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USE OF DISCOURSE MARKERS AT ENGLISH LANGUAGE LECTURES ON HIGHER MATHEMATICS

The paper examines issues related to the specifics of the use of markers of English-language oral scientific and educational discourse in the bilingual training of future engineers. As a result of the internationalization of higher education, the use of English as a medium of instruction in non-English-speaking countries is spreading. Bilingual education is being actively implemented in Ukraine, when a number of professional disciplines are taught in a foreign (English) language. It stated that in bilingual education, a foreign language is not only a goal, but also a means of understanding the world of special knowledge. In this regard, the question of studying language features that have a positive effect on the understanding of a professional lecture by non-English-speaking students is relevant [1]. From these points of view, the discourse markers that are actively used during lectures in English on professional engineering disciplines are considered [2].

Discourse markers (DMs) are classified depending on the functions they perform in the text of a professional lecture. It is noted that discourse markers have a pragmatic meaning and perform, in addition to the main function of ensuring the coherence and integrity of the text, also a frame function.

1) **Sequencers.** These are the most common DMs in the considered situation, they provide the organization of the discourse, that is, the structure of the lecture, the sequence of presentation of the material, the connection of one part of the lecture material with another. With the help of DMs of this type, the lecturer gives a link to the previous material or to the future one, highlights separate information blocks, summarizes the presented material, summarizes what was said.

2) **Signals.** These DMs signal a change of topic, the need to switch the listener's attention to another issue. Markers of this type are also used when, for some reason, it is necessary to make an omission in the proof, the construction of a logical chain, the calculation process (which is quite common in mathematical presentations) and focus the student's attention on this fact.

3) **Linking devices.** MDs of this type establish a relationship between statements or parts of one statement. The nature of the connection can be different: denial, confirmation, cause, effect, difference, clarification, exclusion, combination, example, etc.

4) **Sentence initial adverbials.** These are adverbs at the beginning of the sentence that express the lecturer's attitude to what will be said. Such DMs increase the degree of interaction between the lecturer and students, make the lecture more interactive and ultimately have a positive effect on the students' perception and understanding of the material.

5) **Evidentials.** These DMs express the degree of confidence of the lecturer regarding the statement. They are a means of non-categorical, generalizing presentation of information, demonstration of doubts, inclination or disinclination to accept the relevant point of view. They also promote more active involvement of students in the discussion process, force them to ask questions and express their own point of view.

6) **Interpersonal.** These expressions are typical for oral discourse and are practically not used in written lectures. They give lectures an informal character. Such DMs have various functions, for example, change of topic, attracting the listener to consent, reinforcement, clarification, consolidation.

Language tools are also indicated, which, in the author's experience, make it difficult for non-English-speaking students to understand a professional lecture (for example, the use of phrasal verbs, the presence of so-called "silence fillers", etc.). It is noted that some prosodic elements can also be attributed to discourse markers (in particular, the pace and intonation of reading a lecture).

It was established that the use of appropriate discourse markers increases the degree of interaction between the teacher and the audience, has a positive effect on

the perception and understanding of foreign language material by listeners, and ultimately, on the study of the content of the specialized subject area.

REFERENCES

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