» - the correct form.

However, we can not say «She looks her sister after».

Also separable phrasal verbs can be separated by their object. In this way, it makes identifying of phrasal verbs more difficult task.

We can say «He took off his coat» and «He took his coat off». Both sentences are correct.

In addition, there is yet one fact that makes learning phrasal verbs more difficult. There are more than 5000 phrasal verbs and related noun and adjective forms in use in English. There are books that contain a lot of phrasal verbs and explain their meanings [3]. Also, phrasal verbs gradually change their meaning, and their quantity is steadily growing.

The use of phrasal verbs in contemporary fiction, journalism, public speaking, the press and in colloquial speech is becoming more and more frequent. The reason for increasing the application of phrasal verbs is that they are usually made from most frequently used verbs such as “to get”, “to come”, “to take”, “to bring”, “to look” with simple adverb or preposition.

People prefer using phrasal verbs because one simple expression can replace a variety of words. Due to such constructions, fluency and naturalness are developed in colloquial speech.

You can see some phrasal verbs and synonyms below:

ask smb. out – invite on a date

be back – return

break down – stop working

give up – stop trying

go out – leave home

see smb. off – go say goodbye

wake up – stop sleeping

walk around – wander

write smth. down – note

Phrasal verbs even replace not very common words, so people prefer using them and do not know their synonyms.

Also phrasal verbs are synonymous and polysemantic. For example, phrasal verbs like “to make up” has more than three shades of meaning, so one phrasal verb can replace the following verbs:

to create

to invent

to put cosmetics on

to reconcile

to compensate (for)

We make speech more vivid and diverse by using the phrasal verb. When we translate phrasal verbs they can acquire new meaning and turn to other parts of speech.

Phrasal verbs are considered to be one of the most difficult topics in English, both for learning and for translation. This type of verbs has a large number of meanings.

Meanings of phrasal verbs may become obsolete and reappear. Also they can change and get new meanings in special texts and slang.

Phrasal verbs are characterized by mobility: some phrasal verbs disappear, new ones appear, changing their meaning over time. The vocabulary of the English language is constantly updated, modernized, reflecting the changes taking place in the world and the lives of people. Phrasal verbs adapt to new situations, acquiring an extensive range of meanings related to the professional and social activities of people in different areas of communication. Such phrasal verbs, found in the speech of representatives of various professions. In addition to the basic values, they acquire additional narrow values [5].

For an example phrasal verb “to call up” has different meanings in ordinary life and professional activity.

1) I called up to invite him to the party.

2) He was called up at the age of 18.

3) Would you call up the latest sales figures and give me a printout before this morning’s meeting.

In this three sentences the phrasal verb has different meanings in various ordinary and professional life.

Thus, with the advent and active development of computer technology, the following phrasal verbs were used:

to log on/to – to connect to the Internet/website

to log off – to disconnect from the Internet / website

to print out – to make a copy of something on a computer.

There are also phrasal verbs connected with medicine:

to get over – to recover from an illness

to come down with – to start to suffer from a minor illness

to pass out – suddenly become unconscious

to come round/to – to become conscious

to wear off – to stop being effective

pull through – to survive.

The examples above speak of conciseness of phrasal verbs proving the fact that they are an effective means of language saving. They simplify the language, express the action more precisely, figuratively in comparison with the usual synonymous verbs.

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Learning phrasal verbs is important despite difficulty of this topic, because today, the use of phrasal verbs, both in oral and written language, is becoming more frequent.

Thus, for successful implementation of communication we should pay due attention to the study and translation of phrasal verbs and follow the changes that occur in the language [4].

In conclusion, due to the ease of phrasal verbs usage and making our speech bright and diverse, native speakers increasingly apply them. Phrasal verbs are used in ordinary and professional lives. For successful implementation of communication at the international level, it is necessary to learn how to understand and use them in speech correctly. Therefore, phrasal verbs can be understood as a significant part of English vocabulary.

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THE ROLE OF AUTHENTICITY OF LITERARY WORK IN THE FORMATION OF CROSS-CULTURAL COMPETENCE OF “HOMELANDER” GENERATION

Y.V. Leiba

Scientific advisor - senior lecturer V.E. Mironova
National Research Tomsk Polytechnic University, Tomsk, Russia

Cross-cultural competence refers to a field of psychology that is responsible for developing human understanding of the alien culture. Cross-cultural competence is based on the realization of the idea that diversity is an objective characteristic of world culture and the driving force of its development. Various aspects of the formation of cross-cultural competence, the levels of its formation are discussed in the work of R. Henvey who considered the importance of this aspect for development of different significant qualities and human personality.

The purpose of the paper is to identify the role of literary work in the cross-cultural competence formation in connection with “Homelander” generation [4].

Initially special attention should be paid to the term “Homelander(s)” that is characterized by a set of specific features and complex nature.

The meaning of “Homelanders” is usually considered as a generation of people born approximately since 1995, with distinctive features from previous generations and it refers to the theory of generations created by William Strauss and Neil Howe.

Nowadays, the youth, namely the generation of “Homelanders”, do not demonstrate interest in the cultures and traditions of different nations, a great number of young people is interested in themselves and their own culture. If you compare this generation with the generation of the 21st century, the difference will be obvious [2].

Views and values are significantly contrasting: if in the middle of the 20th century people were characterized as workaholics, they were interested in experiencing everything, showing their own potential and abilities in various spheres of life, they were known for being extremely sociable and active, but in the 21st century generation people look completely different. According to their self-perception, they are considered themselves as children, the majority of them were raised by their grandparents, and they were safe and brought up under control.

They will be adapted to work at home doing something at computers, completing their tasks by means of the Internet, that is why people call them “couch potatoes”. The role of literary works broadens the mind and shows how other cultures in the world are important for understanding each other. There is a point of view that generation of “Homelanders” is not interested in reading, however, it is not true. Generally, young people belonging to this generation can be characterized as quite inquisitive and eager to learn various aspects of science and art. Therefore, literary work is of great importance for them in terms of various qualities formation, including cross-cultural competence high level of which helps them successfully interact with representatives of other culture.

Henvey Research

R. Henvey identifies 4 levels of cross-cultural literacy. At level I, a person gets acquainted with superficial, eye-catching oddities many of which cannot be easily understood. These features become commonplace stereotypes and are perceived as something exotic. At levels II and III, we deeper realize the essence of the most significant features of culture, contrasting with our own medium. But if at the II level these features are annoying due to their absurdity and dissimilarity, at the third level they already seem to be justified in their own way and are considered as rational to some extent. Only at the fourth level the perception of culture through the eyes of its bearer might be successful. This level is difficult to achieve, but human ability to change his psychological orientation makes it possible to master at least several aspects of level IV. This