

**THE STUDENTS' LINGUISTIC WORK WITH ENGLISH THREE COMPONENTS  
TERMINOLOGICAL CARTOGRAPHICAL STATEMENTS**

**СТУДЕНТСЬКА ЛІНГВІСТИЧНА РОБОТА З АНГЛІЙСЬКИМИ  
ТРЬОХКОМПОНЕНТНИМИ ТЕРМІНОЛОГІЧНИМИ  
КАРТОГРАФІЧНИМИ ВИРАЗАМИ**

**K. H. YAKUSHKO**, PhD in Pedagogy, associate professor  
of the Department of English for Technical and Agrobiological Specialities  
**К. Г. ЯКУШКО**, кандидат педагогічних наук, доцент кафедри англійської мови  
для технічних та агробіологічних спеціальностей  
E-mail: [kyakushko@nubip.edu.ua](mailto:kyakushko@nubip.edu.ua), [vukladach@ukr.net](mailto:vukladach@ukr.net)  
<https://orcid.org/0000-0001-6977-8441>

*National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine*  
*Національний університет біоресурсів і природокористування України, м.Київ, Україна*

**A. V. POLISCHUK**, senior lecturer of the Department  
of English for Technical and Agrobiological Specialities  
**А. В. ПОЛІЩУК**, старший викладач кафедри англійської мови  
для технічних та агробіологічних спеціальностей  
E-mail: [linapolischuk@nubip.edu.ua](mailto:linapolischuk@nubip.edu.ua)  
<https://orcid.org/0000-0002-8995-79-11>

*National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine*  
*Національний університет біоресурсів і природокористування України, м.Київ, Україна*

**L.V. Berezova**, PhD in Psychology, associate professor of the Department  
of English for Technical and Agrobiological Specialities  
**Л.В.БЕРЕЗОВА**, кандидат психологічних наук, доцент, доцент кафедри англійської мови  
для технічних та агробіологічних спеціальностей  
E-mail: [berezova@nubip.edu.ua](mailto:berezova@nubip.edu.ua)  
<https://orcid.org/0000-0002-8443-8442>

*National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine*  
*Національний університет біоресурсів і природокористування України, м. Київ, Україна*

**Abstract. Introduction.** Nowadays it is a lack of detailed surveys to observe linguistic students' several stages work aiming to develop multiprofessional soft skills.

**Methods.** We applied pedagogical experiment while future cartographers' linguistic work.

**Results.** There are such categories of three components constant terminological clichés with the translated Ukrainian morpheme "карм" (hereinafter – TCCMK) according to their structural features as clichés with available additional prepositions and conjunctions or clichés without additional prepositions and conjunctions among which it's sufficient frequency of only TCCMK structures with one time use of the preposition "of" and rare TCCMK with one time use of the conjunction and- or TCCMK with simultaneous one time use and the conjunction and as well as the with preposition "for" or a higher frequency of TCCMK use without additional prepositions and conjunctions within the reference terminology. Also it is TCCMK identification noting the available parts of speech in eight varieties with a priority of the use of TCCMK in adjective-adjective-noun relations and adjective-adjective-noun relations and it is the rare use of forms of participle-adjective-noun relations and noun-adjective-noun relations as well as pronoun-noun relations involving proper names within TCCMK which do not differ in high frequency, although they are unexpectedly available in comparison with other branches of terminology. TCCMK linguisti observation results might be used on practice while three types dialogues composition.

**Discussion.** Prospects is describing the experience to select terminological structures for the practical purpose of developing students' soft skills.

**Keywords:** stable clichés, three elements structure, cartographic vocabulary, foreign language version.

**Introduction.** Nowadays the role of English terminology in modern scientific discourse is currently investigated. There are some relevant linguistic studies concerning definitions of the features of stable terminological expressions being related to a particular field of agrobiological or technical knowledge in general (forestry, mechanical engineering, power engineering, automation, agronomy, land management, etc.) or to these branches spread morphemes in particular because at nowadays philologists actualize the issue of foreign language linguistic studies as a way to intensify vocational training of higher education students in general, develop their professional mobility and the formation of foreign language communicative competence of non-philological students in the light of European quality standards. In particular. Without doubts the approach to teaching a foreign language should be activity-oriented - to meet its scope, specific environment and develop the skills of a person as a social agent, and language learning should include as the development of general competencies necessary for any activity, including not only from theoretical knowledge, but also empirical, acquired by life experience, and also as a result of training. This takes into account academic knowledge in the scientific, technical or educational field, practical - in the field of everyday life and socio-cultural - as knowledge of common values and ideals [8].

**Analysis of recent researches and publications.** The previous investigations focus the problem of the definition of importance role of English terminology in modern scientific discourse in general exemplifying survey by L. Usyk, L. Pryimak., I. Silutina ([11]) to be in touch with the search of factors to stimulate formation of culture of students' dialogical communication by H. Vaskivska, S. Palamar, L. Poriadchenko. ([2]). Without doubts there is a wide range of scientific thoughts being devoted to investigating stable terminological clichés special features definition involving metacommunicative markers to form a terminological compound nest. But it is not an adequate amount of linguistic researches concerning three components morphemes special features determination in the sphere of land management exemplifying complete analysis of terminological statements which involve all special morphemes. It is important

to provide students of non-philological specialties with creative tasks for the development of general intellectual skills by means of a foreign language not only in writing and reading, which is the focus of researchers L. Berezova, S. Mudra and K. Yakushko [1] but also in developing metaphysical markers. In modern linguistics by V. Kusel and I. Grabovska [4]. Also we support the O. Chaika's advice to cultivate polyculturalism in higher education: reflective approach ([12]) introducing some N. Yaremenko's subject-integrated elements into the development of students' oral speech ([14]) as well as I. Drozdova's statement that it's important to elaborate system of different activities for the development of non-linguistic students' professional speaking skills in higher institutions ([3]) aiming to form different soft skills to improve multiprofessional ability to fulfill tasks concerning different professions exemplifying philologist's work to analyze structural and semantic characteristics of agricultural terms to be performed by H. Sydoruk ([9]) or work with morphemes to be widely spread within certain adequate branch of knowledge to be announced by O. Syrotina ([10]). However, the provided investigations need to be expanded - finding gaps, as they were carried out without involvement of student's activity concerning analysis of three-component word-combinations within such branch of knowledge as cartography.

**The purpose** of the survey is to continue determination of the undoubtedly common Ukrainian morpheme *карт* - features in the translated English equivalents version within three-component terminological clichés being traced from the special reference literature dealing with land management lexical units and being aimed to further involvement while studying professional purpose foreign language.

**Materials and methods of research.** The main applied methods dealt with the comparative analysis as well as semantic and syntactic methods, interpretation method or mathematic calculations to be fulfilled during 2021/2022 practical linguistic studies by students of the Faculty of Land Management within the National University of Life and Environmental Sciences of Ukraine on the basis of geodetic Ukrainian dictionary ([5]) and some foreign vocabularies in the field of cartography itself [6], [7].

**Results of the research and their discussion.** Our investigation was involved during some stages. Firstly of all, our attention was drawn to the structural features of sixty-four three-component constant clichés with morpheme *карт* (hereinafter - TCCMK). At this stage there were defined the structural features of TCCMK with additional prepositions and conjunctions and TCCMK additional prepositions and conjunctions. At this stage it was concluded that the identified twenty-seven varieties of three componenti fixed terminological structures with additional prepositions and conjunctions, in turn, form additional categories: "TCCMK with disposable use of the preposition of", disposable use of the conjunction *and* as well as " TCCMK with simultaneous single use of both the conjunction *and* as well as the preposition *for*".

It was noted that TCCMK with a disposable use of the preposition *of* are presented in twenty-five varieties (1) *being up date of the map – сучасність карти*; 2) *engraving of the map originals – гравіювання оригіналів карт*; 3) *point of zero distortion – точка нульових спотворень на карті*; 4) *marking of cartographic representations – маркування картографічного зображення*; 5) *basic scale of map – масштаб карти головний*; 6) *dashed elements of map – штрихові елементи карти*; 7) *types of map legend – типи легенди карти*; 8) *geometrical accuracy of map – точність карти геометрична*; 9) *cartographical method of cognition – метод пізнання картографічний*; 10) *map of the newest tectonics – карта новітньої тектоніки*; 11) *map of quaternary sedimentation – карта четвертинних відкладень*; 12) *world map of scale 1:2500000 – карта світу масштабу 1: 2500000*; 13) *other maps of Vorplan – карти Боплана інші*; 14) *maps of animal world – карти тваринного світу*; 15) *Beauplan maps of Ukraine – карти України Боплана*; 16) *ancient maps of Ukraine – карти України стародавні*; 17) *digital maps of terrain – карти цифрові місцевості*; 18) *map coverage of Ukraine – картографічна забезпеченість України*; 19) *mapping of Ukrainian land – картографування українських земель*; 20) *original map for edition – оригінал карти видавничий*; 21) *surveying preimage of map*

– *оригінал карти знімальний*; 22) *compilation sheet of map – оригінал карти складальний*; 23) *transferring of cartographic imagery – перенесення картографічного зображення*; 24) *special map of Ukraine – спеціальна карта України*; 25) *equations of cartographical projection – рівняння картографічної проекції*) and TCCMK with a disposable use of the conjunction *and* have two representatives (*irrigation and drainage maps – карти гідромеліоративні*; *map projection and mapping – проектування і складання карт*) and TCCMK with simultaneous single use of both the conjunction *and* as well as the preposition *for* – only within one sample like *preparation of map for publishing – підготовка карти до видання*).

The represented list became a proof of sufficient frequency of use in the reference literature of the land management branch only TCCMK with disposable use of the preposition *of* and rare use of TCCMK with disposable use of the conjunction *and* or TCCMK with simultaneous use of preposition *of* and conjunction *and* in one cliché.

In addition to the TCCMK with available additional prepositions and conjunctions, more representatives were found among the TCCMK without additional prepositions and conjunctions - in thirty-seven varieties: 1) *initial map data – вихідні дані карти*; 2) *map margin dimentions – розміри рамок топографічних карт*; 3) *combined cartographical projection – проекція картографічна комбінована*; 4) *degree map frame – рамка карти градусна*; 5) *digital map passport – паспорт цифрової карти*; 6) *attendant cartographical document – картографічний документ черговий*; 7) *tiny film map – карта на мікрофільмі*; 8) *general topographic map – карта оглядово-топографічна*; 9) *international world map – карта світу міжнародна*; 10) *general geographic maps – карти загальногеографічні*; 11) *general economic maps – карти загальноекономічні*; 12) *general educational maps – карти загальноосвітні*; 13) *economic-geographical maps – карти економіко-географічні*; 14) *engineering-geological maps – карти інженерно-геологічні*; 15) *population service maps – карти обслуговування населення*; 16) *medical geographical maps – карти медико-географічні*; 17) *social economic maps –*

карти соціально-економічні; 18) *public phenomenon maps* – карти суспільних явищ; 19) *topographic digital maps* – карти топографічні цифрові; 20) *physical geographical maps* – карти фізико-географічні; 21) *digital contour maps* – карти цифрові контурів; 22) *digital naval maps* – карти цифрові морські; 23) *digital relief maps* – карти цифрові рельєфу; 24) *map proof-sheet* – коректура карти; 25) *main map preimage* – оригінал карти основний; 26) *ink map original* – оригінал карти фарбовий; 27) *colour map original* – оригінал карти фарбовий; 28) *background map original* – оригінал карти фоновий; 29) *inner map edge* – рамка карти внутрішня; 30) *outer map edge* – рамка карти зовнішня; 31) *digital map editing* – редагування цифрової карти; 32) *metric cartographical information* – інформація картографічна метрична; 33) *automated cartographical system* – система картографічна автоматизована; 34) *expert cartographical system* – система картографічна експертна; 35) *semantic cartographical information* – інформація картографічна семантична; 36) *service cartographical information* – інформація картографічна службово-довідкова; 37) *cartographical digital information* – інформація картографічна цифрова.

The existing structural analysis provided a basis for confirming the higher frequency of use of TCCMK without additional prepositions and conjunctions in the reference terminological literature.

During the second stage the object of research was the analysis of TCCMK for the available parts of speech in their composition, including eight types of clichés: a) adjective-noun-noun relations, b) adjective-adjective-noun relations; c) noun-adjective-noun relations; d) noun relations; e) adjective-adjective-noun relations; f) the adjective of noun relations; g) noun-numeral relations and j) pronoun-noun relations. Among TCCMK some eighteen representatives of adjective-noun-noun relations were identified (1) *initial map data* – вихідні дані карти; 2) *digital map passport* – паспорт цифрової карти; 3) *tiny film map* – карта на мікрофільмі; 4) *international world map* – карта світу міжнародна; 5) *public phenomenon maps* – карти суспільних явищ; 6) *digital contour maps* – карти цифрові контурів; 7) *digital relief maps* – карти цифрові рельєфу; 8) *main map preimage* –

оригінал карти основний; 9) *digital map edition* – редагування цифрової карти; 10) *inner map edge* – рамка карти внутрішня; 11) *outer map edge* – рамка карти зовнішня; 12) *special map of Ukraine* – спеціальна карта України; 13) *original map for edition* – оригінал карти видавничий; 14) *digital maps of terrain* – карти цифрові місцевості; 15) *ancient maps of Ukraine* – карти України стародавні; 16) *cartographical method of cognition* – метод пізнання картографічний; 17) *geometrical accuracy of map* – точність карти геометрична; 18) *basic scale of map* – масштаб карти головний) as well as fifteen representatives of adjective-adjective-noun relations (1) *attendant cartographical document* – картографічний документ черговий; 2) *general topographic map* – карта оглядово-топографічна; 3) *general geographic maps* – карти загальногеографічні; 4) *general economic maps* – карти загальноекономічні; 5) *general educational maps* – карти загальноосвітні; 6) *economic-geographical maps* – карти економіко-географічні; 7) *engineering-geological maps* – карти інженерно-геологічні; 8) *medical geographical maps* – карти медико-географічні; 9) *social economic maps* – карти соціально-економічні; 10) *topographic digital maps* – карти топографічні цифрові; 11) *physical geographical maps* – карти фізико-географічні; 12) *digital naval maps* – карти цифрові морські; 13) *cartographical digital information* – інформація картографічна цифрова; 14) *semantic cartographical information* – інформація картографічна семантична; 15) *metric cartographical information* – інформація картографічна метрична) or twelve samples of noun-noun-noun relations (1) *map margin dimensions* – розміри рамок топографічних карт; 2) *degree map frame* – рамка карти градусна; 3) *population service maps* – карти обслуговування населення; 4) *map proof-sheet* – коректура карти; 5) *ink map original* – оригінал карти фарбовий; 6) *colour map original* – оригінал карти фарбовий; 7) *background map original* – оригінал карти фоновий; 8) *compilation sheet of map* – оригінал карти складальний; 9) *map coverage of Ukraine* – картографічна забезпеченість України; 10) *Beauplan maps of Ukraine* – карти України Бопплана; 11) *types of map legend* – типи легенди карти; 12) *point of zero distortion* – точка нульових спотворень на карті). Besides, among the

TCCM nine items of participle-adjective-adjective-noun relations were identified 1) *combined cartographical projection* – *проекція картографічна комбінована*; 2) *automated cartographical system* – *система картографічна автоматизована*; 3) *being up date of the map* – *сучасність карти*; 4) *engraving of the map originals* – *гравіювання оригіналів карт*; 5) *transferring of cartographic imagery* – *перенесення картографічного зображення*; 6) *surveying preimage of map* – *оригінал карти знімальний*; 7) *mapping of Ukrainian land* – *картографування українських земель*; 8) *marking of cartographic representations* – *маркування картографічного зображення*; 9) *dashed elements of map* – *штрихові елементи*) as well as six representatives of noun-adjective-noun relations (1) *expert cartographical system* – *система картографічна експертна*; 2) *service cartographical information* – *інформація картографічна службово-довідкова*; 3) *equations of cartographical projection* – *рівняння картографічної проекції*; 4) *maps of animal world* – *карти тваринного світу*; 5) *map of quaternary sedimentation* – *карта четвертинних відкладень*; 6) *map of the newest tectonics* – *карта новітньої тектоніки*) and one noun-noun-numeral sample (*world map of scale 1:2500000* – *карта світу масштабу 1: 2500000* ) or one representative of pronoun-noun relations (*other maps of Vorlan* – *карти Боплана інші*).

The given list testified to the priority of the use of constant expressions in adjective-adjective-noun relations and adjective-adjective-noun relations and rarely the use of forms of adjective-adjective-noun relations and nouns and nouns-adjective-adjective-adjective-adjective-noun relations.

During the third stage, the object of the study was the comparison of the frequency of use of common and proper names in terms of cartography, which resulted in evidence that proper names in terminological clichés of cartography are not high frequency, although unexpectedly available in comparison with other branches terminology and have the main manifestations in only six varieties: 1) *special map of Ukraine* – *спеціальна карта України*; 2) *ancient maps of Ukraine* – *карти України стародавні*; 3) *map coverage of Ukraine* – *розмітка карти України*; 4) *Beauplan maps of Ukraine* – *карти України Боплана*; 5) *mapping of Ukrainian land* – *картографування українських земель*; 6) *other maps of Vorlan* – *карти Боплана інші*.

At the fourth stage we summarized achievements of future cartographers' linguistic analyzing results in two adequate tables because we consider the summarizing of data in some tables to be very important stage for every scientific activity concerning every branch of knowledge( not only cartography) regardless of the subject of investigation.

Table 1

**TCCMK representatives according to structural specific features**

<b>TCCMK type to structural specific features</b>	<b>The number of TCCMK defined items</b>
TCCMK with a disposable use of the preposition <i>of</i>	25
TCCMK with a disposable use of the conjunction <i>and</i>	2
TCCMK with simultaneous single use of both the conjunction <i>and</i> as well as the preposition <i>for</i>	1
TCCMK without additional prepositions and conjunctions	37

Table 2

**TCCMK representatives according to part of speech**

<b>TCCMK type according to part of speech</b>	<b>The number of TCCMK defined items</b>
TCCMK in adjective-noun-noun relations,	18
TCCMK in adjective-adjective-noun relations	15
TCCMK in noun -noun-noun relations	12
TCCMK in participle-adjective-adjective-noun relations	9
TCCMK in noun-adjective-noun relations;	6
TCCMK in pronoun-noun relations	1

Such table 1 gave opportunity to confirm that more attention is worth to be paid on the TCCMK without additional prepositions and conjunctions and some TCCMK with a disposable use of the preposition *of* because of their frequent

representations within the cartographic dictionaries.

The represented table 2 gave opportunity to confirm that more attention must be paid on the TCCMK in adjective-noun-noun relations and TCCMK in adjective-

adjective-noun relations

At the fifth stage we asked students to involve the previously defined spread structures into their communicative activity concerning oral presentations, visual presentations, group projects in professional disciplines or the formation of dialogues about the real life stories about a future land manager's activity.

According to the first table data there were several samples of students' adequate solutions exemplifying such students' dialogue involving favourite TCCMK with a disposable use of the preposition of as *"- Hi, nice to meet you.-Hi, it's nice to meet you too.- Let join us to go to our groupmate's birthday party.- Oh, it may be later because now I am studying digital maps of terrain, map coverage of Ukraine and mapping of Ukrainian land.- It's a pity but what is your progress? - Oh, by this moment I've got knowledge only about basic scale of map as well as dashed elements of map or types of map legend. Is it enough for marking of cartographic representations to achieve geometrical accuracy of map? -Well, do you mean these positions for digital maps of terrain or of common title maps?- Who knows...- But what unstudied material left? - Well, I need also to know about surveying preimage of map, compilation sheet of map and transferring of cartographic imagery.- I think that you are over hard working student and you need a break just now. Your brain need a rest at least for a half of day.- I agree, I'm glad that you take care of me. Let us go to our groupmate's birthday party"*.

It worth to say that reading of such dialogue is related with the active other students' perception because they were in need to admit the used terms (*digital maps of terrain, map coverage of Ukraine, mapping of Ukrainian land, dashed elements of map, basic scale of map, dashed elements of map or types of map legend, marking of cartographic representations, geometrical accuracy of map, digital maps of terrain, surveying preimage of map, compilation sheet of map, transferring of cartographic imagery etc.*) while listening to the real life land manager's life story or communicative common speech phrases or interesting general plot of the story which play important role in formation of students' wish to study difficult three component cartographic terms.

The same dependence is noted

according to the second table data while application into students' speech such terms as *general topographic map, international world map, general geographic maps, general economic maps and general educational maps, geographical maps, engineering-geological maps, population service maps, medical geographical maps, social economic maps, public phenomenon maps, topographic digital maps, physical geographical maps, digital contour maps, digital naval maps, digital relief maps, digital map editing or selecting metric cartographical information, semantic cartographical information, service cartographical information, cartographical digital information, initial map data, digital map passport, degree map frame, inner map edge, outer map edge, map margin dimensions* within the following dialogue: *"-Hi, it's time for vacations. Take the most necessary things with you. - OK, I'm ready. - Oh, but why is your luggage too heavy? What papers did you take?- I cannot do without general topographic map, international world map, general geographic maps, general economic maps and general educational maps. They are not too heavy.- But I feel that you said me not everything.- Just a little. Also I put economic- geographical maps, engineering-geological maps, population service maps, medical geographical maps, social economic maps. Is it all? See my eyes - Well, I think that you haven't noticed public phenomenon maps, topographic digital maps, physical geographical maps, digital contour maps, digital naval maps and digital relief maps within my vacation luggage.-Oh, leave all maps at home. I do not think that you will deal with digital map editing or selecting metric cartographical information, semantic cartographical information, service cartographical information or even cartographical digital information and initial map data in summer on the beach.- Well, I may be right. I've followed your advice but what about digital map passport instead of all maps?. I want to spend some vacation time observing degree map frame, inner map edge, outer map edge to calculate map margin dimensions.- No way, only fresh air, clear water, warm sun and I instead of all maps, passports and cartographic work. Have a real rest. Postpone every work till September. - I agree. Thanks for taking care of me.- Not at all.*

It worth to say that abovenamed the first type dialogues touched students' emotions, reactions, real life situation and became more helpful for the development of aspiration to study three component cartografic structures. Such dialogue composing dealt with the advice by T. Yatsenko, E. Ivashkevych, L. Halushko., L. Kulakova to consider own emotions expression dialogue to be in in-depth cognition of the subject's psyche: while functioning of pragmatic referent statements [15].

They differ from the ordinary dialogues in which students mainly had to select and rewrite definition of necessary concepts.

It's worth also to say that the abovenamed second type dialogues have their place while studying English too because they develop skills to analyze foreign Internet material selecting information according to the set parameters which is important for scientific work of every branch of science too exemplifying such content as"- Good afternoon. Let us discuss some three component terminological constructions being related to cartography. - Good afternoon. Let us discuss some three components cartographic concepts like Basic systematic mapping and National Cartographic System. That are the sources for definition? - They are vocabularied data by Instituto Brasileiro de Geografia e Estatística [and Perry-Castañeda Library Map Collection Perry-Castañeda Library Map Collection[6]. - We'll start with Basic systematic mapping. Do you know its definition? - Yes, I do. Basic systematic mapping is a set of regular mapping operations destined to the edition of charts for the systematic coverage of a country or region, from which other charts or maps can derive upon. - And what is National Cartographic System? It comprises national entities, either public or private. Comprises all the cartographic activities in the entire national territory, according to Decree-Law no. 243. - Do you know anything about Brazilian Geodetic System? Yes, I do. It is a - set of geodetic points deployed in the terrestrial surface within the Brazilian boundaries, established by operational procedures and calculated coordinates, according to precise geodetic models compatible with the objectives they are destined. - And what is about The Global Positioning System (GPS)? - It is a space-based radionavigation system owned by the

United States government and operated by the US Air Force. It is a global navigation satellite system that provides geolocation and time information to a GPS receiver anywhere on or near the Earth where there is a format. - And do you know definition of GPS Exchange Format? - Yes, I do. The file format GPX, short for GPS Exchange Format, is an XML schema designed as a common GPS data format for software applications. It can be used to describe waypoints, tracks, and routes. The format is open and can be used without the need to pay license fees. Location data (and optionally elevation, time, and other information) is stored in tags and can be interchanged between GPS devices and software. Most GPS devices can save data as GPX files. You can also use some mygeodata converter to convert your file type to GPX. - Thanks for your answers. - Bye".

It's worth to say that such unemotional content of dialogue is the simplest form of students' way of thinking while composing dialogues earlier (even at secondary school) to get a good mark but without detailed own opinion.

To improve situation we'd recommend firstly to add the represented existed content by some replicas like "Hello, have not seen you for ages", "You are so clever and you know a lot", "I can not imagine how can you get to your mind such spread definition. You're well done. Can you answer more questions. Sorry but I'm short of time. We need to postpone our conversation" etc.

After taking into account such improvements the new-created third type dialogue is considered to be intermediate between the previous ones and plays an important role into adaptation to dialogue content transferring.

Such work appeared to be successful activity during 2021/2022 English studying process at the Faculty of Land Management within the National University of Life and Environmental Sciences of Ukraine.

Thus, we confirmed our previous article ([13]) conclusion also concerning three components terminological statements with the morpheme *карм*:- the experience of linguistic studies deals with finding new strategies for preparing young people for lifelong learning in particular and forming a multifaceted personality of higher education students, for example, in terms of engaging in non-philological profile translation terminology

to develop skills of selective reading, analysis, personal choice of digital sampling certain research and involvement of selected lexical units in the text canvas in the form of oral presentations, visual presentations, group projects in professional disciplines or the formation of dialogues about the real life of a student of a particular non-philological specialty directly in practical land manager's English classes in general .

### **Conclusions and future perspectives.**

The results of the study are presented in eight conclusions. The result of the study is in eight conclusions. At first it was found that the morpheme *карм* is common not only within the two-component terminological clichés that we have previously studied, but also within some three-component expressions. Secondly, the following categories of three-component constant clichés with morpheme *карм* (hereinafter - TCCMK) according to their structural features were identified: TCCMK are divided into clichés with available additional prepositions and conjunctions (which, in their turn, form three additional internal categories) and TCCMK without additional prepositions and conjunctions. At third, according to land management branch literature there is evidence of sufficient frequency of only TCCMK structures with a disposable use of the preposition *of* and rare TCCMK with disposable use of the conjunction *and*- or TCCMK with simultaneous disposable use and the conjunction *and* as well as the with preposition *for*. At fourth, the presence of higher frequency of TCCMK use without additional prepositions and conjunctions within the reference terminology has been confirmed. At fifth, there were certain characteristics of TCCMK identified noting the available parts of speech in eight varieties. At sixth, the priority of the use of TCCMK in adjective-adjective-noun relations and adjective-adjective-noun relations and the rare use of forms of participle-adjective-noun relations and noun-adjective-noun relations as well as pronoun-noun relations. At seventh

it is investigated that proper names within TCCMK do not differ in high frequency, although they are unexpectedly available in comparison with other branches of terminology. At eighth, it is investigated that the TCCMK translation is mostly expected (although sometimes with a changed order of translation words or mismatch of singular and plural forms in Ukrainian and English versions or incomplete translation, etc). We consider the experience of linguistic studies concerning three components terminological statements analysis deals with finding new strategies for preparing young people for lifelong learning in particular and forming a multifaceted personality of higher education students, for example, in terms of engaging in non-philological profile translation terminology to develop skills of selective reading, analysis, personal choice of digital sampling certain research and involvement of selected lexical units in the text canvas in the form of oral presentations, visual presentations, group projects in professional disciplines or the formation of dialogues about the real life of a student of a particular non-philological specialty directly in practical land manager's English classes in general . The prospect of the study is the analysis of the presence of multi-component terminological clichés with the translated Ukrainian morpheme *карм*-into English language,naming clichés which consist of more than three structural elements also basing on structural features analysis as well as features of the used parts of speech in their composition or the reliability of translation and the presence of proper names in terminological clichés, etc. in the context of describing the experience to select terminological structures for the practical purpose of developing foreign language skills of students of higher education concerning land management branch of knowledge .The results of linguistic observation is worth to be practically fixed at three different types students' dialogues.

### **Список використаних джерел**

1. Berezova L. V., Mudra S. V., Yakushko K. H. The effect of webquests on the writing and reading performance of university students. *Information Technologies and Learning Tools*, 64 (2), 2018. P. 110–118. <https://doi.org/10.33407/itlt.v64i2.1979>
2. Васьківська Г., Паламар С., Порядченко Л. Психолінгвістичні аспекти

формування культури діалогічного спілкування. *Психолінгвістика*, 2019. 26(2), С.11–26

3. Дроздова І. П. Система вправ із розвитку професійного мовлення студентів вищих навчальних закладів нефілологічного профілю. *Наукові записки. Сер «Педагогіка»*, 2012. № 1. С. 74–79



4. Кусіль В., Грабовська І. Теоретичні основи дослідження метакомунікативних маркерів у сучасній лінгвістиці. *Матеріали міжнар. наук.-практ. конф. «Тенденції та перспективи розвитку науки і освіти в умовах глобалізації»*. Переяслав, 2019. С. 344–346

5. Літинський В.В. *Геодезичний енциклопедичний словник*. Львів:Євросвіт, 2001. 668 с.

6. Instituto Brasileiro de Geografia e Estatística .Cartographic dictionary. URL: <https://www.ibge.gov.br/en/geosciences/methods-and-reference-documents/terminology-and-glossaries/18546-cartographic-dictionary.html?=&t=sobre>

7. Perry-Castañeda Library Map Collection. Glossary of Cartographic Terms. URL: <https://maps.lib.utexas.edu/maps/glossary.html>

8. Поліщук А. В. Формування іншомовної комунікативної компетенції студентів нефілологічних спеціальностей у світлі європейських стандартів якості освіти. *Педагогіка в системі гуманітарного знання*: зб. матеріалів II Міжнар. наук.-практ. конф. Херсон: Видавничий дім «Гельветика», 2016. С.115–116

9. Сидорук Г.І. Аналіз структурно-семантичних характеристик термінів аграрного спрямування в перекладацькому аспекті. *Міжнародний філологічний часопис*, 2021. 12 (4).С. 40–44 DOI: <http://dx.doi.org/10.31548/philolog2021.04.007> .

10. Сиротіна О. О. Морфологізований концепт БіО- в процесах концептуальної деривації англійських біотехнологічних одиниць. *Міжнародний філологічний часопис*, 2022. 13 (1).С. 34-40

11. Усик Л.М., Приймак Л.В., Сілютіна І.О. Роль англійської лінгвістичної термінології у сучасному науковому дискурсі. *Міжнародний філологічний часопис*. 2022 13(1). С.14-23 DOI: <http://dx.doi.org/10.31548/philolog2022.01.014>

12. Чайка О.І. Виховання полікультурності у вищій школі за допомогою рефлексії. *Міжнародний філологічний часопис*, 2021. 12 (4). С. 145–148 <http://dx.doi.org/10.31548/philology2021.04.026>

13. Якушко К. Г. Розвиток профмобільності майбутніх картографів через іншомовні лінгвістичні студії. *Сучасна освіта: стратегії та технології*

*навчання* : зб. наук. праць. Переяслав: Домбровська, 2022. С.443–447

14. Яременко Н. В. Впровадження елементів предметно-інтегрованого навчання для розвитку усного мовлення студентів. *Міжнародний філологічний часопис*, 2021. 12 (4). С. 145-149 <https://doi.org/10.31548/philolog2021.03.145>

15. Яценко Т., Івашкевич Е., Галушко Л., Кулакова Л. Діалог у глибинному пізнанні психіки суб'єкта: функціонування прагматичних референтних висловлювань. *Психолінгвістика*, 2022. 31(1) С.187–232

## References

1. Berezova, L. V., Mudra, S. V., Yakushko, K. H. (2018). The effect of webquests on the writing and reading performance of university students. *Information Technologies and Learning Tools*, 64(2).110–118. <https://doi.org/10.33407/itlt.v64i2.1979>

2. Vaskivska, H., Palamar, S., Poriadchenko, L. (2019). *Psykholingvistychni aspekty formuvannia kul'tury dialogichnoho spilkuvannia* [Psycholinguistic aspects of formation of culture of dialogical communication]. *Psycholinguistics*. 26 2). 11–25.

3. Drozdova, I. P. (2012). *Sistema vprav iz rozvitku profesijnogo movlennya studentiv vischih navchalnih zakladiv nefilologichnogo profilu* [System of activities for the development of non-linguistic students' professional speaking skills in higher institutions]. *Naukovi zapiski. Ser Pedagogika*. N. 1. 74-79

4. Kusil, V., Grabovska, I. (2019). *Teoretychni osnovy doslidzhennia metakomunikatyvnykh markeriv u suchasni lingvistytsi* [Theoretical grounds to investigate metacommunicative markers in modern linguistics]. *Materialy Mizhnarodnoi naukovo-practychnoi internet-konferentsii "Tendentsii ta perspektyvy rozvytku nauky i osvity v umovakh globalizatsii"*. Pereyaslav, № 52. 344–346

5. Litynskyi, V. V. (2001). *Geodezychnyi entsyklopedychnyi slovnyk* [Geodetic encyclopedic dictionary]. Lviv: Yevrosvit. 668

6. Instituto Brasileiro de Geografia e Estatística .Cartographic dictionary. Retrieved from: <https://www.ibge.gov.br/en/geosciences/methods-and-reference-documents/terminology-and-glossaries/18546-cartographic-dictionary.html?=&t=sobre>

7. Perry-Castañeda Library Map Collection. Glossary of Cartographic Terms. Retrieved from: <https://maps.lib.utexas.edu/maps/glossary.html>

8. Polischuk, A.V. (2016). Formuvannya inshomovnoi komunikativnoi kompetensii studentiv nefilologichnykh spetsial'nostei u svitli yevropeyskykh standartiv yakosti osvity [Formation of foreign language communicative competence of students of non-philological specialties in the light of European standards of education quality]. *Pedagogika v systemi humanitarnoho znannia: zbirnyk materialiv Vseukrainskoji naukovo-practychnoi konferentsii*. Kherson: Vydavnychiy dim "Helvetyka". 115–116

9. Sydoruk, H. I. (2021). Analiz strukturo-semantichnykh kharakterystyk terminiv agrarnoho spriamuvannya v perekladatskomu aspekti [Analysis of structural and semantic characteristics of agricultural terms in the translation aspect]. 12 (4). DOI: <http://dx.doi.org/10.31548/philolog2021.04.007>. 40–44

10. Syrotina, O.O. (2022). Morfolohizovanyi kontsept BIO- v protsesakh kontseptual'noi deryvatsii aghlijskykh biotekhnologichnykh odynyts [Morphologized concept-BIO in the process of conceptual derivation of the English biotechnological units]. *International journal of philology* 13(1). 34–40

11. Usyk, L.M., Pryimak L.V., Silutina, I. O. (2022). Rol' anglijskii lingvistychnoi terminologii u suchasnomu naukovomu dyskursi. [The role of English terminology in

modern scientific discourse]. *International journal of philology* 13(1). 14–23

12. Chaika, O.I. (2021). Vychovannia polikul'turnosti u vyschii shkoli za dopomohoiu refleksii [Cultivating polyculturalism in higher education: reflective approach]. *International journal of philology*. 12 (4). pp. 145–148 <http://dx.doi.org/10.31548/philolog2021.04.026>

13. Yakushko, K. H. (2022). Rozvytok profmobilnosti majbutnikh kartografiv cherez lingvistychni studii [The formation of future cartographers' professional mobility due to foreign language linguistic studies]. *Suchasna osvita: strategii ta tekhnologii navchannia: zbirnyk naukovykh prats*. Pereyaslav: Dombrovska. 443–447

14. Yaremenko, N.V. (2021). Vprovadzhennia elementiv predmetno-integrovanogo navchannia dlia rozvytku usnogo movlennia studentiv [Introduction of clil elements for the development of students' oral speech]. Впровадження елементів предметно-інтегрованого навчання для розвитку усного мовлення студентів. *International journal of philology*. 12 (4). 145–149 <https://doi.org/10.31548/philolog2021.03.145>

15. Yatsenko, T., Ivashkevych, E., Halushko, L., Kulakova, L. (2022). Dialog u glybynnomu piznanni psykhyku subjekta: funktsionyvannia pragmatychnykh referentnykh vyslovliuvan'. [Dialogue in in-depth cognition of the subject's psyche: functioning of pragmatic referent statements]. *Psycholinguistics*. 31 (1). 187–232.

**Анотація. Актуальність.** Сьогодні спостерігаємо нестачу деталізованих розвідок з спостереження лінгвістичної роботи студентів впродовж декількох стадій з метою розвитку поліпрофесійних загальних навичок.

**Методи.** Застосовано педагогічний експеримент під час лінгвістичної роботи майбутніх картографів. **Результати.** Існують такі розряди трьохкомпонентних сталих кліше з морфемою «карт» (далі – ТСТКК) відповідно їх структурних особливостей, як кліше з наявними додатковими прийменниками та сполучниками та ТСТКК без додаткових прийменників та сполучників, серед яких достатньо часто вживаються лише ТСТКК із одноразовим використанням прийменника «of» та рідкоживані ТСТКК із одноразовим використанням сполучника «and» або ТСТКК із одночасним одноразовим вживанням і сполучника «and», і прийменника «for». Виявлено певні характеристики ТСТКК за наявними частинами мови у вісьмох різновидах з пріоритетністю вживання ТСТКК у прикметниково-прикметниково-іменникових відношеннях та прикметниково-прикметниково-іменникових відношеннях та рідко вживані дісприкметниково-прикметниково-іменникових відношення та іменниково-прикметниково-іменникові відношення так само, як і поодинокі вживані ТСТКК з іменниково-числівникових або займенниково-іменникових відношень; власні назви у ТСТКК не вирізняються високою частотністю, хоча й несподівано наявні у порівнянні з іншими галузями термінознавства. Результати лінгвістичного огляду доцільно використовувати на практиці під час укладання трьох типів діалогів.

**Перспективи** подальших розвідок є опису досвіду підбору термінологічних структур з практичною метою розвитку іншомовних вмінь слухачів вищої освіти.

**Ключові слова:** сталі сполуки, трьохкомпонентна побудова, картографічний словниковий склад, землевпорядкування, версія іноземною мовою.