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INTRODUCTION OF CORPUS RESEARCH RESULTS INTO THE PROCESS OF TEACHING SPECIALIZED ENGLISH

The article describes the sequence of steps for introducing the results of the study into the educational process and systematization of units of the text corpus for this purpose. The corpus itself is based on scientific texts of the specialty "Automobile Engineering", taken from foreign journals of this field of knowledge: Automobile Engineering, Auto Industry and others. The size of the text corpus is 300 thousand tokens, which is quite sufficient for this type of research. Based on the texts, a probabilistic-statistical model (frequency dictionary) of this technical specialty was created.

The goal of the article is to determine the order of presentation in the educational process of thematic groups of terms, which function in the text corpus "Automobile Engineering". The first step was to extract terms from the frequency dictionary and create a terminology system. Then all terms were classified according to the principle of belonging to the terminology subsystems of various areas included in the specialty "Automobile Engineering". It was determined that the terminology system of automotive engineering is quite ramified, and includes 12 technical areas with their specific subsystems. It should be noted that along with the lexical components of the subsystems, the statistical data were also presented that describe such a characteristic as the frequency of term use, as well as the total number of terminological units in the subsystems.

And the final result, which was actually intended for introduction into the educational process – the creation of lexical-thematic groups, including the terms describing the functioning of some specific object in the field of "Automobile Engineering", for example, engine, car repair, metrology, etc. Such groups were created in the following way: one (or several) most frequent terms defining any of the concepts of the specialty "Automotive Engineering" were taken as a core, and in accordance with the description of this concept, the remaining terms that participate in the description procedure were added to the lexical-thematic group. In this way, 12 lexical-thematic groups were created, which were presented to students for memorization and explanation of the work of engineering objects.

Key words: *lexical-thematic group, terminological system, area of knowledge, scientific and technical discourse, token.*

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ЗАПРОВАДЖЕННЯ РЕЗУЛЬТАТІВ КОРПУСНИХ ДОСЛІДЖЕНЬ У ПРОЦЕС ВИКЛАДАННЯ СПЕЦІАЛІЗОВАНОЇ АНГЛІЙСЬКОЇ МОВИ

У статті описано послідовність кроків впровадження результатів дослідження в навчальний процес та систематизацію одиниць текстового корпусу для цього. Сам корпус базується на наукових текстах зі спеціальності «Автомобільна інженерія», взятих із зарубіжних журналів цієї галузі знань: Automobile Engineering, Auto Industry та ін. Розмір текстового корпусу становить 300 тис. слововживань, що є цілком достатнім для такого типу дослідження. На основі текстів створено імовірнісно-статистичну модель (частотний словник) цієї технічної спеціальності.

Мета статті – визначити порядок подання в навчальному процесі тематичних груп термінів, що функціонують у текстовому корпусі «Автомобілебудування». Першим кроком було вилучення термінів із частотного словника та створення термінологічної системи. Далі всі терміни були класифіковані за принципом належності до термінологічних підсистем різних галузей, що входять до складу спеціальності «Автомобільна техніка». Визначено, що терміносистема автомобільної техніки є досить розгалуженою і включає 12 технічних галузей зі своїми специфічними підсистемами. Слід зазначити, що поряд з лексичними компонентами підсистем наведено також статистичні дані, які описують таку характеристику, як частотність слововживання, а також загальну кількість термінологічних одиниць у підсистемах.

І кінцевим результатом, який, власне, і розраховувався на впровадження в навчальний процес, було створення лексико-тематичних груп, що містять терміни, які описують функціонування певного об'єкта галузі «Автомобілебудування», наприклад, двигун, ремонт автомобілів, метрологія та ін. Такі групи створювалися наступним чином: за ядро брали один (або декілька) найпоширеніших термінів, що визначають будь-яке з понять спеціальності «Автомобільна техніка», і відповідно до опису цього поняття, решта термінів, які беруть участь у процедурі опису, додано до лексико-тематичної групи. Таким чином було створено 12 лексико-тематичних груп, які були представлені студентам для запам'ятовування та пояснення роботи об'єктів техніки.

Ключові слова: *лексико-тематична група, термінологічна система, галузь знань, науково-технічний дискурс, слововживання.*

Problem Statement. For quite a long time, scientific research in the field of theoretical linguistics did not have an outlet in the practical application of their results. It is known that in every dissertation there is a phrase about the possible applied use of the results of the work carried out. However, such a phrase usually remained a simple declaration. And there is a logical explanation for this since at that time linguistic research was often purely theoretical in nature and considered any linguistic or grammatical phenomenon (or any of its characteristics) mainly on the basis of the language system.

At first, this also concerned such a modern and vast topic as corpus linguistics. The first stage of speech modeling, i.e. the formation of probabilistic-statistical models, otherwise known as frequency dictionaries, was closely connected with computer translation, primarily of texts that are the part of scientific and technical discourse. However, later the basis of corpus linguistics became the idea of the need to check the implementation of linguistic phenomena in real texts, and then even the opposition of speech to language, as well as the priority position of speech in

the well-known dichotomy "language – speech", and the proclamation of it (speech) as the source of any changes in the language system.

The next stage in the development of corpus linguistics, and especially that area where the emphasis was on compiling such dictionaries, was the unexpected realization of the fact that the units included in their composition and systematized in an appropriate manner can be successfully introduced into the educational process when teaching foreign languages. Thus, it can be said that the very introduction of the results of dissertation research into teaching and its methodology is practically taking place.

This work represents one of the attempts to describe the nomenclature of systematized speech units extracted from a probabilistic-statistical model and tested on a text corpus of the corresponding specialty, and then a substantiated order for introducing them (speech units) into the educational process.

Research Analysis. A review of available sources of linguistic literature devoted to research in the field of terminology, i.e. description of terminological units, reliable methods of forming terminological systems of various areas of technical knowledge, stratification of lexical layers, etc., demonstrated intensive research and practical work, most often based on text corpora. It can lead to yielding the reliable and often unexpected results. For example, an analysis of the obtained nomenclature of terminological units after stratification (division into lexical layers) showed a tendency for words to move from one lexical layer to another depending on the content (Shapa, Tomasevich, Dantsevich, 2015; Чорновол, 2004).

Most often, the description of terminological systems in dissertations is formed with the wide application of the system-structural approach and field theory (Bourigault D., Condamines A., 1993; Felber, 2002; Ray, 1997; McKendrick, 2004; Ullman 1992; Nida, 1975). Much less common is the classification of terms that distributes units of the terminological layer of vocabulary by the branches of industry that are part of a particular sublanguage and represents the share of each branch, determined by statistical calculations (Goffman, 1974; Teun Van Dijk 1992). This method was used in the given article. However, this method is not enough to present the obtained results in the educational process, since it only states the fact of using units from terminological systems that came from various fields of technology. This only makes it possible to compile a list of such technical fields. However, for introducing terminology into the educational process, a much more reliable and informative method is the theory of nuclear construction of thematic groups of the terminology system (Temmerman, 2000; Albrecht, 1992), which allows distributing the obtained terminological units into thematic groups reflecting the characteristics of specific objects. In our case, these are the objects described in the texts of engineering field "Automobile Engineering".

Goal of the article. The purpose of the article is as follows: in accordance with the stated task of introducing the results of scientific research into the educational process (in our case, the process of teaching specialized English), to determine the order of presentation of the created thematic groups, the units of which function in the text corpus "Automobile Engineering".

Base Material. First of all, we should describe the sequence of steps that lead to achieving the goal mentioned in p. Goal of the article.

1. Based on the texts on automobile industry, a text corpus of this specialty was created using the continuous sampling method. The reason why the corpus on the automotive industry was chosen was that it (the automobile industry) is currently one of the most rapidly developing. The actual text corpus was compiled from scientific articles taken from the foreign journals Automobile Engineering, Auto Industry, since only in specific situations of professional discourse can one trace the beginning and then the dynamics of the development of terminology systems. The total size of the corpus is 300 thousand tokens.

2. The next step was to compile a probabilistic-statistical model (frequency dictionary) of the specialty "Automobile Engineering". A computer was used to count identical word forms and then convert them into words.

3. All terms were extracted from the frequency dictionary, and a terminology system of the specialty "Automobile Engineering" was created. It includes terminological subsystems of industrial branches, the objects of which are implemented in the creation of cars and which, thus, are mentioned in texts on this specialty.

4. Based on the list of terminological subsystems for introduction into the educational process, a classification of terminological units was carried out and lexical-semantic (thematic) groups of the terminology system were created, covering the main scientific concepts of this specialty and their lexical content.

The entire frequency dictionary was divided into three stratification layers: common, general scientific, and terms. It should be noted that the stratification of dictionaries into three lexical layers was implemented not so long ago. Usually, linguists considered only two layers – common and terminological. However, in the

process of accumulation of frequency dictionaries, increasing their number, units were noted that could form a separate lexical layer – general scientific. The selection of such units is usually a rather problematic process, since there were and still are no clear criteria for their selection. Nevertheless, based on many research works, we join the opinion that the units of the general scientific group can be: the terms that function in all fundamental sciences (mathematics, physics, chemistry); terms of areas of knowledge that are auxiliary, i.e. secondary (although necessary) for describing objects of the considered branch of industry. An equally important method in creating a list of general scientific units was the method of questioning specialists in a given area of knowledge, who could accurately determine whether this word is included in the list of technical concepts of the automobile industry.

So, first of all, a list of industries, on the basis of which the future terminological subsystems of the technical field "Automobile Engineering", was compiled. This list includes 11 branches, which demonstrates the enormous ramifications of this area of knowledge, which the authors of the article tried to take into account while introducing term system into the educational process:

1. Automotive – total number of words 531, total number of tokens (T) is 44529;
2. Physics – total number of words 156, total number of T is 3616;
3. Chemistry – total number of words 43, total number of T is 3248;
4. Mathematics – total number of words 56, total number of T is 2194;
5. Automation and computer engineering – total number of words 33, total number of T is 33;
6. Electrical engineering – total number of words 56, total number of T is 1583;
7. Economics – total number of words 62, total number of T is 1340;
8. Measuring equipment (metrology) – total number of words 17, total number of T is 852;
9. Medicine – total number of words 28, total number of T is 847;
10. Academic concepts – total number of words 9, total number of T is 349;
11. Meteorology – total number of words 7, total number of T is 226.

The entire list consists of 998 words and 60794 tokens.

The first place is occupied by the terminology of the automobile subsystem, which is natural for the texts of this type of scientific communication, for example: *car, vehicle, automobile, van, machine, truck, engine, motor, diesel, valve, speed, piston, cylinder, gear, bearing, exhaust, combustion, torque, cycle, transmission, ignition, starter, chamber, pump, carburettor, compression, spark, rotary, convert, heavy-duty, rotate, burn, loss, absorber, cap, filtration, lubricate, plug, stroke, screw*, etc. In terms of the number of tokens, it makes up 75.2% of the total number of tokens of the terms of the sublanguage automobile engineering, and 55.2% in terms of the number of different words.

The second place according to the most frequently used tokens is the physics subsystem: *temperature, heat, effect, result, period, motion, field, mass, noise, flame, arc, ray, beam, strength, stage*. To some extent, these words have lost their general scientific status and have become part of the common layer.

The third most frequently used tokens are in the chemistry subsystem: *fluid, fibre, analysis, component, mixture, gasoline, water, composite, aluminium, hydrogen, carbon, glass, plastic, coating, compound, coolant, catalytic, solution, rubber, plastics, base, film, lubricant, silicon, lubrication, octane, resin, catalyst, thermoplastic, additive, halogen, layer, petroleum, oxygen, fabric*, etc. Here, again the transition of units from the general scientific layer to the terminological layer is clearly observed.

Further, we can mention the units of subsystem of mathematics: *ratio, angle, centre, total, range, degree, function, half, average, diameter, value, peak, corner, coefficient, plus, zero, curve, term, square, parallel, number, figure, drawing, integral, radius*, etc. Mathematical terminology, interspersed in the texts of the automobile engineering, enriches and determines the automotive terminology system, giving it a strictly scientific character.

Terminological units of such areas of knowledge as automation and computer technology turned out to be quite numerous: *program, computer, electronic, data, memory, microcomputer, mode, input, microprocessor, processing, simulation, display, option, automation, sonic,* etc. It should be noted that the concepts of computer technology are expressed by words borrowed from the literary language and through metaphorical use have become terms: *memory, input, output, record, channel, button, tie, warning, respond, control*, etc.

The electrical engineering subsystem is represented by lexical units formed on the basis of physical terms, but is considered as a separate subsystem due to the division of these sciences into separate areas of activity: *contact, cable, electric, current, filament, cord, plate, switch, lamp, circuit, coil, generate, wire, supply, winding, generator, alternator, conduction, terminal, resistor, electrode, relay, voltage*, etc.

Economic terms also turned out to be quite frequent: *economy, manufacturer, investment, market, expensive, automaker, benefit, owner, growth, agency, project, money,* etc.

The terms of the metrology subsystem: *size, distance, mile, area, timing, meter, width, dimension, measurement, inch, feet, pound, second, kilometer, horsepower, litre; meteorology: weather, wind, wet; academic concepts: study, school, academic, instruction, rule, manual, education, student, training*, etc. are presented fragmentarily, but in terms of the number of tokens they are quite numerous and can be considered characteristic units of the automobile engineering specialty.

Medical terms are represented by such lexemes as: *ambulance, panic attack, fracture, injury, weakness*, etc.

The subsystem "Academic concepts" is limited to such terms as: *profession, documentation, driver license, officer,* etc.

The terms of the subsystem "Meteorology" include the following units: *temperature, weather, forecast, rain, fog, precipitation*, etc.

The availability of the presented terminological subsystems allowed to form lexical-thematic groups, necessary for introduction into the process of teaching English for the students of the Automobile Engineering Institute. The creation of such groups was based on the already presented terminological subsystems.

The groups of such kind were formed as follows. First, the basic concepts of a particular specialty were defined, then nuclear (basic) terms were extracted from the terminology system, which constitute the core of the terminology system and which are lexical carriers of the basic scientific concepts of the specialty being described. The units necessary for description and specification are united around the cores of the terminology system, both those functioning in the basic terminology of science and those borrowed from related fields of knowledge and included in the terminology system (which in the future will be called "lexical thematic group 'LTG') as its integral part. Identical terms are sometimes encountered in various LTGs. This is due to the fact that all parts of the car are interconnected, and some devices participate in several types of car operation.

In the terminology of the area "Automobile Engineering" 12 lexical-thematic groups are distinguished. Their content depends on the thematic weight of various sections of the science being studied. The order of their introduction into the educational process also depends on the significance of the concepts included in the conceptual system of a given specialty.

1. Engine*: engine, motor, diesel, four-cylinder, internal, cylinder, stroke, piston, port, cycle, valve, chamber, rotation, torque, compression, rotary, rotation, slide, pushrod, reciprocate, oil, cold, combustion, exhaust, gear, gearbox, crank, crankshaft, cam, camshaft, cap, start, starter, convert, converter, spring, emission, filter, filtration, axle, heavy-duty, belt, drum, intake, bearing, pump, case, ring, lock, knock, distributor, idle, chamber, throttle, overload, shook, inflation, rocker, ring, absorber, recirculation, rod*.

2. Power system: *carburettor, feed, travel, indication, petroleum, petrol, gasoline, burning, ignition, chemical, solution, mixture, compound, octane, nitrogen, oxide, oxygen, fuel-air, air, water, clear, warning, screw, spindle, hole, vacuum, tube, tubing, bed, pneumatic, channel, manifold, drop, hitch, push, running, lead, absorb, energy-absorbing, automatic, sensor, adapter, emission-control, solenoid, handle, rich, poor*.

3. Electrical equipment of engine: *electric, current, alternative, direct, positive, negative, induce, circuit, phase, charge, insulate, cable, wire, parallel, series, clamp, winding, electromotive, brush, ring, magnet, magnetic, right, left, force, accumulate, contact, switch, head-lamp, lamp, battery, illuminate, seal, plate, light, filament, reflector, actuator, generator, regenerator, heat, heater, resistor, transistor, relay, terminal, cord, tank, turbine, plug, button, plastic*.

4. Transmission: *transmission, friction, flywheel, impeller, push, clutch, turn, drive, driveshaft, drivability, roof, pedal, actuate, supply, discharge, running, backing, block, fan, puller, ball, bracket, steel, housing, mounting.*

5. Chassis: *wheel, tire, brake, train, bolt, disk, key, pickup, radius, guide, blade, delivery, accessory, attachment, tighten, frame, preventive, front, caster, edge, compressor, tip, drag, rack, rib-type*.

6. Control mechanisms: *car, automobile, auto, power, reduce, pressure, brake, wheel, resin, drive, drive-shaft, crankshaft, shaft, cam, head, screw, rotary, push-rod, lubrication, fuel-air, air, supply, clutch, rod, consumption, turn, torque, dynamometer, valve, ball, pedal, friction, compressor, fluid.*

7. Structure of the body, interior and other components of the car: *vehicle, bumper, radiator, drum, frame, chassis, scale, belt, seat, glass, chamber, penal, coil, film, shape, rear, compact, bottom, top, back, section, roof, window, gauge, drag, bolt, camshaft, crankshaft, crankcase, impeller, distributer, absorber, lifter, adapter lever.*

8. Vehicle operation: *service, technology, technical, system, company, test, treatment, plant, produce, production, application, reduce, specify, speed, machine, lathe, installation, auxiliary, instrument, mount, install,*

hardware, maintenance, alignment, drive, double-acting, stationary, remove, add, replacement, body, model, mold, die, light-weight, surface, depth, assembly, sheet, type, outside, diesel, consumption, program, weather, documentation, injury.

9. Automobile production and repair: *design, modify, engineering, license, trade, investment, schedule, plan, tax, manager, engineer, designer, builder, team, department, specification, project, plant, shop, space, room, roof, floor, door, wall, gap, hole, column, tower, housing, build, restore, structure, building, making, construction, face, rim, base, frame, sidewall, door-to-door, blade, pipe, lock, key, tubing compartment.*

10. Fundamentals of traffic safety: *movement, traffic, transportation, cruise, trip, fleet, flow, motocross, race, strip, highway, way, track, line, pedestrian, urban, safety, turning, accident, collision, crush, collapse, failure, damage, obstacle, danger, weather, wind, wet, stop, ground, depth, length, surface, traction, location, situation, passenger, behavior, study, instruction, goal, manual, death, fast, mile, load, fatigue, access*.

11. Design of motor transport and auto repair enterprises for technical maintenance: *repair, service, park, private, automobile, principle, facility, hardware, machinery, analyzer, fitting, preventive, mechanic, fuel, supply, burning, system, casting, removal, regrind, full-size, characteristics, requirement, environment, penalty, servicing, economy, crisis, capital, investment, business, contract, competitor, patent, consumer, partner, researcher, dealer, trade, expenditure, rental, sale, saving, benefit*.

12. Safety precautions in motor transport: *way, street, tunnel, flow, transport, contact, pressure, passage, motion, parking, working, cable, circuit, safety, vital, people, individual, depression, weather, atmospheric, light, ambulance*.

Thus, it can be noted that the most active terminological units are the terms of the LTG "Engine". They are included in the overwhelming majority of industries presented in the field "Automobile Engineering", except for the subsystems "Chemistry", "Meteorology" and "Academic Concepts". Less active are the terms of the LTG "Car Production and Repair", they are included in seven subsystems; LTG "Electrical Equipment of engine" and "Car Operation" interact with six subsystems; the groups "Control Mechanisms" and "Fundamentals of Traffic Safety" are included in five subsystems; "Transmission" and "Safety Engineering in Automobile Transport" interact with four areas of knowledge; "Power Supply System", "Device of the Body, Interior and Other Units of the Car" and "Design of Motor Transport and Auto Repair Enterprises" are presented in three subsystems; LTG "Chassis" is used only in one subsystem.

Conclusions. All the stated facts allow us to draw the following conclusions.

1. The terminological system of the technical field "Automobile Engineering" is one of the most complex lexical objects of this type. This is due to the extremely ramified system of concepts existing in this field, which covers a significant number of not only concepts directly related to the production and operation of cars, but also the industries related to production and operation, for example, repair, traffic safety, weather conditions, etc.

2. The lexical-thematic groups may include terms that are duplicated in other groups, since the description of cars covers not one thematic area, but several ones.

3. The most numerous in terms of its thematic areas included in the lexical-thematic group is the one "Engine". Almost all areas of the automobile industry are involved here, except for the subsystems "Chemistry", "Meteorology" and "Academic concepts". The smallest number of terminological subsystems is observed in the lexical-thematic group "Chassis", it includes only one subsystem of terms.

4. The facts described in the article show that only studies of real texts make it possible to obtain accurate and reliable results that can be subsequently introduced into the methodology of the educational process. They allow us to speak not in general about any grammatical or lexical phenomenon of language and speech, but to present specific and verified data.

5. The authors came to the conclusion that not only the lexical component is important when introducing lexical units functioning in texts of any area of scientific and technical discourse into the learning process, but also statistical data that give us the opportunity to identify the hierarchy and order of lexical material presentation.

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