In recent years, the problems one way or another related to the academic discourse in its various ethnic and linguistic terms is considerable research interest. A special place in this cognitive space is occupied by English-language academic discourse, which currently unites students and researchers around the world thanks to the international status of English (global English). The issue of singling out and researching academic genres is still open, and the genre of academic lecture is still the basic oral university genre.

Thus, the purpose of this article is to describe the genre of the academic lecture and to identify systemic genre-stylistic relations in the text of the lecture. An analysis of the sites of the leading Western European universities showed that university departments, faculties and research centers are grouped into four divisions: Humanities, Mathematical, Physical and Life Sciences; Medical Sciences; Social Sciences.

This division is extremely important because the subject of academic discourse covers a wide range of scientific issues. At the same time, the analysis of the material under study demonstrates that the language of the humanities and social sciences is much less formalized and demonstrates an increased dependence of the object of cognition on the cognizing subject. The continuum of academic discourse is divided into segments, between which certain relationships and relationships are made. D.N. Shmelev notes the presence of three basic dimensions of the lexical-semiotic system of language: paradigmatics, syntagmatics and epidemicism [4, p. 191].

The measurement data does not exist in isolation from the measurement system. The measurement system is manifested. In the academic lecture, the interaction of participants is intensified. In this process, the interaction of participants in academic discourse with the high-tech information educational environment is manifested. In the academic lecture, the relationship between traditional graphic textual and, on the other hand, audio and video material is important.

Of course, the named correlation will depend on the theme of a particular lesson. As a rule, the topic is a complex problem and is divided into several sub-topics. This corresponds to the algorithm for achieving the goal of the lecture. To achieve it, the goal must be divided into a series of tasks that are solved consistently. The complex solution of the tasks of the lecture testifies to the achievement of a common goal. To illustrate systemic relations in the academic genre of the lecture, we first briefly describe the structure of lectures, which can be modified depending on the topic, as well as the goals and tasks of the lecturer. As a rule, the academic lecture includes the following structural units:

1. Introduction. The aim and objectives of the lecture are voiced, a brief review of the previously studied material is made, and the importance of this lecture in the study of the subject is explained.

2. The main part. This is the main part of the lecture, during which an explanation of the material (ideas, concepts, events, phenomena, etc.) occurs. At this stage it is necessary to formulate the main provisions of the lecture; explain what they are important and how they fit into the very object of cognition; develop and clarify the ideas that are behind this object; give examples; Ask audience questions and let the material discussed in small groups.

3. Conclusion. It is advisable to begin this step with expressions like “In summary” or “To conclude”, etc., to set the audience to complete the lecture. It is necessary to summarize briefly each point voiced earlier in simple words, to summarize the purpose of the lecture, to come to a definite conclusion.

Now let us consider examples of paradigmatic, syntagmatic, epidemiological relations revealed in five lectures illustrating each of the above-mentioned structural units. In constructing the concept of system relations characterizing the type of communication under consideration, we rely on the definition of E.A. Bazhenova “stylistic paradigmatic” and “stylistic syntagmatic” in the “Stylistic Encyclopedic Dictionary of the Russian Language” ed. M. N. Kozhina [1] the work of Yu. M. Skrebnev “Fundamentals of English style” [3] as well as on the dictionary articles “epididm”, “epididmatic” T.M. Zherebilo [2]. Let us consider examples of stylistic paradigmatic relations:

- Narrow special terminology: isotopes, carbon, protons, neutrons, nitrogen, carbon dioxide / photosynthesis, etc.

- General scientific vocabulary:

  And as Shannon has already been described, I am not going to go into these details again, basically we have been
trying to establish a science and technology collaboration between Iraqi scientists and the U.S.

- Reduced and conversational vocabulary:
  Albert Einstein even wrote a paper in 1908 claiming stars could not collapse under gravity, because matter could not be compressed beyond a certain point. Many scientists shared Einstein's gut feeling [9].
  - Means of verbal imagery; a) epithet:
    The Civil War has always been, for me, about voices. These voices are belligerent, angry, defiant, beseeching, scolding, coarse, arrogant, lawyerly, terrifying, bittersweet, posturing, forgiving, humane and racist [10].
  - b) comparison: Falling through the event horizon is a bit like going over Niagara Falls in a canoe [9]. The fall in a black hole is somewhat like a descent down the Niagara Falls in a canoe.
  - c) impersonation: Because like us, like human beings, materials also - they cry, they also show fatigue, sometimes they are also creeps, sometimes they also breakdown, and sometimes they do to the materials [7].
  - d) metaphor: Where we get into trouble is when our arrogant is certainty, that is only one point of view, perhaps only one religion, is "right"[10].
  - e) idiomatics: So as people say, we came tantalizingly close to the discovery of quasi-crystals, but because we did not succeed.
    - Numerical (separately or as a term) as evidence:
      We know that in 5.730 years, half of the carbon-14 that was originally present in the sample will be gone [6].
    - Abbreviation:
      The humanities in general and the NEH specifically have made my life better in immeasurable ways [10]. NEH – the National Endowment for the Humanities.

The stylistically defined syntax is introductory, elliptic sentences; involved in turnover; appeals; various forms of transmission of someone else's speech; simple sentences; compound proposals (allied and unconditioned); complex sentences - various types of sentences for the purpose of the utterance - narrative, interrogative, motivating; homogeneous terms of the sentence; using the time of Present Simple with actions that have occurred in the past. For example:

Equally, we can't understand how life is going to respond to changing environments in the future unless we can understand how biological and physical processes interact [6].

Equally – opening remark. In the fourth century, this Lycurgus Cup is there and now it exists in the British Museum in London [7].

This sentence uses the present simple time to express an action that takes place in the past.

All of this is very complex. And sometimes not easy to achieve in one particular material [7].

This is an example of an elliptical sentence. As for the stylistic syntagmatic relations revealed in the texts of lectures, they include lexical and lexical-syntactic repetitions; parallel constructions; consistent use of interrogative sentences; object correlation; cintagmatic lexicology; communication of sentences (judgments) in speech - parallel and chain; emphatic "it". There are some examples:

What do we see in terms of life then? We don't see dinosaurs, we don't see mammals, in fact, we don't see any bony animals on the land, but the seas are swimming with organisms, of which the most common and diverse are these organisms that we see in this panel, the trilobites [6].

This sentence presents a lexico-syntactic repetition.

Utopia is an ideal place where everything is perfect and it is really achievable and practical [10].

This example illustrates a complex proposal, which includes narrative and interrogative parts. In the following sentence there is an antithesis:

It's one thing to say that the deep history of life is bacteriological but it's another thing to know whether tiny little bacteria can actually leave a discernible fossil record in very old rocks [6].

A characteristic feature of the lecture in contemporary English-language academic discourse is the presence of a question-answer part, which, in turn, is studied within the framework of stylistic syntagmatics. It should be noted that lectures on the problems of exact sciences contain more terms and numerals, confirming the legitimacy of the data provided. The language of the lectures of the humanities is characterized by greater imagery and unfolding.

The popular scientific text is addressed not only to a professional but also to a wider audience. Accordingly, the language does not abound with a large number of terms, is devoid of complex syntactic constructions and, therefore, is simpler to perceive. Now we will give examples of epidemiological relations:

- a) the relationship of sequential derivation: An example is the following series: to infect - infected - infection, theory - theoretic - theoretical.
- b) word-building series: As an example, the following lemmes can be cited: types - subtypes, group - subgroup, species - subspecies, immune - autoimmune, disciplinary - interdisciplinary. For example:
  The only difference is that they are somewhat less disciplinary in the sense of being somewhat less, somewhat more open to interdisciplinary collaboration [9].

In each academic lecture, regardless of its subject and scientific direction, there is a thematic special and specialized vocabulary and terminology. The presence of such vocabulary contributes to a deeper unfolding of the topic, focusing the attention of the listener on a certain fragment of reality or on a specific fragment of a certain field of science.

For example, in the lecture "A Global Health Paradigm for Defense, Development, and Diplomacy" (Dr. Maureen Goodenow, Washington, DC, 26.02.2013) [5] the following terms are used: biomedical advances, pandemic / pandemic, HIV / AIDS / AIDS, global health / global health, virus / virus, infected people / infected people, decrease in lifespan / decrease in longevity, genome / gene, mutations / mutations, animal species / animal species, gorilla virus / gorilla virus, molecular fingerprint / molecular fingerprint, etc.

So, the analysis carried out showed that the academic lecture in modern English language is a genre with a complex structure that reveals a variety of intrasystem connections and relationships. At the level of paradigmatic these links are manifested in the presence of narrowly specialized terminology, general scientific vocabulary, reduced and collo-
quial vocabulary, synonyms, means of verbal imagery (epithets, comparisons, personifications, metaphors, idioms), numerals, abbreviations, stylistic resources of syntax etc. At the level of syntagmatics in the genre described, lexical and lexical-syntactic repetitions, parallel constructions, complex sentences with narrative and interrogative parts, consecutive use of interrogative sentences, subject correlation, etc. are revealed. At the level of epidemiology, the presence of word-formation series and pronounced relations of sequential derivation characterize the genre of academic lecture.

References:

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