

## HUMANITIES

NEW APPROACHES TO TEACHING BUSINESS ENGLISH  
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**Abstract.** The article deals with the problems of teaching business English to future specialists in Economics in the context of quickly changing business environment. The authors of the article investigate the challenges which face professional training of future economists and prove a very important role of acquiring skills in English for special purpose for future professional activity describing the current requirements to teaching business English to students of non-linguistic specialties. The new methods of teaching a foreign business language are revealed and the importance of gaining skills to maintain the stable contacts with business partners by means of perfect knowledge of English is proved. The authors define the main principles of organizing a business foreign language teaching in higher educational establishments and analyze the indicators of successful acquiring of language skills by students of economic faculties. The set of tasks aimed at further formation of language competence and acquisition of practical skills of language proficiency is suggested.

**Keywords:** business environment, professional training, language competence, business communication, new methods of teaching.

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**Introduction**

The far-reaching process of globalization and rapid development of foreign economic relations as well as close links with the representatives of multicultural business environment set the tone and dictate high requirements to the level of teaching business English in economic higher educational establishments. The process of cultural and educational integration of the Ukrainian society into the European one stimulates the active development of international economic relations, business and entrepreneurship. Thus, special attention must be paid to teaching foreign language as the means of business communication that, on the one hand provides successful interaction and mutual understanding, and, on the other hand, the way of comprehending other cultures.

The aim of our research is to analyze the modern tendencies in learning business English to future economists, define new methods in teaching it and describe the principles of organizing the business language lessons for students of economic specialties.

It is hard to deny that foreign language learning must result in the formation of multicultural competence providing forming of certain level of linguistic, socio cultural and intercultural knowledge and skills that allow conducting effectively business communication in professionally-oriented sphere of activity (*Petkov, Filonenko, 2014*).

In last decades foreign languages continue to cause close attention not only of students who want to learn them but also of teachers who are trying to find new methods of teaching them in quickly changing educational environment. Business languages teaching must be analyzed in the context of learning foreign languages for special purpose, whereas the main features of the latter are the careful analysis of current needs, selection and working out educational materials, prior to this type of language well known as the business one. Besides, learning business language foresees the introduction of the special course of spoken language training and focuses attention on certain types of communication in professional context (*Kumarova, 1997*).

It should be noted that business English learning has its characteristics. The first characteristic of business English and business English vocabulary is that they have their own special features for every sphere of social life. Business English as any other business language needed for a finance manager may be very different from the one needed for a marketing specialist or a doctor. In addition to this, some idioms may have different meanings in different scopes. That is why teaching English must be different for future specialists of different professions. It is impossible to create the only one course of business English that would be appropriate for any field of professional activity and suit the specialists of all professions.

The other characteristic of English for special purpose is that its business terms and phrasal verbs are based on professional knowledge necessary for their interpretation. It is quite clear that mastering the use of business terms and idioms is to take place mainly in the course of professional training.

However, the knowledge of business terminology is not sufficient to participate effectively in ordinary situations of communication. It is obviously very important to combine the acquired vocabulary with its use in routine professional activity. As practice shows, a certain level of communicative competence is needed in this case. The refore business English course must combine the learning spoken language and English grammar with studies of business vocabulary and business communication rules. Besides, the introduction courses on business terminology used in special areas such as finance and banking, management, insurance and marketing must be brought into professional training. It is advisable to discuss economic and political events, imitate different situations close to professional activity that can take place, for instance, during the negotiations or telephone conversations.

The indicators of successful learning of business language are good results in mastering the rules of communicative behavior in the situations of intercultural scientific communication, acquiring the knowledge in the directions of the development of world science in relevant branches, the rules of negotiating and business terminology. Among the basic skills that are necessary for future specialists in Economics we would like to mention the skills of:

- carrying out scientific and business oral communication in monolog and dialog forms;

- reasoning the ideas in written form in an essay format;
- conducting scientific and project activities, using information resources;
- communication with foreign partners in further professional activity;
- different kinds of reading with dictionary and without it for scientific research, that is systematization, analysis and interpretation of professional information;
- perfect understanding professionally-oriented texts;
- creative independent thinking, professional culture and scientific polemic.

It is to note that the optimum learning of a foreign business language foresees systemic and consistent modeling in the contents of future specialists' further professional activity, namely, in its subject-technological and social contexts. Besides, the business language learning must be organized when taking into account the numerous requirements and conditions of professional, social and routine activity of future economists.

The forming of business communicative skills must be based on the knowledge of composite and stylistic features of text-forming categories (topics, communicative purpose, communicative function and structural specifics of a genre) and the skills to realize these language categories properly.

The effective method of business English learning must rely on the use of three groups of electronic resources that act as a way of training professionally-oriented language for students of economic specialties. The above-mentioned groups include the following:

- a) Resources intended for teachers (instrumental electronic resources and methodic Internet-resources);
- b) Resources designed for students (syllabus and Internet training resources);
- c) Resources of general purpose (dictionary and encyclopedia resources, programs of working with texts, programs for generating business papers, authentic Internet-resources on Economics).

The optimum contents of business English learning on basis of electronic resources are to include two main components – educational and communicative and electronic and technological ones. The contents of training must be arranged in accordance with the purpose and the terms of learning in compliance with such principles as: the principle of the genre focused organization of learning material; the thematic principle; the principle of a support on independent activity of students directed to business English mastering; the principle of optimum use of electronic resources.

The effective set of exercises on business English for students of economic faculties must contain three main groups of tasks:

- a) The exercises aimed at forming skills of first-hand business English which are aspect oriented (vocabulary, grammar, phonetic ones); analytical (aimed at mastering the structure and the composition of genres of business English); conditionally linguistic and linguistic (aimed at mastering oral and written genres of business English);
- b) The exercises aimed at forming skills of business ethic of English (socially-determined and ethic-determined);
- c) The tasks aimed at forming students' skills of doing independent work on mastering their level of business English.

One of the basic principles on which learning business English is based is cross-disciplinary approach. This approach combines linguistic, professional, computer and culturological tendencies of learning.

*The principle of role organization* of learning material and educational process is one of the most important principles. It is well known that communication becomes a creative and

personally-oriented process in case learners don't imitate communicative activity by means of operating a certain sum of skills, but when they also take into account its motivation according to which they perform language acts.

As the process of foreign communication learning shows one of the serious failure reasons is a low level of communicative motivation. It is to underline that learners create oral texts in terms of certain social and ethnographic emptiness where people without their identity, sex, age, real needs, emotions, family or social relations usually act. To override this lack it would be quite appropriate, in the first instance, realize the special place of role behavior in management of learners' educational cognitive activity.

This behavior is a kind of people's social behavior, but it has its own contents. In the research of different aspects of role behavior, the initial position is the activity approach researched in general and pedagogical psychology.

Another important principle of business foreign language teaching is *the principle of the use of new educational technologies* – efficient methods for organizing classroom and independent work of students. The part of classroom lessons for interactive learning is to be equal to 50%: the undergraduates are asked to make presentations, take part in the round table on problems linked with burning matters of international science in certain fields, participate in role plays such as “A business meeting”, “The meeting of a foreign delegation”, “An interview”, that foresee the acquisition of business discourse. In addition, the students with the help of their teacher learn how to acquire new knowledge by means of monitoring their own self-evaluation and arranging their own independent interactive work on business English.

The third but not less important is *the principle of collective interaction*. This principle combines the purposes of professional training and personal development; it also characterizes the methods and conditions of integrated educational process. This principle is to be considered as the basic one in educational process in case the students communicate intensively with each other, exchange learning information, while deepening their knowledge and mastering their skills. As practice shows, the use of this principle provides favorable atmosphere, successful interaction and certain relations which act as necessary conditions of increase in the efficiency of educational process and are to be developed between pupils since the pre-condition of success of every student is in success of other students in the group.

Noteworthy, the active communication of teachers with students is the main social and psychological condition of progress in educational process. It causes social and psychological aspects of motivation of education, engaging the motives of prestige, respect, recognition and others; it also invokes the effectiveness of the formation of methods of communication and cognitive operations in studied foreign language. Collective actions which evolve from motives and regulate their interpersonal relations in the systems student-group, student-teacher and so on, are also the way in which we can increase efficiency of student's individual activity. To our mind, in the conditions of interpersonal communication occurs the situation of cognitive development of learners which in its turn provides the possibility to form necessary cognitive and executive communicative actions and operations generally in a wide context of social function of acquired communicative activity.

Continuous active interaction between students gives them the possibility to exchange linguistic knowledge to help each other prompt a proper word or a grammar construction, explain a grammar rule to group mates and in such a way learn communication. Apparently, the process of learning communication in a foreign language is reciprocal. Not only students but also teachers master their skills being active participants of communication process. When

organizing foreign communication, they deepen their knowledge and master communicative skills. In course of interaction with students teachers' personal representation is specified, self-understanding level grows and self-assessment becomes more adequate.

### Conclusions and suggestions

Considering research results listed above we can draw the conclusion that methodical value of studied methods of teaching business language for students of economic faculties with the aim to train them for successful professional activity is caused by the following:

1) It should be advisable to maintain a high level of students' communicative motivation.

2) The learners have a possibility not only to get new knowledge and develop skills, but also use actively the available knowledge base that shows practical advantages of foreign languages for modern specialists.

3) Such lessons not only contribute to the development of language skills and abilities, but also widen the general outlook; they develop communicative skills of learners to prove their point of view, state their thoughts competently, dispute the ideas of the interlocutor or support them and so on.

4) The offered methods allow learning language most intensively and studying more material, as topics within the bounds of one discussion may have much in common.

According to the authors of the articles acquiring such skills as the skills of conducting business correspondence correctly from stylistic, grammar and lexical points of view, understanding adequately the contents of official papers and import-exports documents, conducting business talks in English freely should be defined as the main skills necessary for future specialists in Economics. We believe that the high level of English knowledge sufficient for leading business talks as an interpreter is one of the most important skills for future specialists in Economics.

However, it is the high level of communicative motivation that acts as the main advantage of business English teaching. It provides the appropriate students' activity that in its turn is the key one in the development of language skills on any level of learning English.

The given material reveals the sense of one of didactic approaches to the formation of students' professional and intercultural competence on basis of the development of the set of linguistic, socio and cultural and intercultural knowledge and skills that allow acquiring business proficiency in educational environment of future specialists in Economics.

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