The aim of the *post-text stage* is to check the comprehension of the written information and to develop context-based communicative skills.

Possible post-text exercises:

a. Agreeing or disagreeing with the following statements.

b. Completing the sentences with missing information.

c. Answering reading comprehension questions.

d. Drawing up a plan.

e. Rendering and summarizing the text.

f. Expressing your ideas on the problems stated in the text.

Reading professionally-oriented texts nurtures utterly important for Master's degree students' qualities:

-possession of linguistic professional knowledge,

-being ready for professional verbal interaction,

-being ready for creative professional activity [1].

Conclusion. To sum up it should be stated that professionally-oriented texts serve as a main source of teaching ESP. The process of reading such texts influences the development of students' professional communicative competence in scientific areas and research activities.

Teaching ESP reading to Master's degree students improves active and creative personalities of future scientists able to use the linguistic knowledge in job-related activities and varied areas of science and industry such as conducting research, writing scientific articles, making conference presentations, and writing Master's degree dissertation. It also fosters the development of multilingual personality able to observe native and foreign cultures.

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INFLUENSE OF MATHEMATICAL COMPETITIONS ON THE LEARNING PROCESS OF STUDENTS OF THE SPECIALTY «TRANSPORT LOGISTICS»

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The learning process is one of the most important stages in the life of each person. Studying at the university is a doubly crucial stage. Knowledge gained at the university becomes the basis of future professional activity. Nowadays,

universities are interested in graduating competent specialists who are able to develop our country and raise it to a new level.

Transport logistics is one of the most modern and important areas today. Despite the fact that logistics itself is rooted in the past, the emergence of new technologies and the development of transport require improvements in the logistics approach and the training of logistics professionals.

Learning logistics at university is not an easy but fun process. Like logistics professionals, students should always be observant and as focused as possible. The process of delivery of goods, control over their movement require a special responsible approach. Therefore, the university prepares students for serious work upon the first day of studying. The learning process becomes difficult due to constant concentration.

So there is a need to defuse the situation. There are many ways to diversify activities: physical activity, viewing videos, conversations on free topics. We offer an alternative option: the usage of math competitions.

Our target is to find out how mathematical competitions affect the process of teaching students of the specialty transport logistics

The obvious advantage of math competitions is their usefulness. Having a rest from a habitual type of activity, students can gain additional knowledge, expand their horizons. But why are math competitions? Students of the specialty "Transport Logistics" are most often techies, and it is easier and more interesting for them to work with numbers than with a lot of text.

However, the word "mathematical" should not be limited in formulas, numbers. The list of tasks should also include tasks for ingenuity, for general development, for solving logistical problems.

During any long process it is necessary to have a rest, to be distracted for a while. Breaks are not always enough for a good rest from mental activity, because students often need time to prepare for the next lesson, to repeat some material. The use of math competitions during the lesson will bring tangible benefits: they will not last long, but this time will be enough to gain strength and continue the lesson.

Material and methods. We have repeatedly held mathematical competitions among students of the 2nd and 3rd courses of the specialty "Transport Logistics". After the competitions, we conducted a comparative analysis of the students' condition before and after the competition, and then interviewed the students.

Findings and their discussion. During the competition, students were filled with the necessary energy. And the use of humorous tasks, tasks with a trick further uplifted. We found out that the use of recreational activities in the form of mathematical competitions has many advantages:

1) Switching to another type of activity;

2) Ability to relax;

3) The use of kinesiological exercises in the composition of competitive elements contributes to the revitalization of the brain;

4) Filling up with energy and strength;

5) Expansion of horizons;

6) The development of mathematical skills;

7) Team building;

8) Practice in solving professional problems;

9) The development of the ability to find ways out of different situations quickly;

10) Development of the ability to solve non-standard tasks, etc.

Feedback from students with whom mathematical competitions were held showed that everyone likes this approach. As shown in the research, mathematical competitions have a positive effect on the condition of students. They increase motivation to study, fill with energy, charge with positive. Also, the competition has a positive effect not only on the spiritual, but also on the physical condition of students. Because often during some assignments they need to get up, move around the audience, carry out assignments.

Conclusion. Students' well-being is a guarantee of high efficiency of the whole group. Since mathematical competitions not only improve the condition of students individually, but also unite the team, the positive effect doubles. As a result, academic performance improves, grades improve.

Thus, the use of mathematical competitions in the process of teaching students of the specialty “Transport Logistics” has a positive effect on the students' well-being and on their academic performance.

THE EXTENSION OF STUDENTS’ POTENTIAL VOCABULARY ON THE BASIS OF ENGLISH POLYSEMANTIC LEXEMES

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As we all know, potential vocabulary represents a major constituent of the whole lexical level knowledge. Consequently, it is crucial to implement certain practical system of teaching and studying of such vocabulary. The following study is relevant since it is aimed at forming a life-long foreign language self-education.

As for the purpose of this study, it is intended for the mastery of methods and techniques of a language guess.

Material and methods. The research in question was conducted in 6-9 forms including 50 pupils in total at Vitebsk school № 45 and among 5-year students of a philological faculty at VSU (20 students all in all). Such methods as semantic, contextual and contrastive-comparative analyses were applied.