

Modern education is designed not only for the training of highly qualified professionals, but also for the development of a student's personal abilities, the discovery and development of his potential. Students perform creative, non-standard tasks in the preparation of which they can show their personality or, conversely, the ability to work in a team (if it is a group task). Yes, students can find interesting information about their school by preparing a video, making a newsletter about the institute in a foreign language, or presenting it using multimedia. Today, there are many interactive and multimedia technologies that help and facilitate the process of learning and consolidating skills and abilities in a foreign language. On the Internet, students are free to find information in a foreign language by specialty, as well as to get acquainted with the latest achievements and developments. In addition, online resources can be a source of information for writing abstracts, reports in a foreign language. There are also many training programs, translators and dictionaries available on the Internet, which are also necessary for the development of various types of speech activities. Students can prepare a hands-on demonstration in PowerPoint. With this program, the presentation of new lexical or grammatical material is also possible because the information backed up by the visual series is much better learned by students.

After studying the existing literature on the subject, as well as acquainted with different methods of teaching a foreign language, we can draw the following conclusions. First, the major part of the foreign language teaching methods and techniques is based on the development of skills in four main types of speech activity (speaking, listening, reading, writing). Second, there are many types of tasks, tests and simulators for practicing each type of speech activity. Thus, careful preparation or development of materials (texts, video, audio, exercises, tasks, tests, etc.) is required. The consolidation of each particular type of speech activity (or their proper unification) will certainly lead to a positive result and students will not only learn new interesting material in their specialty, but also expand their horizons in their professional field.

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**TEACHING OF ENGLISH TECHNICAL TERMINOLOGY AT HIGHER  
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The difference between highly skilled professional and highly skilled professional with English language is obvious and evident. In modern world it is impossible to work, create and develop in any sphere of national economy without English communication. There are plenty enterprises in Ukraine which work on the local market and do not contact with any foreign representatives. But, unfortunately most of materials and raw material are bought abroad. Moreover, even if you buy material from local seller, you will need to understand the description on the material (to

choose) and instruction (to use chosen material). In most cases, the language of instruction and description is English.

It is not enough to have even rather high level on general English (upper intermediate, advanced), due to the fact that each sphere of human activity has its specific terminology. Sometimes we have some troubles in understanding professional slang of the men from unknown business or work (of course you have an experience when you should have been explained the medicine or any other specialized jokes).

The peculiarity of English language is that a lot of words have different (sometimes almost opposite) meanings. Absolutely "general" word theater (place where various performances take place) has another meaning – operational sterile room in the hospital (so, you should be careful with this word). Another example is the word scale. There are such a lot of meanings:

1. Correlation "real size-figure".
2. The weighing device.
3. Upper flake-like layer of a fish.
4. Coins.
5. Sinter, slag, dross, etc.

That is the reason to know professional terminology not only in native language.

One more example is an attempt to translate Ukrainian word "козел". The first general translation is goat (a hardy domesticated ruminant mammal that has backward curving horns and (in the male) a beard. It is kept for its milk and meat, and noted for its lively behavior) [1]. But in metallurgy this term is translated as trestle, saw buck, saw horse, saw trestle, etc.

So, the working tool here is terminology. A set of terms, that is, words or phrases that express specific concepts in a particular field of science, technology or art, as well as a set of all terms available in one language or another. From ordinary words, terms differ in the accuracy of semantic boundaries. [2]

To teach students to use terminology correctly we should explain the notion "technical terminology". Any professional-oriented information must contain only proper terminology inherent in this field or branch. And English language at the University must be taught and related to terminology of the specialty. Technical terminology is a terminology that is associated with particular fields of engineering, production, and industry.

Technical terms can be divided into: general scientific terms, which scope is almost all industry terminology; cross-industry terms (terms that occur either in related or remote industries, for example: a mining leader has the meaning of a "copra directional arrow", in a locksmith case, a "propeller"); narrow industry terms (used in only one field of science, such as application software and so on).

Technical terms have some specific features. They have (or must have) stylistic neutrality, accuracy and context independence. The technical term should clearly convey the essence of the concept in order to avoid misunderstandings and inaccuracies, the tendency for ambiguity within a certain terminological system. They must

be systematic each term has terminological meaning within the stipulated term system), concise in terms of expression, having a clearly defined definition limits its meaning [3].

#### References:

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**RESEARCH OF THE SEALING CUFF OF THE HYDRAULIC PULLER**  
**OF SEATS FOR VALVES OF DRILLING PUMPS**

One of the main elements of a drilling unit during the construction of wells is a drilling pump. Its operating conditions are quite difficult, as it works with an abrasive environment, which is in drilling fluids and at high pressures. All this leads to strict requirements for the manufacture of pump parts, their operation and maintenance [1, 2]. The service life of the pump elements depends on the quality of maintenance and repair [3].

However, the further service life will depend from the tools used to service the pump. For example, when replacing the pump valve, the edge of the hole in which the cover will then be installed can be damaged by the puller (in the case of the shock disassembly method). If you use another puller like hydraulic then such damage can be prevented.

The main disadvantage of this hydraulic puller is the design of the cuff. After long storage of the puller at the next using they do not provide tightness. To eliminate this shortcoming, it is proposed to use new design of the cuff. The new design of the cuff includes the elastic ring installed in it.

Therefore, it is necessary to compare the characteristics of the standard and the proposed cuff. For this purpose, the finite element method and the axisymmetric formulation of the study were used. The criteria of comparison are the contact pressure on the contact surfaces (cuff and frame). The study will be conducted for two cuffs simultaneously in order to build common graphical relationships for their comparison.

The calculation scheme takes into account: the tension of the cuff in the frame; the tension of the ring in the proposed cuff; the coefficient of friction is taken equal to zero; the end surface of the proposed cuff, on which no pressure acts, has the ability to move in the radial and tangential directions (in the axial movement is limited).

Therefore, to compare the both type cuffs, the graphical dependences of the value of the contact pressure from the contact length of the cuffs is shown in Fig. 1.