

Conclusion. Despite the fact the verb is the belonging of all West Germanic languages, and the Anglic (English and Scots) languages and Frisian varieties of West Germanic languages from the Anglo-Frisian languages, this is English and Scots that have advanced do-support system. As can be seen the content of the given paper, there are no consensus over the origins of this remarkable and notable phenomenon in the family of Germanic languages as auxiliary *do*. There have been semantic and syntactic approaches to the issue of do-support origination considered, as well different periods for do-support development chosen and set. This is another evidence of the complexity and diversity of the English language influenced by the tongues of its neighbours. By the end of the eighteenth century, however, the syntax of the English was completely formed so archaic element has been still subsisting only in Irish English and Scottish English, which is unsurprisingly since as the practice shows, the further native speakers from the cultural linguistic hub of their realm, the more archaisms they have, like in the case of the Russian Federation, where in Yakutia names widely used before the October Revolution of 1917 still enjoy the popularity.

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THESAURUS AS AN AUXILIARY ELEMENT WHEN WORKING WITH LEXICAL MINIMUM OF THE PROFESSIONAL FIELD

Introduction. Yu. N. Karaulov defines thesaurus as a way of representing semantic space [1, p. 239]. It is a means of forming the lexicon of a future specialist, for example, in the agricultural field. The thesaurus defines the area of knowledge of a certain area and helps to understand which common words or terms should be paid attention to when studying a certain topic. In addition to the definition, generic relations, synonyms, antonyms, there can also be found associative series, which often facilitate work with the word, as well as with the text of which it is an integral part. A feature of the thesaurus is the possibility of including only terms in it, as well as looking at them structurally, systematically.

Thesaurus can also be considered a way of structuring scientific knowledge in the field of agriculture.

As a rule, not all manuals are provided with glossaries and dictionaries. Dictionaries of terms exist for structuring scientific knowledge. There is an insufficient number of dictionaries on agriculture at the present time. And those that exist do not reflect the current state of terminology in this area. The solution to this problem may be the creation of a new thesaurus on agriculture. Often in educational dictionaries, information can be presented in an abbreviated form without the system relations between terms and functioning in texts [2, p. 3].

Thesaurus dictionaries can also help in solving this problem. As N. Yu. Rusova notes, their function consists in “ordering in the conceptual and verbal form of the substance of the content of a given language” [3, p. 29]. Unlike alphabetic dictionaries, thesaurus dictionaries are built according to semantic proximity. Naturally, requirements are imposed on it, taking into account the requirements of the addressee. The texts were selected for the analysis and formation of the dictionary; the structure is being developed (during transferring the thesaurus to electronic form, it is planned to reinforce the name with a record of voicing with correct pronunciation, pop-ups, as well as the use of not only color illustrations, but also video resources). All this helps to make the dictionary interactive [4, p. 71].

Main part. The selection of the vocabulary in the thesaurus is carried out mainly from the main and additional educational literature. Modern terminology, repeated in several sources, was selected for our thesaurus dictionary. The task was to reflect the current state of agricultural terminology.

In this regard, before starting to compile a glossary, it is necessary to draw up a detailed scheme of the discipline, in our case, the Technology of agricultural production, and it is important to include the most significant terms in the structure by profile.

The dictionary has the following structure:

- 1) terminological rubricator;
- 2) systematic index of terms;
- 3) lexico-semantic index of terms;
- 4) conceptual map of the subject area.

Headings in the terminological rubricator are disjoint sets of terms. We present a fragment of the terminological rubricator.

Tillage:

- a) Tillage machines:
 - cultivator;
 - steam cultivator;
 - row cultivator;
 - combined cultivator;
- b) Working bodies of machines:
 - milling cutter;
 - thinners;
 - sowing machines;
 - landing machines;
 - potato planting machines;
 - seedling machines;
 - fertilizer machines;
- c) Tools for tillage:
 - plows;
 - flat cutters;
 - deep-diggers;
 - chisels;
 - huskers;
 - harrow;
 - rollers;
- d) Technologies:
 - intensive, energy-saving and soil-protective.

A systematic index is used to express hierarchical relationships. The thesaurus we are developing contains terms in the field of agricultural machinery, although the dictionary entry may include commonly used words, as well as terms with varying degrees of termination. It is compiled on the basis of textbooks and manuals, as well as technical dictionaries, thesauruses, educational and methodological complexes of specialized disciplines.

The thesaurus is built according to the type of frame. The latter, in turn, is “a structure containing a description of an object in the form of attributes and their values” [5]. Each frame contains its own hierarchical structure — subframes. All this together reflects a fragment of the linguistic picture of the world.

Terms can be combined into groups — terminological fields. “The correct construction of the terminological field is one of the most important factors in obtaining reliable scientific results” [6, p. 503]. The terms in the described field provide invaluable assistance when working on a ready-made scientific text, as well as when independently preparing theses, reports, monographs, master’s and dissertation studies.

The term, among other things, has a text-generating function. So, if we enter a word into our publication, we automatically force the reader to find its associative connections or even compose whole paragraphs or texts in its head. The schematic structure of thesaurus dictionaries also allows you to fit a large amount of material into a small volume. For example, there are a large number of machine types depending on different criteria:

- 1) purpose;
- 2) type of work performed;
- 3) type of traction used;
- 4) aggregation method [7, p. 16].

Conclusion. Students should be able to work with terms presented in textbooks, manuals, dictionaries. Thus, the educational literature presented in the work programs of specialized disciplines was involved in the thesaurus being formed. In addition, electronic dictionaries were used, such as, for example, free encyclopedia Wikipedia.

In our experiment, the word “sowing” is considered. In the glossary of the educational and methodological complex “Technology of agricultural production”, published in Nizhny Novgorod State Engineering and Economic University, the following definition of the term is given — “placement of seeds in the field with sealing in the germination bed” [8, p. 106]. Other terms are also involved in this definition, such as: “a seed”, “a field”, “sealing”, “a germination bed”. If necessary, they can be viewed in dictionaries for a more accurate understanding.

Naturally, electronic dictionaries are currently very popular, in which there are additional options. In this regard, it is planned to transfer our thesaurus into an electronic format.

In order to fully understand the terms, their meanings, the connection with other words, to see clearly, to “feel”, students need to know how to build, as well as be able to compose their own mini-thesauri.

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FOREIGN LANGUAGE LEXICAL COMPETENCE FORMATION AT A NON-LINGUISTIC UNIVERSITY

Introduction. Through vocabulary, a person's need for self-expression in the process of communication is realized. This fact determines its important place in teaching a foreign language, and the formation of lexical skills is constantly at the center of teacher's attention. Vocabulary is an essential component of speech activity.

Vocabulary, along with grammar, forms the basis of any language. With the accumulation and enrichment of vocabulary, students begin to master a foreign language. Therefore the process of studying basic active and receptive vocabulary is considered as information and cognitive process associated with the retention, storage, application of lexical knowledge and lexical units [1]. In this regard, the mastery of vocabulary to use in speech is one of the main tasks of teaching a foreign language at a university.

At the same time, the retention of active and receptive vocabulary should be based on different types of competencies (communicative, linguistic, sociocultural, etc.). Therefore, it is necessary to theoretically substantiate, design and apply a set of lexically oriented exercises that develop students' lexical competence at a non-linguistic university.

Main part. The object of our study is the process of forming students' lexical competence at a non-linguistic university. The subject of the study is to determine the role and characteristics of the formation of students' lexical competence. The main objective of the study is the theoretical justification of approaches to the formation of students' lexical competence and the development of a system of lexical exercises, taking into account the methodological sequence of the stages of formation of lexical competence and linguistic difficulties experienced by students in studying vocabulary.

The leading place in the process of achieving this goal belongs to the linguistic competence. It provides an understanding of the semantic segments of speech organized in accordance with the norms of a foreign language [2, p. 90].

In the process of development of the linguistic competence, the formation of lexical competence takes place — the ability to determine the contextual meaning of a word, compare its volume in two languages, identify in it specific features of the culture of the people speaking this language. Modern linguistics considers a language as a hierarchical structure consisting of a number of levels, which are characterized by its own set of language signs [3, p. 131]. At the lexical level, such units are words, phraseological and other set expressions, clichés, etiquette and speech formulas. A feature of the lexical system is its vastness.

At a technical university, students must learn the meanings and forms of lexical units and be able to use them in various communicative situations. The main stages to build vocabulary include:

- introduction and explanation of new words;
- primary consolidation of lexical units;
- development of skills to use vocabulary in various types of speech activity [4, p. 80].

Introduction of lexical units includes the explanation of their form, meaning and usage. The beginning of work on a word is of great importance for the successful formation of the lexical competence necessary for the implementation of different types and forms of speech. Primary consolidation involves the development of various aspects of the word: its form, meaning and use.

To work on the meaning of a word different exercises can be used, e.g., to distribute words into thematic groups, to match a word to its meaning, etc. The main principle of vocabulary retention is to use them in a phrase, and not in isolation.