

HUMANITIES

PREREQUISITES OF EFFECTIVE LEARNING OF PROFESSIONAL
TERMINOLOGY WITHIN THE CONTEXT OF TEACHING BUSINESS ENGLISH
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Abstract. The article is devoted to the prerequisites of the effective assimilation of business terms in learning business English of masters in economic specialties. The approaches to studying business terminology are revealed and the signs of business terms are defined. The examples of exercises directed to successful assimilation of economic terms according to their signs in the context of teaching English of professional orientation are given. The role of studying business terminology in the formation of language competences of students of economic specialties is noted.

Keywords: business terminology, English of professional orientation, development of language competences.

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Introduction

It is hard to deny that during last decade the English language in consequence of the fast development of globalization processes in all spheres of human life namely educational one has become the main language of diplomacy, business, tourism and culture, world economy and politics, education and science, advanced technologies and law.

Learning business English in modern Ukraine is becoming an integral part of the professional knowledge of a good specialist in Economics. This is evidenced by the MBA course program (Master of Business Administration). Along with such disciplines as quantitative methods in Economics and management, commerce, strategic management, legal regulation of business, marketing, International economic relations etc., business English is not less important, serving not only as the strong stable link between all disciplines, but also as the language of business communication.

Therefore, it should be noted that in formation of corresponding level of the language competence of future experts in economic specialties there is the need to study a great amount of special terms. Thus, mastering of special language terminology is certainly required for

students of economic specialties to be proficient and effective in their future professional activity. There are no certain guidelines on teaching techniques of what to teach future specialists in any professional field as it is impossible to predict in which sphere professional communication will take place after the student ends his language course at university and what communicative roles the graduates should take in their professional practice.

Though business English learning requires the studies of all the aspects of the language a great importance must be paid to its terminology. So, we shall try in this research to define a set of specific steps providing students with sufficient knowledge of professional terminology to be proficient after the graduation and to create the background for further self-education during their professional practice.

Thus, these steps should be concretized to fully cover all the terminology needed for teaching of foreign business language communicative competence at economic university.

The task of such concretization is in the defining of the end goal of learning process. But simple end goal formulation as teaching English communicative competence in terms of business communication can be unattainable without the rational narrowing of the end goal. The certain narrowing should be based on two basic principles. The first one that gives an ability to narrow the goal of teaching covers professional orientation in teaching of non-native language to those who study it first of all for the use in their future professional practice.

Basic material

Professional orientation as the main point of language teaching to Economics students has already been acknowledged by domestic and foreign teaching methods. The teaching based on professional orientation, undoubtedly, results in specialized bilingualism of students, as a peculiar communicative competence that allows communicating mostly on the matters of their professional field.

From the point of ensuring professional orientation of business English teaching to people who are already involved in business activity, rational narrowing of the end goal doesn't set hard task to perform. For instance, if the student works as the head of marketing department and learns business English only for his professional needs, he must be ready to use the terminology that is related specifically to the marketing field, not to related fields of management, production etc. As a result, we can speak of very narrow professional orientation and developing of narrow professional oriented communicative competence.

However, such approach to rational narrowing of the end goal of teaching is not completely adequate within the teaching of business English to students of economic specialties, rather than to the people who are already engaged in business. The reason of this is that in the process of teaching, particularly at the beginning of university studies, it is hard or even impossible to determine beforehand the further specialization of future graduates. For example, if a student studies "International Economics" course, in future he can work in various fields of economy: marketing, management, export and import operations and even production spheres. Besides, the change of specialization should also be carefully considered, as well as the change of specific field of business within the process of career growth.

Teaching of business English to students, who do not have experience in business field (unlike experienced professionals) and considering everything that was mentioned above, it is advisable to implicate not narrow but broad professional orientation to provide students with broad professionally oriented communicative competence. Broad professionally oriented communicative competence in the field of business communication gives students the ability

to communicate on common issues, not on highly specialized issues of business activity that can be carried out with the help of commonly used business English.

Therefore, the existence of such communicative competence will allow to future specialists to be a part of communication that is linked to a great number of questions related to business and its processes. The student should be taught how to read, write, talk and understand the information related to the problems of management, marketing, production process, finance, law aspects of business etc. But no language course can provide such deepened study of all these questions neither from the point of view of the contents, nor from the point of view of communication, regarding each specific problem or subject (if, for example, we take a highly specialized vocabulary of marketers or financiers).

Broad professional communicative competence covers the whole specialty, but doesn't give the ability to deepen into all its specific aspects. However, it gives the ability to reconsider and continue studies according to professional needs. It should be noted that in such situation broad professional orientation is directed at teaching of commonly used business language.

A specialist, who gained broad professional communicative competence, will be able to communicate in English on all common issues of business activity that certainly is required from a graduate of economic university. However, at senior years at university or directly within professional practice a student might come up with the need of further training. As practice shows it is necessary to cope with certain aspects of business English and communication connected with a narrow field of business activity on which the student works or in which specializes.

Taking into account everything mentioned the definition of the end goal of teaching business English at economic university must be given. Thus, the ultimate goal of teaching business English is formation of the broad professionally focused communicative competence in the field of business communication on the basis of commonly used business language giving the chance not only to provide English-language communication about widespread problems of business activity, but also to specialize and deepen the English language skills by further self-education.

Basic information unit in the course of training is still the text. From our point of view, it is expedient to divide the work on a terminological component of the foreign-language economic text into pretext, text, and post text stages.

Pretext stage provides with studying of special lexicon. Students get acquainted with basic economic terms. Writing, transcription and interpretation of economic terms in English is given. Careful studying of professionally focused vocabulary at this stage is necessary that is caused by complexity and novelty of the studied terms. Sometimes students find it difficult to give their correct interpretation. It is advisable to draw the attention of students to the following factors. These factors can be defined as the peculiarities of business terminology which allow students to learn and assimilate it with ease.

1. Internationality of terminological lexicon

It is well-known that studying of special economic terminology is often simplified by the fact that English, being the language of international communication and the most widespread language in the world firmly and long ago, consequently, became a source of the emergence of a great number of business terms whose meaning can be understood very easily, in view of their wide circulation in the common language. It is often no need to translate into Ukrainian such terms as "Economics", "finance", "enterprise", "corporation", "management", "marketing" and so on. That is why it should be advisable before reading to give students the

task to find the Ukrainian equivalents for the following words without using a dictionary: *economy, per cent, broker, export, import, credit.*

2. Word-formation

Using the rules of word-formation the students will be able to study business terminology. It is efficient to revise word-formation before the work on economic texts. The task to build lexical fields of economic terms is aimed to preparing students for learning business terms. However, it should be necessary to teach students to distinguish different nuances of the meaning of such related words widely used in business English as: *economy* and *Economics*, *economic* and *economical*, *historic* and *historical*, *chief* and *chef*. In this case it is worth studying the use of such words in a context: *Finance Department* and *financial institution*, *economical bulb* and *economic activity*.

3. Word combinations with the definitions expressed by a noun

This phenomenon of English grammar allows students to understand text information and facilitates the translation of business terms into Ukrainian and vice versa.

4. Polysemanticism

Polysemanticism which is a distinctive feature of any word unit is also appropriate to business terms. Thus teachers working on business terms in professionally-oriented economic texts should take into account the richness of the English language and suitable use of all its words units.

5. Synonymy

6. Antonymy

7. Homonymy

The work on synonyms, antonyms and homonyms will provide students with the clue for the best assimilation of business terminology. Having the sufficient level of grammar skills the student is able to build so-called "story" around each business term that, undoubtedly, will lead to its easier understanding and remembering in particular and simplification of business terminology assimilation in general.

8. Lexical combinatory

It is necessary to consider carefully and deliberately the features of the use of these terms in a context. One of interesting tasks is the creation of expressions with use of all available verbs as, for example, a task to pick up all possible versions of phrases with the word "money" - save, raise, spend, send, collect, save up, waste ... Or students may be given the task to choose one word from the list below for each group to form strong word partnerships:

price, business

to run _____	a competitive _____
_____ opportunities	a high _____
a successful _____	a bargain _____
_____	_____

9. Frequent use of abbreviations

Special attention should be paid to studying of abbreviations with which the modern language abounds. Such abbreviations can occur not only in journalism language, but also and in texts of economic orientation – the *CEO, IMF, GDP, GNP, UN, WTO* etc. For better understanding and remembering these terms it should be better to give the task of finding

additional information about organizations mentioned in the text that will develop students' research skills and broaden their horizons.

10. The economic terms borrowed from other languages

It can be difficult for students to understand business terms borrowed from other languages, namely, of French. The word "proprietorship" which means "ownership" causes certain difficulties in pronunciation which are usually not inherent in English economic terms. It should be noted that the terms borrowed from business French are usually difficult for pronouncing therefore it is necessary to draw close attention of students to study accurate pronunciation of similar terms – for example, the word "suite" which is also borrowed from French has special pronunciation.

The material stated above gave us the opportunity to make the following table with definition of some useful exercises directed to the best understanding, assimilation and remembering of business terminology

Table 1

Types of pretext exercises on business terminology assimilation

Internationality of terminological lexicon	Word-formation	Word combinations with the definitions expressed by a noun	Polysemanticism	Synonymy	Antonymy	Homonymy
1. Find the equivalents of English terms without using dictionary 2. Guess the meaning of the underlined words from the context 3. Check your guess from the context	1. Guess the meaning of given terms 2. Translate the following words paying attention to the suffixes: <i>manufacturer, manufacturing; joint, jointure, jointly, competitor, competitive, competitiveness</i>	1. Translate the following "word chains": <i>brand name, business failure, monopoly control, market structure, mass production techniques, market economy</i> 2. Make your own word-combinations using definitions expressed by nouns	Translate the following sentences paying attention to the meaning of the word "share": 1) We still have the largest market <i>share</i> , but the competition is growing fast. 2) She's got all her money in stocks and <i>shares</i> .	1. Find the odd one in each groups of the business words: <i>firm, enterprise, company, market; income, benefit, staff, profit, workforce, employer, personnel, staff.</i> 2. Observe the use of given synonyms in the context, paying attention to the difference in their meaning	1. Find the opposite meaning to the given term 2. Group the antonyms into pairs: <i>to export, economic goods, to buy, costly, to import, to sell, free goods, cheap</i>	1. Find the homonyms of the given term 2. Define the meaning of the word in the italics: <i>I have no interest in marketing. They lent me the money at 6% interest.</i>

Consecutive performance of pretext exercises will facilitate the work on texts of professional use at direct **text stage**. Analytical reading with the careful analysis of the lexical and grammatical phenomena is preferable.

Post text stage exercises can be directed to the solution of the following tasks:

1. Strengthening the knowledge of business terms in practice.

Revision and assimilation of business terms can be implemented by means of exercises on translation. For instance, students have the task to give the English equivalents for Ukrainian economic terms, explain their meaning, make sentences with business terms and so on.

Learning of business terminology in such terminological games as given below is also very useful:

What words are hidden in the anagrams?

<i>RETRAB</i>	<i>PORTSEX</i>	<i>RENCURCY</i>	<i>PORIMTS</i>
Barter	Exports	Currency	Imports

It is important to work out business terminology in question-answer exercises, defining business terms, developing the meaning of the term etc.

2. Discussion of the text during which the questions demanding knowledge of terms and understanding of the text are set.

At this stage the analysis and modeling of professional activity is implemented (quasi professional activity); analysis of operation of economic laws; advertizing of a product, etc.

3. Control of lexical skills.

The task of filling in the blanks with the proper words should be given:

Companies pay _____ for loading goods at the dock.

Money paid by the bank to the company to finance exporting is called _____.

The purpose of business language learning is not only the assimilation of business terms but also their accurate and frequent use in all types of language activity. Therefore, in our opinion, it is important to define the value of studying business terminology for all types of language activity development of which is provided by a course of studying English of professional orientation within university training of future experts of economy.

The given table allows revealing the value of the development of four language competences for the assimilation of business terminology.

Conclusions

Based on the results of the study, a number of conclusions can be drawn.

Assimilation of business terminology and studying characteristics of its use – are an integral part of process of the formation of communicative competence of future economists. It is hard to deny that scrupulous studying of terms develops the skills of logical thinking that is peculiar to any professionally directed language. Studying of English terms by future masters of economic specialties has for a purely professional object – of training terminologically competent experts.

Acquiring and wide use of professional economic terms at business English lessons allows mastering the language skills for better understanding oral and written information on different professional topics.

Table 2

The value of four language competences in English business terminology learning

Reading	Writing	Speaking	Listening and comprehension
<ul style="list-style-type: none"> - Develops skills of a language guess; - Allows to specify nuances of the translation and use of business terms; - Allows to pay attention to a grammatical frame of the term; - Allows to analyze synonymy, antonymy, paronymy and polysemy of terms; - Gives the chance to study the richness of business terminology by the analysis of economic terms in economic texts; - Automates compliance of terms by use of skills in the course of intensive reading. 	<ul style="list-style-type: none"> - Trains skills of the application of terms in written documents; - Teaches the features of making the written document; - Allows to clear a difference between the types of written documents made with the use of terms; - Brings closer to future professional activity; - Offers new prospects for further research when translating structural changes of semantic and syntactic distinctions. 	<ul style="list-style-type: none"> - Allows to prepare students for business communication; - Trains skills of English-language speaking on professional subjects; - Use of role-playing games allows to train the use of business terms in practice - Helps to study the difference between oral and written communication; - Promotes formation of other types of speech activity; - Contributes to the development of the professionally focused communicative colloquial competences; - Leads to the creation of conditions for the development of skills of self-education by means of the development of students' creative and research skills; - Provides cultural development of students, provides with initiative, independence and creative thinking. 	<ul style="list-style-type: none"> - Develops skills of auditory perception of information connected with professional activity; - Allows to distinguish different types of audio-documents and focus attention to the use of business terms; - Develops logical thinking by listening to the document and its analysis; - Promotes mastering terminology within the limits necessary for acquisition of knowledge in the specialty; - Increases motivational interest for further professional activity; - Allows to learn modern language, new relevant expressions and word units; - Increases the level of social-linguistic and socio-cultural competence of students.

The relevant use of business terminology facilitates the understanding of all economic processes. The economic term holds a specific place in studying of business English at all stages of mastering it in the system of higher economic education as acts not only as a knowledge element, but also as the verbal sign which fixes such knowledge.

For better understanding, assimilation and remembering of business English terminology within business English learning by future specialists in economic specialties next steps to be defined. Firstly, it is advisable to organize the careful pretext, text and post text activity of students, directed towards the effective assimilation of business terminology. Secondly, it should be noted that the knowledge about business language distinctive features will allow teachers to prepare students for the effective working and further use of business terminology in their future professional activity. As practice shows, the knowledge of language phenomena will give the opportunity to enrich vocabulary, understand the slightest nuances of the use of this or that term, have better comprehension of economic problems, develop language skills and socio-linguistic competence of students. Thirdly, the work on business terms has to be based on the development of all four language competences that will result in comprehensive development of oral and written language skills of future economists.

Mastering economic terminology gives Economics students the chance to bring closer theoretical knowledge to practice, support theoretical installations with consideration of practical tasks and anticipate future practical components of further professional activity. Mastering economic terms will give students the chance to have the facilitated access to many sources of information and wide use of various Internet resources for the purpose of improvement of the acquired knowledge, to carry out the analysis of information sources on current economic problems and active scientific work conducted by undergraduates of economic specialties.

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