COMMON SPEECH VOCABULARY
IN THE FORMATION OF FUTURE LAND MANAGERS' FOREIGN
LANGUAGE COMMUNICATION

Yakushko K. H.

INTRODUCTION

Nowadays it is important to investigate the role of common speech vocabulary to assist professional communication while training students of different knowledge area in general and concerning land management branch itself as the most flexible activity combining the activities of land engineer, geographer, cartographer, land lawyer, naturalist, agricultural worker, road maker, etc. We consider every land manager's professional speech to be closely related to the development of soft communicative skills for interaction with group-mates, tolerance, understanding within the environment of respect, reliance to combine professional and social mobility. However many linguists do not define common speech vocabulary role and categories to reach such aim on the practical lessons of professionally oriented English for future land managers.

Our aim is to distinguish some basic categories of common speech vocabulary and their role in professional speech development for future land managers' foreign language communication in the sphere of specific purpose, to divide these categories into two blocks, to find out the adequate cliches for each block item, to conduct the table forms in order to specify the current review of residual students' common foreign speech vocabulary and student's attitude to the proposed linguistic tasks as well as to analyze students' answers. Besides, it is necessary to describe the textual content of the range of training exercises to combine foreign language skills either in common or in professional speech for every student's own statements. The paper deals with the previous investigations concerning the development of foreign language communicative skills in the area of technical engineering in the articles by I. Grabovska, K. Yakushko, L. Berezova, A.Naidionova, O. Ponomarenko, etc.

Author applied such methods as data collecting, table forms elaborating, students' answers analyzing, pedagogical experiment conducting and based upon taking into account the difficulties to study technical English, finding the ways "to encourage learning outside the classroom"[1], marking specific

---

[1] Naidionova, A.V., Ponomarenko, O.G.(2018). Use of podcasting technology to develop students' listening skills. Information Technologies and Learning Tools. 63,(1),177–185. DOI: https://doi.org/10.33407/itlt.v63i1.1962

features of" metacommunicative contact-establishing topicalizing questions[2]", paying more attention on communicative skills besides "improving writing and reading performance of University students"[3] .

1. Basic categories and blocks of common speech vocabulary to assist land manager's professional speech

The background of our investigation is a pre-stage to detect some basic categories of common speech vocabulary for students' foreign language communicative skills in the area of specific purpose. Undoubtedly, as addition to professional vocabulary application, all future land managers should also use common speech vocabulary as an auxiliary factor to enter a professional foreign language environment. In this context we'd propose to divide common speech vocabulary for students' foreign language communicative skills concerning the area of specific purpose into 12 categories:

1) 1C: common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation;

2) 2 C: common speech vocabulary to solve problematic conversational situation directly on the student's future imaginary working place;

3) 3 C: common speech vocabulary to discuss conversational situation during working pause as the break before or after imaginary professional work;

4) 4 C: common speech vocabulary to identify communicative intentions with the involvement of professional terms;

5) 5 C: common speech vocabulary to comment students' choice of his professional vocabulary project theme direction as well as the choice of his group-mates-assistants;

6) 6 C: common speech vocabulary to comment students' choice of the first and last stage tasks within the project work and the deadlines of their fulfilment ;

7) 7 C: common speech vocabulary to comment students' choice of the responsible persons to fulfill each stage of project;

8) 8 C: common speech vocabulary to represent own and collective presentations within the project work dealing with concrete students' major;

---

[2] Grabovska, I.V. (2019). Metacommunicative contac t-establishing topicalizing questions in modern English dialogic discourse. *International journal of philology*. 10, (1), 38–41.DOI: http://dx.doi.org/10.31548/philolog2019.01.038

[3] Berezova, L.V., Mudra,S.V., Yakushko, K.H. (2018). The Effect of Webquests of the Writing and Reading Performance of University students. Information Technologies and Learning Tools. 64(2), 110-118. DOI: https://doi.org/10.33407/itlt.v64i2.1979

9) 9 C: common speech vocabulary to describe professional activity and personal character features of the worker dealing with concrete students' major;

10) 10 C: common speech vocabulary to represent some crosswords/ puzzles dealing with professional vocabulary;

11) 11 C: common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete students' major;

12) 12 C: common speech vocabulary to comment students' attitude to fulfill all abovenamed foreign language tasks idetifying the most important and the most pseasant ones.

It's worth to say that common speech vocabulary always assist professional speech vocabulary. Because of the narrow specificity of the professional vocabulary, we can elaborate only the table "General items for current review of resudial students' professional vocabulary knowledge" for all specialties without application of concrete major vocabulary[4]. The similar table for common speech vocabulary to assist professional vocabulary differs. It may include suitable phrases to assist every concrete major. All students– future workers may get them beforehand.

For the further analyzing we'd like to divide twelve categories of common speech vocabulary into two blocks. Block 1 will deal with the first six categories of common speech vocabulary for students' foreign language communicative skills in the area of specific purpose and Block 2 with the last ones.

Let us start analyzing from the first two items of Block 1 common speech vocabualry to assist professional speech. In this case we'd recommend to distinguish phrases like "*We've chosen several terms to add our term table like…, …,….,….,…* etc. " or "*We think they are the most important because they…*" as suitable ones for 1C (common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation). On the next stage concerning 1C we need to involve these chosen terms variants into the short stories from student's real life. The example of such story cliches is "*Once upon a time a land manager came to… He was asked to…. To do it he had to… The consumer was pleasant and paid good salary. The engineer became glad, returned home in a good mood to meet friends in order to go for youth party…*". In its turn 2 C (common speech vocabulary to solve problematic conversational situation directly on the student's future imaginary working place) deals with such phrases as "*Our imaginary work*

---

is…", "*We need to deal with such problematic situation as…*", " *I will…, my first partner will …, my second partner will …, my third partner will…*", *(title of instrument) will help us to…*" *etc.* It is in need to have real instrument or its imaginary copy to keep students' interest while 2C representing.

Now it's time to analyze 3 C and 4C. We can represent common speech vocabulary to discuss 3C (conversational situation during working pause as the break before or after imaginary professional work) through the phrases "*It 's time for break, ... will join us to spend break…., I used to do… before work, I used to do… after work, I get home …after work , It takes me… to… And what's about you?*". In its turn 4 C (common speech vocabulary to identify communicative intentions with the involvement of professional terms) perdict a wide range of adequate cliches. But because of the lack of hours for future managers' foreign language studying it's worth to focus on expression of agreements, disagreements, result comments, understanding checking, as well as aproval intention. In accordance we can illustrate the phrases for agreement or disagreement through such statements as *"Do you agree with me?", "Yes, I do. I agree with you", "I'm afraid you are mistaken"* and the phrases for recommendations using such word combinations as *"What do you recommend?", "I'd recommend…"*. Besides, we'd better to use the phrases *"What results will be? ", "Will… suit ? ", "Yes, it will. It will do (suit)", "No, It will not do" for results commenting. Understanding checking may be represented in phrases like "Do you understand?", "What does… mean? ", "Should I repeat?"* as well as approval intention in statement *"You are well done", The results of yourengineering work is perfect", "You are real specialist in …".*

Finally let us analyze 5P and 6P. We may illustrate 5 C (common speech vocabulary to comment students' choice of his professional vocabulary project theme direction as well as the choice of his group-mates– assistants) thanking to the phrases *"Our project group will include ... because…", "We've chosen such theme because…", "We'd devote general direction of our professional vocabulary project to.. ", "... will be the chief and… will be assutants because …",* as well as 6 C (common speech vocabulary to comment students' choice of the first and last stage tasks within the project work and the deadlines of their fulfilment due to the phrases *"Our first stage will be…", "It will be performed up to...", "At first we'll do…,then we'll do…, our last action is…",. "The deadine for…stage is «Whole project will be done up to…".*

Now we'd like to distinguish Block 2 common speech vocabulary to assist professional speech too.

Let us start alalyzing from the first two items of Block 2 common speech vocabualry to assist professional speech exampling 7C and 8C.

As for us, 7 C (common speech vocabulary to comment students' choice of the responsible persons to fulfill each stage of project) deals with such

statements as *"There will be such responsible people as…", "Student… will be responsible for... His part of project will be ready up to…"* and 8 C: (common speech vocabulary to represent own and collective presentations within the project work dealing with concrete students' major) in its turn conserns some phases like *"Our presentation is devoted to…", "Our plan is…", "Our main terms forusage here are…", "The main questions to audience are", "The main references are…", "The main body includes several slides like…", "We used Smart Art figures and table in…", "Our last slide is "Thanks for attention" because...".*

Now let us analyze 9 C and 10 C. Among them 9 C (common speech vocabulary to describe professional activity and personal character features of the worker dealing with concrete students' major) may be represented by short description being similar to the following one: *"We think that person dealing with… is attentive, reliable, with mathematic way of thinking, tidy, calm, open-minded, with a baggage of knowledge in…and… he may be young senior course student combining work with studying at technical faculty".* In its turn 10C (common speech vocabulary to represent some crosswords/ puzzles dealing with professional vocabulary) may apply by filling gaps in the following report *"Our crossword includes…words. The first horizontal one means… It includes… letters. The first letter of this word is… The last letter is… The second horizontal word… The third horizontal word… The fourth horizontal word… The fifth horizontal word…. The first vertical one means…It includes… letters. The first letter of this word is… The last letter is… The second vertical word is… The third… The fourth vertical word… The fifth vertical word... What main word may you define by crossing words?".* It's worth to say that such work with crossword concluding is aimed to deep the process of residual course knowledge as well as to develop creative thinking and group work.

Finally let us analyze 11 P and 12 P. We may use such phrases as *"The land surveying laboratory is placed … on the… floor, room number…", "Our faculty includes such technical departments as…their famous scientists are… their achivements are…", "The students of our faculty combine theory with practical studying mostly in laboratories of..."* for 11 C (common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete students' major) as well as the phrases *"We think that project task is... To fulfill project we must do such interesting actions as…. Our favorite and the easiest action is…".*

In general we consider all linguistic studies to be important for common speech vocabulary to assist professional speech for 12 C (common speech vocabulary to comment students' attitude to fulfill all abovenamed foreign language tasks idetifying the most important and the most pleasant ones).

Undoubtedly, similar to the table to fix current review of residual students' professional land manager's speech vocabulary it is in need to elaborate the table to fix current review of residual students' common

foreign speech vocabulary. It will help us either to clear up conclusions and gaps in students' skills and knowledge or to correct textual content of the proposed material to study professionally oriented English in the sphere of land management in need.

We'd pay attention that the list of the common foreign speech statements for students' current usage is shorter than professional land manager's speech ones because of its additional function to accompany the process of professional purpose technical speech development (see tab.1):

Table 1

**Current review of residual future land
managers' common speech vocabulary knowledge**

	N	Task	Student's answers
	1	2	3
B L O C K 1	1	Write and be ready to use 3–5 common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation	1. 2. 3. 4. 5.
	2	Write and be ready to use 3–5 common speech vocabulary to solve problematic real life situation directly on the student's future imaginary working place	1. 2. 3. 4. 5.
	3	Write and be ready to use 3–5 common speech vocabulary to discuss conversational situation during working pause-the break, before or after imaginary professional work	1. 2. 3. 4. 5.
	4	Write and be ready to use 3–5 common speech vocabulary to identify communicative intentions with the involvement of professional terms	1. 2. 3. 4.
	5	Write and be ready to use 3–5 common speech vocabulary to comment students' choice of his professional vocabulary project theme direction as well as the choice of his group mates-assistants	1. 2. 3. 4. 5.
	6	Write and be ready to use 3–5 common speech vocabulary to comment students' choice of the first and last stage tasks within the project work and the deadlines of their fulfillment	1. 2. 3. 4. 5.

	1	2	3
B L O C K 2	7	Write and be ready to use 3–5 common speech vocabulary to comment students' choice of the responsible persons to fulfill each stage of project	1. 2. 3. 4. 5.
	8	Write and be ready to use 3–5 common speech vocabulary to represent own and collective presentations within the project work dealing with concrete land manager's major;	1. 2. 3. 4. 5.
	9	Write and be ready to use 3–5 common speech vocabulary to describe professional activity and personal character features of the worker dealing with concrete land manager's major	1. 2. 3. 4. 5.
	10	Write and be ready to use 3–5 common speech vocabulary to represent some crosswords/ puzzles dealing with professional land manager's vocabulary	1. 2. 3. 4. 5.
	11	Write and be ready to use 3–5 common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete land manager's major	1. 2. 3. 4. 5.
	12	Write and be ready to use 3–5 common speech vocabulary to comment students' attitude to fulfill all above named foreign language tasks identifying the most important and the most pleasant ones	1. 2. 3. 4. 5.

2. The first semester tasks for practical application of common foreign speech vocabulary to develop future land managers' communication

Let us describe the textual content of some tasks of electronic English studying course for future land managers which are devoted to common speech development itself in general[5].

Conversational tasks were to be proposed in the second semesters of studying.

But even in the first semester there was recommended to conclude real life story discussion according to the proposed scheme to be applied for every first semester practical work by every future manager concerning

---

[5] Yakushko, K.H. (2020). Kurs: Anglijska mova GiZ [English course for Geodesy and Land planning]. URL: https://elearn.nubip.edu.ua/course/view.php?id=2316

concrete aspect of land management activity. This general scheme of dialogue predicted the usage of such replica as *"Hello, nice to meet you. – Hi, nice to meet you too. Can I help you?", "– Yes, you can. Let us discuss… (concrete professional land manager's theme mentioning)", "– I agree. With pleasure. What are you interested in? – Well. At first I'd like to ask you such question :(one among two professional questions). – I think that(answer the previous question) ","– I see and what is the meaning of some terms to be used in your answer? – Well. Please remember that …and…(explanation of previously used terms) ", "– Oh, it's interesting. And what is adequate land manager's real life story ? – Listen . Once upon a time… (story being related to the everyday land manager's life), "– Thanks for your real life story. May I ask you more? – Sorry but I'm in a hurry. We need to postpone our conversation", "– Thus , see you later. – So long, bye".* It was recommended to conclude real life stories before concluding such dialogue. A range of the samples for these real life land manager's stories was mentioned may be shown through such sample as *"Once upon a time a first-year student decided to study all special textbooks. He came to the library and tried to get all land law, land use, geodesy, land cadastre, land administration, land measurements at once. He told librarian that he is very interested in aerial shootings, planning surveying works, planning and arithmetic actions. But librarian refused to give him over 100 textbooks at once. She said that it would be enough time for step-by-step studying on the other next years courses too".* according to the topic "Land management in general" and as *"Once upon a time I have read a "Kaidash's family" by I. Nechui Levytskyi. I thought "Why was not their expansion of private ownership of land proper!? They had to read Ukraine's Land Code to normalize land relations in general and lease relations concerning pear-tree in particular. I'd recommend Karpo or Lukash to enter some Land Management Faculties to avoid land troubles* "concerning the topic *"Land Law".* Moreover, there are such samples of real life stories as *"Once upon a time a land user wanted to plant sunflowers on his parcel .Previously he wanted an advice from a land manager. A land manager was engaged into land user's plot quality evaluation. The land manager evaluated the plot from the material point of view properly because he prepared ten variants of cadastral photoplan. He evaluated sandy and rocky soil having chosen the category "industrial use land". He advised to enrich the soil or to change the mind to plant sunflower. The land owner became sad but he respected the thought of a specialist"* according to the topic "Land Cadastre" and as *"Once upon a time a geodesist was engaged into geodetic executive shooting and further geodetic calculations. He could do it due to processing of geodetic measurements and fixing of slopes and high water mark. Accurate positioning of parcels favored further directional boring. The consumer was glad and paid a proper salary."* concerning the topic "Geodesy". Besides, future land managers could review such samples as *"Once upon a time a man was lost in the unknown wood. It was nervous for a long time but for his pleasure he found a map of neighboring localities under the tree. He could read this map cartographic grid to depict the*

adequate positions. His topographical shooting predicted cartographic analysis of distance between objects. According to this map legend the man could calculate correct distance and correct direction to go away from the wood. His family was glad to meet him again. The man kept the map and decided to become a land manager" to discuss the topic *"Cartography"* as well as story *"Once upon a time the first-year student had decided to use GPS tool. He had already asked his group-mate: "Look! Is earth's surface being studied by every land manager now with GPS tool?". Group-mate has answered: "Without GPS tools you are not gathering a complete set of wide range of valuable information now. But you can not use laser rangefinder, multifunctional geodetic device antenna ground plane without special training". Thus the first-year student has just decided to join adequate student's scientific society to study aerial satellite shooting"* concerning the topic "GPS. Aerial shooting". Besides, above mentioned scheme became the background for the dialogue to discuss basic land management morphemes[6].

It's worth to say that before concluding real-life stories on the basis of the terminological table and common speech, the pre-stage was Individual task 1 as the adaptive stage to actualize known material with the first attempt to combine professional and common speech. Individual 1 work concerning the first task was aimed to conclude dialogue about weather and special features of native region, on the basis of the electronic course presentation "Conversation for a land manager (Common topics)"[7] as well as adequate dialogues about sport and meal, family and hobby, shopping and health, traffic and travelling, likes and dislikes, advantages and disadvantages, work, education, plans for the future etc. The sample of Individual task 1 first exercise performance may be represented firstly as the dialogue "*– Hello, Arthur. – Nice to meet you, Ivan. Can I help you? – Yes you can. Let us discuss weather and our native regions. – I agree. From what topic shall we start? – Let's firstly discuss current weather. – I support your choice. Do you like today's weather? – I see it's very changeable although it is the last day of March. – Is it sunny, windy, rainy or cloudy weather ? – In the morning it was cloudy and it was snowing. But now it's sunny day. – What is the temperature? – Is it bellow or above zero? – I can not measure myself because I'have not thermometer and I'm on quarantine. But can open the window and say approximately or see Internet weather forecast. – Do it. – Well, it's approximately 7 degrees above zero. – Thanks, and what is your favorite season? – I think it is spring. – Why? – All comes to life. – But what about a majority of farming works in spring? –I think it does not matter when you are young, strong and wants to help parents. – Is weather warm or cold for you? – I think it is neither warm no cold. It will depend upon the clothes you decide to wear in such weather. – Is this weather adequate to its season? – Today it is adequate enough, but whole winter was no normal because of the environmental changes. –Do weather changes trouble you? –*

[6] Yakushko, K.H. (2020). The analysis of the basic land manager's vocabulary nesting morphemes PNAP, 38, 237– 243 DOI: https:// doi.org/10.23856/3871

[7] Yakushko, K.H. (2020). Kurs: Anglijska mova GiZ [English course for Geodesy and Land planning]. URL: https://elearn.nubip.edu.ua/course/view.php?id=2316

Yes, they do. I want my children to live in adequate weather conditions which used to be many years ago. – Have you an umbrella for the case of rain? – Yes, I have. But when I take my umbrella outdoors it may not be rainy despite of cloudy sky and vice versa it may be rain when I leave it at home. – May weather cause traffic jams? – There are too many cars, car accidents or road works in big cities that you may not notice weather influence. – I see. Now I'd like to ask you about your native town or village. – I don't' agree. It's my turn to ask question and your turn is to answer these questions. – It's true. – Where are you from? – I'm from village Krasne, Obukhiv district in Kyiv region. – How long have you been living there? – I've been living there for 17 years – from my birth. – What is your native village famous for? – It's famous for its picturesque landscape, Krasna river and the sugar producing plant in the neighborhood. – Is it far from here ? – It's about 50 kilometers in southern direction from Kyiv – How to get here? – You need to catch adequate tour-bus from Vydubychi bus station – What is the fare? – The fare was about 24 hryvnias but may be more soon. – Is your native village big, small, noisy, calm, ancient, new-created? – My village is ancient locality, Trypillia museum with my native region features history explanation is located on the distance of 15 kilometers from Krasne. – What kinds of soils are there? – There are dark black soils. – What are its enterprises? – It was mentioned above. I told you about sugar producing plant. – What are its sights? – It is a monument to the World war II soldiers and the monument to the writer Hryhorii Kosynka who studied at our Krasne's school. – What can land manager do there? – He may study mapping because of different landscape features as well as study our famous soil, gardens or orchards for cadastre work. Besides, he can go fishing in our famous lakes to have a rest before doing his main professional work. – Thanks for your answers – I liked our conversation. See you later – Bye. We'll continue our talk soon". Individual task 1 second task was aimed to translate such Ukrainian terms as into English, to propose general title for the list of professional terms as *вимірювальні прилади (теодоліт, нівелір), вимірювати, кути, довжини ліній, якість земель, земельна ділянка, класи земель, бонітування, оцінка земель, процес оцінювання, реєстрація земель, форми власності на землю, цільове призначення, земельний кодекс, закон, землі с/г призначення, природоохоронні зони, поправка, план, карта, цифрові карти, легенда, масштаб, рамка карти, довгота, широта, меридіан, паралель, градус, типи ґрунтів, зони ґрунтів (лісова, лісостепова. поліська), засолення чорнозем, кам'янистість, деградовані ґрунти, лучні, болотні, легкі, важкі, середні, гумус, геопросторові дані з космосу, геолітальні апарати, дрони, геоінформаційна система,* etc. and to conclude logical sentence to combine communicative intention with the professional terms. The samples of the sentences to perform such task fulfillment may be introduced through such statements as "*Let us continue previous talk about measuring instruments – Початок розмови (Starting conversation). I'd like to invite you to our parcel to measure all angles and lines lengths. – Запрошення (Invitation).Your problem with the stolen leveler will be solved – Розуміння (Understanding)*".

3. The second semester tasks for practical application
of common foreign speech vocabulary
to develop future land managers' communication

Now we'd like to pay attention on the concrete second semester task aiming to develop common language communication in accordance to the professional vocabulary too.

For example the aim of Practical work 8 was to consolidate general information about colloquial English language expressions in order to conclude own dialogues combining professional terms knowledge with common speech. It was recommended to fulfill it within four-six people group during some stages. The first stage predicted to familiarize with all three variants content, to answer all questions in shortened way in additional workbook, the second stage predicted to prepare separate file with the written one five exercises variant full answers to be further sent into electronic course and the last third stage predicted oral representation the results in group discussion and in personal conversation with scholar.

In details, the first exercise of practical work 8 within the electronic course for land managers included the task to watch video about conversational phrases within the electronic course[8] and to make notes concerning 1-16, 17-35 or 36-50 proposed common speech phrases. The sample of this first exercise performance may be introduced after listening into such statements as *"1. Common speech phrases among 1–16 items range: 1. Good job! – Молодець! 2. How's it going? – Як справи? 3. What do you do? – Чим займаєшся? 4. Take your time – Не поспішай 5. No way – Нізащо. 6. I have no idea – Я не маю поняття. 7. Never mind – Не зважай, Нічого (пусте). 8. Are you insane? – Ти збожеволів? 9. missed phrase. 10. It does not matter – Це неважливо. 11. Sorry to bother you – Вибачте, що турбую. 12. You rock! – Ти крутий(супер). 13. I screwed up! –Я дав маху. 14. I'm supposed to… – Я повинен (маю обов'язок). 15. Who knows? – Хто його знає? 16. Keep up the good work! – Продовжуй у тому ж дусі".*

The next three variant task was to fill the gaps in some tables combining knowledge of native Ukrainian common speech and foreign English speech representing such either English or Ukrainian gaps as *"Invitation – …",",…. – Розуміння", "… – Компроміс", "… – Спонукання", "Positive results hope – …", Requesting – …", "Agreement – …", "Starting of … – Початок розмови", "… of conversation –Закінчення розмови", 1. Visit my (our)…– … 2…. – Приєднуйтесь до нас. 3. I'd like to invite you – …", "1…. – Я Вас чую! 2. Your problem is important for me – … 3. … – Не зупиняйтесь, розповідайте про…",",1. Don't be nervous. We'll find the way –….2. …– І Ви, і я повинні чимось поступитися. 3. … – Ми знайдемо компроміс",",1. … – Давайте обговоримо… 2. Let's do… – ….3. You can do it – Ви здатні це зробити",*

---

[8] Yakushko, K.H. (2020). Kurs: Anglijska mova GiZ [English course for Geodesy and Land planning]. URL: https://elearn.nubip.edu.ua/course/view.php?id=2316

"1.... You – Ми зробимо все, що можливо, щоб допомогти Вам 2. Your problem will be solved – ...3. ... – Все буде зроблене вчасно", "1. May I (we)...? – ...2....? – Чи не заперечуєте? 3. Would you like to? – ...?", "1.... – Це правда 2. It's correct – ... 3. I ...– Я погоджуюсь", "1....– Давайте продовжимо попередню розмову 2. ....– Давайте розпочнемо обговорення...3. Can I help you? – ...","1...– Дякую за розмову 2. See you later. Sorry but I'm in a hurry– ...3. ... – Перепрошую, але ми повинні відкласти нашу розмову". It was to review the basic table of communicative intentions (see table 2).

<div align="right">Table 2</div>

**Basic communicative intentions phrases
to assist future land manager's professional speech**

Invitation-Запрошення	1. *Visit my (our)...* – Відвідайте мій (наш)… 2. *Join us* – Приєднуйтесь до нас 3. *I'd like to invite you* – Я б хотів запросити Вас
Understanding–Розуміння	1. *I hear you!* – Я Вас чую! 2. *Your problem is important for me* – Ваша проблема важлива для мене 3. *Don't stop talking about* – Не зупиняйтесь, розповідайте про…
Compromise – Компроміс	1. *Don't be nervous. We'll find the way* –Не нервуйте. Ми знайдемо вихід. 2. *Either you or I must give in something* – I Ви, і я повинні чимось поступитися 3. We'll find compromise–Ми знайдемо компроміс
Stimulating – Спонукання	1. *Let's discuss...* – Давайте обговоримо… 2. *Let's do...* – Давайте зробимо… 3. *You can do it* – Ви здатні це зробити
Positive results hope – Сподівання на позитивні результати	1. *We'll do the best to help you* – Ми зробимо все, щоб допомогти Вам 2. *Your problem will be solved* – Ваша проблема буде вирішена 3. *Everything will be done in time* – Все буде зроблене вчасно
Requesting – Прохання	1. *May I (we)...?* – Чи можна мені (нам)…? 2. *Don't you mind...?*– Чи не заперечуєте ? 3. *Would you like to?* – Чи не хотіли б Ви..?
Agreement – Згода	1.*It is true* – Це правда 2. *It's correct* – Це правильно 3. *I agree* – Я погоджуюсь
Disagreement – Незгода	1. *It's not correct* – Це неправильно 2. *I disagree* – Я не погоджуюсь 3. *I'm afraid I can't support the thought about...*
Reactions on comments – Реакції на коментарі	1. *Thanks for your comments* – Дякую за Ваші коментарі 2. *I (we)'ll do the best to improve...* – Я (ми) зроблю все, щоб виправити… 3. *I (we)'ll pay attention on...*– Я(ми) зверну увагу на...
Starting of conversation – Початок розмови	1. *Let us continue previous talk*– Давайте продовжимо попередню розмову 2. *Let us start to discuss...* – Давайте почнемо обговорення… 3. *Can I help you?* – Чи можу я Вам допомогти?
Ending of conversation – Закінчення розмови	1. *Thanks for conversation* – Дякую за розмову 2. *See you later. Sorry but I'm in a hurry*– Зустрінемося. Вибачте, але я поспішаю 3. *Sorry but we must postpone our talk* – Перепрошую, але ми повинні відкласти нашу розмову

Practical work 8 third task predicted to write dialogue – discussion about studying at the National University of Life and Environmental Sciences of Ukraine, GiS, Math for land surveyor, geometric figures, cadastre, soils, land law, mapping, GiS according to general scheme, adding it by favorite common speech phrases among the rewritten from the first task 50 communicative phrases and expressing communicative intention of invitation, agreement, requesting, positive results hope, etc. The sample of this task introduction may be reviewed through the following dialogue *"Studying at the Faculty of Land Management"* with several underlined conversational statements like *"– Hello, nice to meet you. – Hi, nice to meet you too. Can I help you? – Yes, you can. Let us discuss practical situation <u>concerning Studying at NULESU</u> – Well, what is this situation? – Once upon a time Once upon a time it was a meeting between secondary school graduate and the student of Land Management Faculty. The student asked if he could help pupil? Then it was the following dialogue:"* – **How's it** *going? – I'm graduate from secondary school and I have no idea what faculty to enter.– Take your time. I'd like to invite you to the Faculty of Land Management. I'm supposed to recommend it because it is much work for every land manager to do and it'll be a good salary for it. Join us! – Sorry to bother you but what do you do yourself?-I study here and have theoretical knowledge and practical skills according to land cadastre, land law, geodesy, cartography, GIS, etc.-You rock! I may decide to enter the Faculty of Land Management within the National University of Life and Environmental Sciences of Ukraine too. – Who knows? Keep up the good work!" – It's interesting. And what professional terms did you apply here? – I used such terms as geodesy, cartography, GIS, etc. – For example, geodesy is the Earth science of accurately measuring and understanding Earth&apos geometric shape, orientation in space, and gravitational field. Cartography is an ancient science to map and to decode maps using different geodetic tools including modern satellite techniques. GIS is a system being designed to capture, to store, to manipulate, to analyze, to manage, and to present spatial or geographic data. – And what is your favourite statement concerning geodesy in general? – I'd like to say that there are many geodetic instruments like calibrated tube, ruler, tripod bussol, compass, theodolite, leveler, tellurometer, tacheometer, theodolite, altimeter or special instrument for EDM, etc. – Thanks for your answers, bye. – See you later".*

In accordance to the individual task 8.1 communicative common speech vocabulary was proposed within the individual task 8.2 too to develop either common or professional speech within the scenario to solve land manager's real life professional situation by several participants' functions definition, with the some visual materials concerning studying at the Faculty of Land Management within the National University of Life and Environmental

Sciences of Ukraine, concerning the spheres of land manager's activities, land manager's practical studying, Geinformatics, Math, Geodesy, Physics, Geography, Land Law, Cartography, Land Cadastre, Land Planning, surveying works, geometric figures, environmental protection, soils, etc. The guidelines to perform this creative thinking work were to familiarize with three among ten variants, to make short notes in workbook, to develop one pointed variant full scenario to be further sent into electronic course and to de ready to oral group performance.

In addition to the individual work 8.2 task explanation itself there was the sample of performance to be added too. The sample of introduction the scene "Freshman's troubles within NULES of Ukraine" dealt with such problematic situation to be solved as "a freshman (just enrolled student) can't find the educational block majoring in his specialty training", the applied tools as visual objects were the device similar to GPS navigator, cardboard, the felt-tip pen for mapping and seller's business card. There were four acting participants predicted: "1. a freshman (just enrolled student) thinks that his future specialty is land manager and that's why he needs to go to the 10th educational block which trains managers in economy or to the 4th educational block dealing with planting and land", "2. The skilled second year student from the Faculty of Land Management №1 explains that NULES of Ukraine includes too many similar trends of training and reports about Faculty of Land Management", "3. The skilled second year student from the Faculty of Land Management №2 shows a way to the 6th educational block and considers locality between the 4th and the 6th educational blocks to be the good place for mapping", "4. a seller of GPS navigator proposes to buy his device for better orientation in space". The proposed scene may be introduced in such way:

1 – Where am I now? Where to go? I'm a freshman (just enrolled student) and I can't find the educational block of land management. 2 – Can I help you? I'm a skilled second year student from the Faculty of Land Management 1 – Yes, you can. I'll be grateful. We are near the 10th educational block. May we go to it because it trains managers ? 2 – I'm afraid, we may not. The faculty within this educational block does trains managers but these managers are majoring in economy. 1 – Oh, it is one more educational in the neighborhood. It is the 4th educational block dealing with planting and land. May we as land managers go there? 2 – I'm afraid, we may not. NULES of Ukraine includes too many similar trends of training. Our is special. A land manager deals with land law, land use, geodesy, land cadastre, land administration, land measurements. Landowners need him for land surveying and land planning works. Land Management is a universal specialty dealing engineering, economy, chemistry, agriculture, geography, automation etc. A land manager can not do without Math calculations too. 1 – Wow, I'm glad to enter the Faculty of Land Management. But where to go? 2 – Oh, I'm tired. May be anybody else will consult this

freshman? 3 – I' will, I can. I'm a skilled second year student from this faculty too. Well you need go down the hill near the 4th educational block cross the highway go up and turn left to get to Vasylkivka street. Go straight and in 19 minutes you'll find our native 6 th educational block. I'll draw you (is mapping a scheme on cardboard with felt-tip pen for mapping)̇1 – What do these mark mean? – …. is a forest, … – is a hill…. – is a speedway and …. is a mark for educational block. 1 – I see. 4– I've heard somebody is in need to find way. I have very reliable and accurate GPS navigator. It costs not much. Buy it.(is showing GPS navigator). It's for better orientation in space. 1 – Thank you, I'll think. 4 – It's my business card. Call any time and you'll get very necessary device. 2, 3 – Dear freshman. We may see you here. We are going there ourselves. 1 – Thank for your help. 4 – I'll join you too to find buyers. 1, 2, 3 – As you wish. Bye to everybody. Thanks for our scene watching".

Thus, mostly all exercises within first and the second semester develop future manager's activities combining professional and common speech vocabulary mostly concerning such categories as 1C, 2C, 4C and 8C.

The further conclusions are based upon the results of 123 students' answers' analyzing within the Faculty of land Management which belongs to the National University of Life and Environmental Sciences of Ukraine after 2019/2020 experiment basing upon the table 3 answers.

After attempts to follow all elements in own common speech to assist professional speech the future technicians had to fill up table 1. Besides, they needed to put number of the abovenamed Block1 and Block 2 elements according to their importance mentioning mark *"1"* as the least necessary element and *"12"* as the most suitable element to fill up the table form. The quantity of students' answers concerning table 1A was proportional to the marks of gradual scale importance within table A 2 meaning 79 percent of adequacy. The most necessary elements dealt mostly with the Block 1 elements. The most important elements (aking 12–6 place from the list) on 80 students' opinion were 1C (common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation), 2 C (common speech vocabulary to solve problematic conversational situation directly on the student's future imaginary working place), 3 C (common speech vocabulary to discuss conversational situation during working pause– the break, before or after imaginary professional work), 4 C (common speech vocabulary to identify communicative intentions with the involvement of professional terms), 8 C (common speech vocabulary to represent own and collective presentations within the project work dealing with concrete students' major) as well as 11 C (common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete students' major).

Table 3

Students' gradual scale of the most necessary elements of common speech to assist future land manager's speech

	Element	Student's mark of importance
B L O C K 1	1C: common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation;;	10
	2 C: common speech vocabulary to solve problematic conversational situation directly on the student's future imaginary working place;	10
B L O C K 2	3 C: common speech vocabulary to discuss conversational situation during working pause– the break, before or after imaginary professional work;	9
	4 C: common speech vocabulary to identify communicative intentions with the involvement of professional terms;	10
	5 C: common speech vocabulary to comment students' choice of his professional vocabulary project theme direction as well as the choice of his group-mates– assistants	8
	6 C: common speech vocabulary to comment students' choice of the first and last stage tasks within the project work and the deadlines of their fulfillment	7
	7 C: common speech vocabulary to comment students' choice of the responsible persons to fulfill each stage of project	7
	8 C: common speech vocabulary to represent own and collective presentations within the project work dealing with concrete students' major	9
	9 C: common speech vocabulary to describe professional activity and personal character features of the worker dealing with concrete students' major	8
	10 C: common speech vocabulary to represent some crosswords/puzzles dealing with professional vocabulary	9
	11 C: common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete students' major	8
	12 C: common speech vocabulary to comment students' attitude to fulfill all above named foreign language tasks identifying the most important and the most pleasant ones	7

CONCLUSIONS

At first we proposed to involve 12 categories of communicative clichés of common speech into 123 future land managers; studying within the National University of Life and Environmental Sciences of Ukraine during the 2020 year of studying.

These 12 categories of communicative clichés of common speech are 1C (common speech vocabulary to discuss the meaning of professional terms from the list of the most commonly used and the most suitable for professional conversation); 2 C (common speech vocabulary to solve problematicreal lifesituation directly on the student's future imaginary working place); 3 C (common speech vocabulary to discuss conversational situation during working

pause-the break, before or after imaginary professional work); 4 C (common speech vocabulary to identify communicative intentions with the involvement of professional terms); 5 C (common speech vocabulary to comment students' choice of his professional vocabulary project theme direction as well as the choice of his group-mates– assistants); 6 C (common speech vocabulary to comment students' choice of the first and last stage tasks within the project work and the deadlines of their fulfillment); 7 C (common speech vocabulary to comment students' choice of the responsible persons to fulfill each stage of project); 8 C(common speech vocabulary to represent own and collective presentations within the project work dealing with concrete students' major); 9 C (common speech vocabulary to describe professional activity and personal character features of the worker dealing with concrete students' major); 10 C (common speech vocabulary to represent some crosswords/ puzzles dealing with professional vocabulary);11 C (common speech vocabulary to represent achievements, adequate equipment, laboratories or institutions dealing with concrete students' major); 12 C (common speech vocabulary to comment students' attitude to fulfill all abovenamed foreign language tasks idetifying the most important and the most pseasant ones. It is in need to specify the got results in other time periods or within other educational institutions.

SUMMARY

This paper deals with the problem to combine studying and usage of common speech vocabulary with the professional intentions while studying foreign language within studying at the Faculty of Land Management. Firstly the author distinguished 12 categories of common speech vocabulary to assist professional purpose land managers' English application, proposed practical exercises to combine professional and common speech in every student's own statements, conducted adequate pedagogical experiment on the basis of the National University of Life and Environmental Sciences of Ukraine and came to conclusion that on practice in everyday use they may shorten the list of abovenamed categories up to 6 items according to the results of students' answers to develop communicative skills of future land managers. All proposed above mentioned items may be introduced for student's communicative tasks like concrete practical work or some individual tasks being devoted to the current development of common speech in parallel to the development of the concrete area professional speech in general and concerning land management branch in particular. The debatable aspect may be based on the periodical additional students' answers analyzing during another semester period to specify the proposed conclusions items. Besides, for this purpose is it in need to conduct the described pedagogical experiment out of the National University of Life and Environmental Sciences of Ukraine within another higher educational technical institution.

REFERENCES

1. Naidionova, A.V., Ponomarenko, O.G. (2018). Use of podcasting technology to develop students' listening skills. Information Technologies and Learning Tools . 63, (1), 177–185. DOI: https://doi.org/10.33407/itlt.v63i1.1962

2. Grabovska, I.V. (2019). Metacommunicative contac t-establishing topicalizing questions in modern English dialogic discourse. International journal of philology. 10,(1), 38–41. DOI: http://dx.doi.org/10.31548/philolog2019.01.038

3. Berezova, L.V., Mudra,S.V., Yakushko, K.H. (2018). The Effect of Webquests of the Writing and Reading Performance of University students. Information Technologies and Learning Tools. 64(2), 110–118. DOI: https://doi.org/10.33407/itlt.v64i2.1979

4. Yakushko, K.H. (2020). The categories of specialized vocabulary in the sphere of automation to develop students' foreign language communicative skills. Modern researches in philological sciences: collective monograph: Romania: North University Centre of Baia Mare, 427–448 DOI: https://doi.org/10.30525/978-9934-588-37-2/25

5. Yakushko, K.H. (2020). The analysis of the basic land manager's vocabulary nesting morphemes PNAP, 38, 237–243 DOI: https:// doi.org/10.23856/3871

6. Yakushko, K.H. (2020). Kurs: Anglijska mova GiZ [English course for Geodesy and Land planning]. URL: https://elearn.nubip.edu.ua/course/view.php?id=2316

Information about the authors:
Yakushko K. H.,
Ph.D. in Pedagogy,
Senior Lecturer at the Department of English for Technical and Agrobiological Specialties
National University of Life and Environmental Sciences of Ukraine
15, Heroiv oborony, Kyiv, 03041, Ukraine