

**SPECIFIC CHARACTER OF CROSS-LINGUAL INTERACTION OF TPU STUDENTS AS  
REPRESENTATIVES OF "HOMELANDER" GENERATION**

**D.A. Moshkin, D.A. Artemenko**

Scientific supervisor - senior lecturer V.E. Mironova

*National Research Tomsk Polytechnic University, Tomsk, Russia*

Generation Z (also known as the I Generation, "Homelanders", "Homeland Generation" or "New Silent Generation") is the term applied in the world to generation of the people who were born approximately since 2003. It corresponds to the theory of generations created by William Strauss and Neil Howe [1].

*Table*

*Strauss–Howe generational theory*

Silent Generation	Baby Boom Generation	13th Generation (Generation X)	Millennial Generation (Generation Y)	Homeland Generation (Generation Z)
1923-1943	1943-1963	1963-1983	1983-2003	2003-2023 [2]

Representatives of generation Z actively use tablets, VR-and 3D-reality. The term "generation Z" is often considered as a synonym of the term "digital person". The generation Z is interested in science and technologies (for example, it is supposed that many representatives of the generation will deal with technical issues, biomedicine, robotics) as well as art. It is also supposed that the generation will be economical.

Traditionally, people of generation Z are considered as children of parents from generation Y. What the previous generations called "new technologies" or "technologies of the future", for generation Z is already real. Thus, it is the first really digital generation. Parents of the children who became subsequently generation Z are called digital immigrants as in their childhood similar technologies didn't exist. Nowadays the Internet is not limited to the family PC and can be available at any time, thanks to new mobile phones, smartphones or pocket devices. Besides, generation Z is the first generation that has been born in the period of globalization and postmodernism. Also it is noted that many parents of people from generation Z work part-time or even take work home, to spend more time on education of their children. In society much attention is paid to safety issues as well.

The middle of XX and the beginning of the 21st century are characterized by the global, comprehensive processes of globalization in the conditions of which various cultures, the nations and languages intensively influence on each other. The role of foreign languages and the practical importance in cross-lingual communication in line with cultural globalization cannot be exaggerated. Interaction and interpenetration of national cultures and languages is a prerequisite of their universal importance.

Foreign language education at non-linguistic faculties develops the professional oriented character. At the present time, when teaching foreign language specialists, full attention is paid to the process of cross-lingual competence. A modern specialist is a well-educated person with fundamental training and educational background. Accordingly, a foreign language specialist of this kind is an instrument of production on the modern labour market and serves both as a part of culture, and as means of humanizing education. All this implies fundamental and versatile language training [3].

Assimilation of the verbal code of other language is considered only as a prerequisite of social communication between representatives of various societies. The difference between languages, as we know, is not simple distinction of sounds and signs. Overcoming a language barrier is not enough for ensuring efficiency of communication between representatives of different cultures. In each language specific view of the world is formed, a certain direction of thinking and representation is expressed. P. Francese notes that the main reason for misunderstanding in terms of cross-cultural communication is not the wrong distinction of languages (it is rather easy to form skills of speaking (writing) and listening (reading)), but distinction of national consciousnesses of communicants. The cultural barrier can become the real factor interfering mutual understanding of participants of communication [4].

With expansion and high-quality change of international relations foreign language skills at the high level become one of the basic demands for the expert in labor market. Process of foreign language training is characterized by the fact that it not only represents knowledge and forms skills and abilities, but can have a direct impact on formation of the personality. To ensure adequate training of graduates capable of productive communication, it is necessary to replace the purpose of forming and developing skills and abilities. The new purpose should be transformed into preparation of students for real communication with representatives of other cultures. The scope of such communication can be both at simple and professional levels.

Therefore, the solution of a relevant problem in terms of foreign language training should lie in the communication medium between representatives of the social groups and cultures. It means that languages have to be learned in indissoluble connection with the world and the culture of the people speaking these languages. Overcoming a language barrier is not enough for ensuring efficiency of communication between representatives of different cultures. For this purpose it is necessary to break a cultural barrier.

For generation Z, also known as Homelander, it will be necessary to introduce completely new university disciplines. They will have to conform to the framework of the values of this generation and will help its representatives learn effectively.

Representatives of "Homelander" generation were born together with mass distribution of gadgets and the cheap high-speed Internet that defined their views of the world. Opinion about this generation is just being formed. Nowadays it is characterized by such positive features as creativity, conscientiousness, readiness to continuously learn, audacity and

quickness of thinking, sober ideas about life, and the absence of bad habits. However, these people also have weaknesses: lack of motivation, laziness, inability to concentrate on one subject, a lot of representatives dislike reading.

Representatives of Generation Z (or centinals) are people who were born between 1995 and 2005. This variation is associated with different rates of progress and the spread of technology in each individual country. Anyway centenials can be considered as a huge part of present school students. They will be the main members of the educational process in the coming future. Speaking about teaching methods that may interest generation Z, It can be fully distance learning or something connected with computer technologies or internet medium.

#### References

1. Francese, Peter (1 September 2003). "Trend Ticker: Ahead of the Next Wave". AdvertisingAge. Проверено 31 March 2011. Today's 21-year-olds, who were born in 1982 and are part of the leading edge of Generation Y, are among the most-studied group of young adults ever [Электронный ресурс]. – Режим доступа: [https://wiki.bio/wikipedia/%D0%9F%D0%BE%D0%BA%D0%BE%D0%BB%D0%B5%D0%BD%D0%B8%D0%B5\\_Y\\_](https://wiki.bio/wikipedia/%D0%9F%D0%BE%D0%BA%D0%BE%D0%BB%D0%B5%D0%BD%D0%B8%D0%B5_Y_), свободный – (15.02.2019).
2. Howe N., Strauss W. The history of American future 1584 to 2069. – Harper Perrenial, 1997.
3. Howe N. The winter of history: An Interview with Neil Howe on «The fourth turning». – Lifecourse Associates, 2009.
4. Shamis E., Nikonov E. Теория поколений: Необыкновенный Икс. – М.: Синергия, 2016.

## ENGLISH AND RUSSIAN NEOLOGISMS IN THE OIL AND GAS ENGINEERING

K.A. Nurmaganbetova, I.K. Zabrodina

*National Research Tomsk Polytechnic University, Tomsk, Russia*

The word «neology» has been known since the end of the XVIII century, however as a term it was first introduced in 1801 by the French lexicographer L. S. Mercier. Nowadays neology is a branch of linguistics studying the new lexical items, which appeared in the language in a certain period of development [2]. This science is extremely important for our society. Science and technologies develop promptly, new inventions appear, and information technologies are introduced in the contemporary world. In this regard there is a process of formation of new words – neologisms in the language.

The purpose of this work correlation establishment between word formation and translation of neologisms of the English language using oil and gas industry vocabulary. This theme is actual because today the oil and gas industry is one of the most difficult areas of technical translation from the point of view of highly specialized terminology. Modern oil and gas companies working at the international level are seriously doing terminology work and developing special data base of narrow-focus and incompany terminology, which is not generally accepted. A technical translator must have basic knowledge in the oil and gas industry, and specifics of the terminology in both English and Russian versions must be determined for a more accurate search of the equivalent in the target language. In addition, it is necessary to refer to translation transformations in the absence of an equivalent.

There are different ways of neologisms forming [4]. They are divided into lexical and semantic. Lexical neologisms are created by productive models or borrowed from other languages. Semantic neologisms arise from assignment new meanings to already existing words. Also, depending on conditions of creation neologisms can be anonymous, in other words their occurrence is not associated with anyone's name, and individual, which are introduced into performance by concrete personalities.

Besides, great importance is given to the motivation of new words that is reason, for which the object or event was called one way or another. Many scientists separate such types of motivations as absolute (external) – most often interjections, onomatopoeical words; relative (internal) – meaning of the word follows from the meaning of its parts (morphological) or meaning is formed as a result of rethinking (semantic); full (obvious motivation) and partial (motivation inclined complete failure); direct and transferred (metaphorical) [1].

The material for the work was based on articles about oil and gas industry [7]. Some English neologisms were chosen by continuous sampling method, which served as the object of this research.

1. *Tight oil* comes from good shale having enough thickness, total organic carbon, and formation conductivity indicated by vitrinite reflectance, Ro, which demonstrates the thermal maturity of organic matter [7].

*Tight oil* – нефть в малопроницаемых пластах или трудноизвлекаемая нефть [6]. Нефть, добываемая из плотных пород – трещиноватых сланцев или уплотненных песчаников [5].

This phrase is formed by the addition of two previously existent words: adjective «tight» has a meaning – *тугой, компактный, плотный, непроницаемый*, noun «oil» – *нефть*. The second component of the term indicates that this concept is classified as oil. The component «tight» indicates the subject feature. The meaning of the components coincides with the lexical meanings of the corresponding elements when used independently. But in this case the meaning of the term has a clarifying meaning. *Нефть в малопроницаемых пластах* – the most suitable translation in this context. This neologism is formed by stem-composition. The motivation is relative morphological, because the value of neologism is derived from the values of its parts. The literal meaning of the term intersects with the new acquired meaning.

2. *Hydraulic fracturing* is the most cost - intensive part of shale well completions [6].

*Fracturing* – образование трещин, образование излома, разрыв (пласта), гидроразрыв, возбуждение скважины [6]. Гидравлический разрыв пласта (разрыв пород пласта закачкой жидкости под большим давлением), трещиноватость, растрескивание, образование трещин [3]. The word is formed from the verb «fracture» – ломать, разбивать, раздроблять. In this context it has a meaning – *гидравлический разрыв пласта*. The term is formed by the