

“You have an eye for this” - a similar expression that can be addressed to workers who are considered to be real experts in the field [3, p.97];

“A dab hand!” – this idiomatic expression is about proficient worker, who earned praise for his work [3, p.71];

“a jack of all trades” – it is about handyman, who is able to do different types of labor, no matter what bosses work with him [3, p.155];

“a safe pair of hands” – this idiom is also about skillful worker anyone can trust [3, p.251].

A number of idiomatic expressions has also been defined for direct communication at work. For example, when a person is immersed in work and cannot stop talking about it even in everyday situations, it is possible to hear “I asked you not to talk shop at home”. The idiom in this case lies precisely in “to talk shop” [3, p.260];

“strictly business” – it is an event entirely dedicated to work issues. [4]

It is difficult indeed to pay attention to every idiomatic expression in the field of business communication, due to the fact of a countless number of them, which, moreover, is constantly increasing. Only a small part of them is presented here. However, even on their basis, it becomes possible to trace the history of their origin. Most of them were formed by comparison with living or inanimate objects and transferred to the human factor. It is not difficult to guess how, for example, other idioms in the field of business communications appeared – “to be snowed under” – here an image of a man overwhelmed with work, as if actually drowned in a snowdrift is presented. Colleagues and bosses throw more work to him, then he starts to feel like he is really under the pile of snow. [4]

The idiom contributes to the demonstration of expression, and the increase in the emotionality of the statement. It allows the speaker to create brief figurative characteristics, with the help of which it is possible to concisely express a complex thought, or assess a certain state of affairs. Such well-established expressions make speech bright and rich, but most importantly - lively. Learning English idiomatic expressions is, in fact, a very exciting process. However, intuition and intelligence alone will hardly help to understand them. First of all, the process of scrupulous study and memorization should take place.

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THE PHENOMENON OF LANGUAGE BARRIER AS A PROBLEM OF STUDENTS FROM NON-LINGUISTIC INSTITUTES

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There are a lot of languages people speak in different countries, some of them are more widely spread, others can hardly be spoken in more than one state. It is not a secret that English plays a special role in international communication. It helps people from various cultures efficiently interact with each other. Thanks to English, people have great opportunities to work, run business abroad, study at foreign universities, as well as, make new friends and even find love. In spite of the fact that English is extremely popular in various countries, not all people find it easy to use it in their everyday life. The main obstacle they face is known as the language barrier. English is taught everywhere but students agree that learning a foreign language is a difficult process, especially for those who study at technical educational institutions.

The purpose of the presented article is to analyze the key nature of language barrier, its reasons and ways of solution as the right understanding of English teaching for non-linguistic students is of great importance today.

The principal objectives of the given paper are as follows:

- to analyze the reasons for language barrier and the lack of confidence as a problem of students studying to master technical specialties;
- to determine a set of psychological and pedagogical techniques contributing to the removal of language barriers;
- to develop recommendations for these techniques and methods, their use in teaching the discipline "Foreign language"[1].

Most technical students are worried about their poor results in both written and oral English, in spite of the importance of foreign language and strong desire to master it. In fact, future are not good at spontaneous foreign language speech. The roots of all these problems are as follows: fear of criticism, the audience, shyness in conversation with a native speaker or even more "experienced" student. Often such numerous fears are based on the lack of necessary speech patterns, poor knowledge of grammatical structures and so on. If a student finds it difficult to overcome his fears, the so-called language barrier appears, it makes effective international communication impossible [5].

Thus, the most serious problem that troubles both teachers and students is connected with the need to resolve the contradiction between two significant factors. First of all, there are certain requirements of education and job market implying that specialists should be capable of carrying out professional communication. Secondly, the system of foreign language training at universities is important, too. The factor of language barrier in teaching a foreign language should be taken into consideration.

There are various types of language barriers: linguistic, communicative, psychophysiological, personal, socio-cultural, etc. Summarizing all the following types of barriers we can point out the basic problems:

- linguistic difficulties;
- psychological difficulties.

Undoubtedly, scientists believe that a barrier related to the lack of vocabulary or knowledge of grammar, is not a real problem [3].

Psychological barrier deserves more attention due to a wide range of factors. First of all, it connected with different personal qualities of students, their low self-esteem. Modest, taciturn and shy students are prone to the language barrier, sometimes they can even feel that they do not have enough natural talent to speak English fluently. It seems to them that overcoming the language barrier is impossible.

Experts agree that three conditions are necessary to get rid of a language barrier:

- acknowledgement of the barrier existence and awareness of its causes;
- strong motivation to overcome it;
- conditions and resources for overcoming this barrier, including professional assistance [4].

Grammar is known to be the main difficulty in studying a foreign language. Teachers often try to provide students with detailed knowledge concerning grammar rules, without paying attention to communicative aspect and application of grammar in real life. They should focus mostly on such basic phenomena as English sentence structure, special and general questions, word order in sentences, prepositions, modal verbs, irregular verbs, active and passive voice, etc. Thus, the principal objective of a technical university teacher is to apply the most effective vocabulary techniques to memorize important speech patterns.

While working with non-language students, experts have come to the conclusion that maximum involvement of all types of memory is of special importance for vocabulary: visual, audio, sensory, logical. In order to develop fluent speech from the very first classes it is necessary to provide students with simple expressions that help to get rid of stress and tension in speech and make it more lively. For example, pause words such *as well, you know, it is a kind of, I see, actually*, etc. help to keep confident in the conversation and provide the speaker with time to find the right expression while thinking.

In order to find out how students feel about the problem of the language barrier, let us refer to the research conducted by Perm National Research Polytechnic University [5]. An anonymous survey was conducted among 1-2 year students studying in the sphere of Engineering. The survey showed that 90% of the students acknowledge they have language barrier. At the same time, only 25% said they "are not gifted" to be good at the language.

Among the reasons for the barrier to spontaneous speech in a foreign language the following aspects were mentioned:

1. the lack of grammar knowledge;
2. poor vocabulary;
3. difficulties in listening to foreign language speech;
4. fear of making a mistake; shyness;
5. lack of thoughts, poor imagination.

The question concerning more comfortable way of expressing students' opinion showed that 85 % of first-year students answered "in the written form" and 15% - "orally". In a year the result is about 50/50.

Students' answers to the question concerning their feelings about attending a foreign language class were the following: 80 % of 2nd year students (the majority of students) answer that they are satisfied with English language classes, while 15 % of students seemed to be indifferent. Finally, 5 % showed negative attitude and said that they were worried and even scared during English language classes. The percentage of the first year students who participated in the survey is different: 50% - were satisfied with English teaching", 25 % - "did not care", 25 % of respondents attended classes feeling fear.

Due to recorded data scientists agreed that the recommended methods of overcoming language barriers in a technical university have success: students, indeed, develop all necessary skills and positive attitude towards language learning and the fear of speaking disappears. Students' answers vividly demonstrated the fact the main reason for losing interest in learning a foreign language happened at school because of monotonous lessons. The students disproved the stereotype of "inborn" language learning abilities.

In conclusion, it is necessary to point out communicative approach in English teaching as the most efficient means of overcoming the described problem. This approach gives the opportunity to understand the personal characteristics of students. Such a method will ensure efficient practice to improve all important skills, undoubtedly, communicative way of teaching increases motivation, encourages students to apply acquired abilities without problems. A teacher interested in motivating students will be able to choose the right techniques to support their success in mastering a foreign language.

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ОСОБЕННОСТИ ТЕРМИНОЛОГИИ НЕФТЕГАЗОВОЙ ОТРАСЛИ (НА МАТЕРИАЛЕ КОРПУСА АНК)

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Лексика любого языка разделяется на общую лексику, необходимую в повседневной жизни, и специальную, которая используется в отдельных областях и сферах деятельности человека. Развитие нефтегазовой промышленности обусловило ускоренный рост числа терминов, что привело к значительному увеличению объема терминов специальной лексики, значение которых близко или практически совпадает, обусловив тем самым развитие в профессиональной лексике синонимии, омонимии, полисемии. Еще в конце XX столетия языковеды отмечали, насколько велико количество отраслевых терминологий, проявляющееся в том, что количество синонимов в профессиональной лексике не меньше, а в ряде случаев даже больше, чем в общей лексике [4].

Актуальность данной работы обусловлена проблемой терминологии, заключающейся в синонимии терминов, которая затрудняет работу переводчика при поиске эквивалентов переводимых слов. Для достижения данной цели были поставлены следующие задачи: рассмотреть терминологию нефтегазовой промышленности, отобрать термины, которые имеют синонимы в английском языке, провести анализ частоты их употребления на основе методов корпусной лингвистики, используя полученные данные о частотности употребления, провести терминологическую стандартизацию выбранных понятий для облегчения перевода профессиональных текстов.

При осуществлении профессиональной деятельности специалисты определенного профиля общаются между собой, используя лексические единицы, так называемого, специализированного профессионального языка [1]. Основной лексической единицей в профессиональном языке является термин – понятие, которое передает основную содержательную информацию об определенном предмете, явлении и процессе. Терминология представляет собой совокупность терминов, которая нужна для выражения, хранения и передачи специальных научных и технических понятий. Поскольку наука и техника не стоят на месте, закономерной особенностью развития терминологии становится расширение терминологической синонимии. В профессиональных терминологиях синонимические термины не только затрудняют процесс перевода профессиональных текстов, но и создают барьеры при общении специалистов одной отрасли, работающих в разных компаниях, странах или секторах этой отрасли. Ограничение во взаимопонимании между специалистами, препятствует внедрению научных достижений.

Терминологическая синонимия в нефтегазовой отрасли может проявляться в различных видах. Например, синонимия может достигаться за счет изменения написания термина (такие графические варианты, как draw works – draw-works – drawworks), применения аббревиатур (vertical seismic profiling – VSP), использования суффиксов (exploration well – exploratory well) и др. [2]. В условиях терминологической синонимии, омонимии и полисемии сложно подобрать соответствующий перевод для термина. Выбираемый аналог для перевода зависит также от области использования данного термина. Примером терминологической омонимии при переводе с русского на английский язык может служить термин ремонт: ремонт трубопровода – gear; ремонт скважины – wellwork; ремонт установки на нефтеперерабатывающем заводе – turnaround. Следующим этапом работы являлся подбор терминов для проведения анализа. Они должны соответствовать ряду требований, а именно: термин должен относиться к нефтегазовой отрасли; малое количество слов, поскольку в рассматриваемых корпусах затруднительно работать с терминами, состоящими из трех и более слов; отсутствие (или слабое проявление) полисемии. Для определения частотности употребления терминов использовались лексические корпуса, которые включают слова из Интернет-ресурсов и научных публикаций: «iWeb – The Intelligent Web-based Corpus», «Global Web-Based English», «Corpus of Contemporary American English», «CORE Corpus», «American English (Google Books n-grams)», «British English (Google Books n-grams)». Использование в анализе нескольких корпусов обеспечивает объективность исследования за счет того, что рассматриваются термины, употребляемые в различных источниках и странах. Выборка, составленная для проведения исследования, представлена в таблице 1.

Таблица 1

Русскоязычные термины и соответствующие им синонимичные английские эквиваленты

Бензин	Подсобный рабочий на буровой	Скважина из которой был получен приток углеводородов	Буровой мастер, начальник участка буровых работ	Нефтяной, попутный газ
petrol	roughneck	bear cat	toolpusher	petroleum gas
gasoline	floorhand	strong well	drilling foreman	associated gas
	roustabout			casinghead gas

Рассмотрим частоту употребления терминов, соответствующих русскому слову «бензин». В качестве перевода могут быть использованы два термина: «petrol» и «gasoline».