

etc. Such affixes as macro-, multi-, ultra-, mini-, euro-, tele-, mega-, and etc. are believed to be very productive, and they are used to create new words more often than ones mentioned before.

The second way of neologism creation is stem-composition. Stem-composition is considered to be one of the oldest and most common types of word formation in the English language, for example: *think-tank*; *laid-back*; *carry-back*; *netiquette* (*net+etiquette*); *all-nighter*; *switched-off*; *page-turner*; *buttoned-down*; *turned-on*, *skinhead*, *over-quick*, *Obamamania*, *greenhouse*, *bromance*; *flatform*, *schmeat*; *froday*; *humblebrag*; *gloatgram*; *iFinger*; *drivestep*; *sinlaws*; *dreamathon*; *textretary*, and etc.

Next way of new word creation is shortening. It is one of the productive ways. This way increases number of neologisms in the modern English language. We can illustrate this statement by the following examples:

upmanship (we can see it often in English newspapers (in advertising for people who want to be successful: for example, "My Doc is better'n yours);

anchor (anchorman);

lib (liberation), and etc.

Studying this way, we can't help mentioning abbreviations and acronyms. There are a lot of them in the English language. For example,

CAD - (Computer-Aided Design);

VCR - (Video Cassette Recorder);

TESOL - (Teachers of English to Speakers of Other Languages);

MIPS - (Million Instructions Per Second);

UNEP - (United Nations Environmental Program);

PC - (Personal Computer);

TEFL - (Teaching English as a Foreign Language);

MTV - (Music Television);

IAATEFL - (International Association of Teachers English as a Foreign Language);

TM - (Transcendental Meditation),

MOOC - (Massive Open Online Course);

FOMO - (Fear Of Missing Out);

BYOD - (Bring Your Own Device), and etc.

A lot of new words have appeared in the modern English language due to such way of creating neologisms as back-formation. Back-formation is known to be a formation of new words by means of cutting off the derivational element from a source word. This way can be illustrated by the following examples: *beggar* (from the verb *to beg*); *editor* (from the verb *to edit*); *percolator* (from the verb *to perk*), and etc [2].

Therefore, investigating the ways of neologism creation, we come to the conclusion that a lot of new words enter the modern English language through mass media (Internet, TV, newspapers). On the one hand, neologisms are known to enrich a language, on the other hand, it is rather difficult to translate them, for instance, from English into Russian without knowledge of the ways of neologism creation in the modern English language.

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PROFESSIONAL SUBLANGUAGE TRAINING

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Nowadays knowledge of the foreign language is a compulsory component of professional education in the higher professional institutions of the Russian Federation. The purpose of training is to obtain the communicative competence sufficient for practical using of foreign language in both everyday and professional activities. However, despite the fact that the goal is obvious, there are many problems in the formation of foreign language professional competence of the future graduates [3]. One of the main difficulties is the insufficient level of language proficiency among dominating number of school graduates entering non-linguistic faculties. In this regard, as a rule, a considerable amount of time during the first year of studies is given to the so-called introductory courses. Their main task is to fill the gaps and often such as in phonetic, grammatical and student's vocabulary. In accordance with the requirements of the Federal State Educational Standard of Higher Professional Education (FSES HPE), foreign language is taught during the first two courses. Consequently, there is no time to learn professional vocabulary. It is also impossible to ignore the fact that the insufficiently developed method of teaching the language for specific purposes and the level of preparation of professional teacher of a foreign language also makes contribution to the problem [4]. Referring to the latter, one does not belittle the common-language competence of the teachers. In this situation, the teacher is required not only the knowledge of a common language, but also special sublanguage.

This article is an attempt to consider the issue of professional speech, its terminological part, as well as emerging problems and their upcoming solutions.

In modern linguistics the term «sublanguage» means: firstly, «a set of linguistic elements and their relations in the texts with limited subject» [1]; secondly, the special type of a social dialect representing «actually professional language» (vocabulary systems) [2]; thirdly, a functional kind of national language, its subsystem which is used in special spheres of the public relations [5]. The topic under consideration is widely based on the point of view of V. M. Leychik, O. W. Feld, L. I. Varennikova, S. A. Massina and some other scientists. In the presented paper by the term «sublanguage» is used as a professional language spoken by a certain group of its speakers during the process of official and informal communication.

A clear understanding of the professional sublanguage structure, as well as its stratification, plays a primary role in language learning process. Only having a holistic notion of the sublanguage, its structural and onomasiological peculiarities, one can select the proper language material for active learning, understanding and satisfying the communication needs of the learners.

To develop the effective system of training in professional sublanguage, the teacher should create a dictionary of terms satisfying the following requirements:

- the dictionary volume and form should be oriented to the goals and objectives of teaching;
- the dictionary should reflect systemic links between the units contained regardless their number;
- the dictionary should be formed paying attention to the usage of the term in the specific kind of language activities;
- it should reflect the possibilities of prevention and overcoming the difficulties of memorizing and using words based on their methodological typology;
- the dictionary should include the units of teaching terminology along with the selected units;
- the dictionary should be understandable for students, so it needs to be clear to whom it is addressed.

Thus, the educational terminological dictionary should reflect and implement certain linguo-didactic and methodological concept, systematizing and classifying material from the point of view of learning capacities of certain terminological units or thematic groups. The main function of the dictionary of this type is to promote the learning of special terms.

Generally, the term «educational terminological dictionary» begins to be widely used rather recently. Usually in literature one mentions just educational dictionary or just terminological dictionary. The educational terminological dictionary is a kind of reference work, which contains information about special terms from a certain field of knowledge.

In our opinion, the explanatory translated terminological dictionary has a lot of advantages before other types of dictionaries. First, the special term is given a full semantization and its notion is defined. Secondly, this dictionary is easier to combine semantitious means to explain meaning and usage of words depending on the peculiarities of the lexical meaning of names. The basic semantic facilities are interpretation and translation. Combining these means of semantization, it is possible to achieve a full explanation of the special vocabulary. In this type of dictionary the efforts of theoretical development of name's semantics and its lexicographical description are combined.

The work with terminology has to begin at the stage when the students already have sufficient knowledge of the language as well as the basic knowledge in their specialty. The development of the terminology system is carried out in two stages:

- the assimilation of a certain number of special items, their detection, isolation and semantization in the text, the active using in the speech producing process;
- the formation of the complex skills associated with the specificity of this group of professional words.

The main goal of the first phase is the assimilation of terminological lexis. To achieve this it is necessary to create the conditions for the transfer of the known vocabulary to terminological units. For this reason, it is necessary to select texts according to the termhood of the units, to carry out their lexicographical investigation, which would contribute to the complex semantics of special items, demonstrate their compatibility. In addition, it is necessary to develop system of exercises and tasks that can help to solve different tasks effectively.

At this stage of work, the educational terminological dictionary can be used. In addition to careful selection of a text, lexicographic, and other illustrative material, it is possible to present the basic terminology on an ideographic basis, to study terminology within the basis syntactic structures; to acquaint students with the basic functional styles of speech and functions of the term in these types of texts.

It is obvious that at present the problem of professional language training formation of future specialists in non-linguistic universities is quite complex and has many aspects. It is pointed out by L. V. Maletina, I. A. Matveenko and N. Y. Shipilova that it is necessary to create a flexible technology of training differentiated according to the contents, methods and time limits of training, giving the opportunity to young specialists quickly adapt to the new cultural and professional space [6].

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