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**LEARNING OF RUSSIAN TERMINOLOGY
BY FOREIGN STUDENTS MAJORING
IN ECONOMICS AS A KEY ELEMENT
OF THEIR PROFESSIONAL COMPETENCE**

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The article deals with the problem of the methodical work organization focused on teaching foreign language learners terminological units of economics for training their professional communication. The main ways of mastering the economic terminology by foreign students have been analyzed in the paper. The basic stages of the process of special lexical units study as well as the criteria and principals of educational and methodical materials selection have been outlined. The set of exercises providing economic terms learning and special vocabulary systematic actualization have been suggested.

Key words: communicative professional competence, receptive and expressive lexical skills, semantization of terms, term system.

Ніколаснко В.В. Вивчення російської термінології студентами-іноземцями економічних спеціальностей як ключовий момент формування їхньої професійної компетенції. Стаття присвячена проблемі організації методичної роботи, спрямованої на навчання інофонів економічних термінологічних одиниць з метою навчання професійного спілкування. Виділено три основні етапи процесу вивчення спеціальних лексичних одиниць, критерії та принципи відбору навчально-методичних матеріалів. Запропоновано систему вправ, що дозволяють забезпечити засвоєння економічної термінології і систематичну актуалізацію спеціальної лексики.

Ключові слова: комунікативна професійна компетентність, рецептивні та репродуктивні лексичні навички, семантизація термінів, терміносистема.

Николаенко В.В. Изучение русской терминологии студентами-иностранцами экономических специальностей как ключевой момент формирования их профессиональной компетенции. Статья посвящена проблеме организации методической работы, направленной на обучение инофонов экономическим терминологическим единицам с целью обучения профессиональному общению. Выделены основные этапы процесса изучения специальных лексических единиц, критерии и принципы отбора

учебно-методических материалов. Предложена система упражнений, позволяющих обеспечить усвоение экономической терминологии и систематическую актуализацию специальной лексики.

Ключевые слова: коммуникативная профессиональная компетентность, рецептивные и репродуктивные лексические навыки, семантизация терминов, терминосистема.

Introduction. In teaching Russian for Specific Purposes, however, no one argues that the scope of specialized vocabulary is a primary goal. Up to now, teaching Russian for Specific Purposes, particularly teaching professional vocabulary, has still been far from satisfaction. With many similar characteristics and a number of different features in comparison with General Russian, it is viewed as something hard to teach for language teachers.

Language specialization is an important main motivation for Russian foreign students' pragmatic learning. In this context the mastering of professional terminology as an integral component of their professional competence gets a big importance. Speaking about the professional terminological system we mean a set of general and special terms and words, phrases, abbreviations, acronyms, clichés and other things which characterize the particular field of study.

Most of the students say that they have to deal with a wide range of unfamiliar words and cope with the constantly growing specialized vocabulary. It is difficult for them to study terms taking into consideration their limited knowledge of Russian economic vocabulary. They often learn vocabulary passively through their teachers' explanation. There are also too many new words given to them at each lesson and lack of time for memorizing and revising these words. The teachers of Russian for Economists themselves face a lot of difficulties while teaching vocabulary. At first, the difficulties appear because of the lack of specialized knowledge that makes teachers fail to provide every reasonable explanation. In addition, it is difficult for teachers to understand a lot of terminology, complicated structures and numerous expressions.

The main part. Scientific papers by G. Grynyuk, T. Vdovin, N. Gez, G. Barabanova, K. Matuchin, D. Cusco, N. Galskova and many others are dedicated to the creating of the specific pedagogical technology and

approaches that underlie their application in foreign language professional vocabulary learning.

Terminology is a special technical language used in a particular field of interest also called Language for Special Purposes (LSP) [9: 8]. In this context we define the term “*term system*” as an organized set of terms in a special language, serving for the communication needs in a specific area of knowledge [2].

The “term” is a special word or phrase denoting concept in the system of professional knowledge concepts of a particular area and which is used for specific purposes [10].

Economic term system as a special principle of encoding, storage and transfer of the scientific knowledge includes the following groups of lexical units:

1) terms used for basic vocabulary (basic terms), for example: *interest rate* (rus. процентная ставка), *futures credit* (rus. фьючерсные кредиты); location of production (rus. размещение производства); 2) terms, borrowed from the other disciplines and areas, for example: *unit of measure* (rus. единица измерения), *economic submission policy* (rus. политика экономического подчинения).

The monitoring of the specialized terminology development process was carried out on the material of the most frequently used terms related to the topics studied and selected from the financial and economic terminology dictionaries as well as Russian textbooks for economic specialities. Selected materials are not only a learning tool, but also a source of professional information.

The **aim** of this paper is to reveal the specifics of teaching the first-second foreign students the economic vocabulary of Russian language as the basis of their professional competence.

The following **tasks** of the article are: to examine the ways of forming lexical competence of students of economics; to identify the criteria for the selection of lexical units to form professional competence and stages of understanding; to determine the structure of a set of exercises aimed at mastering terminology while reading special texts.

Lexical aspect of professionally oriented learning of economists has certain characteristics. Mastering the Russian professional vocabulary is a long and hardworking process that includes the unlimited accumulation

and widening of students' vocabulary, above all, the terminology and using it in different types of speech activity – listening, speaking, reading and writing.

The lexical skills forming is the central point of the teaching professional lexical vocabulary. The following **lexical skills** should be formed:

a) *receptive lexical skills* which serve for the recognition and understanding of the terms while reading and listening;

b) *reproductive (expressive) lexical skills* which help to use terms correctly in speaking and writing activity on the basis of grammatical structures according to an appropriate situation and a purpose of communication;

c) *guessing skills*, sometimes called “inferencing”, involve using a wide variety of clues – linguistic and non-linguistic – to guess the meaning when the learner doesn't know all the words [10].

d) *skills of using various types of dictionaries* (bilingual / monolingual, thematic, etc.) [6].

In the selection of special texts we chose the following **criteria**:

1) vocational and practical orientations of the texts. If it should suit the learners' needs and interests;

2) informativity and novelty of professional information;

3) a naturally occurring piece of communication. It could be possible to adapt or re-write texts at a later stage of learning, it would improve the pedagogic usefulness of the text;

4) involving students into useful professional classroom activities;

5) different genres of professional texts;

6) simplicity of presentation;

7) linguistic criterion. It means that texts should be saturated with specific linguistic units, primarily with economic terms. The terms carry the main meaning in the text and help to form the vocabulary of a specialist.

To develop a foreign language lexical professional competence of economists the texts of different genres may include: encyclopedic articles, publications of experimental results, articles from specialized journals or Internet resources as well as instructions, brochures and booklets as the perfect examples of professional vocabulary usage.

As a result, we can recommend the selection of terms based on the following **principles**: 1) the principle of necessity and sufficiency (clear definition of the selected items according to its educational goals and

objectives); 2) the principle of actuality and accessibility (it should correspond to the level of cognitive development of the students); 3) the methodological principle (including thematic and semantic criteria); 4) the linguistic principle (taking into account the criterion of compatibility, informative values and stylistic variety); 5) the principle of communicative needs (based on generating of students' communicative utterances); 6) the integrational principle (the selection of materials taken from the relevant disciplines, such as "Introduction to the profession", "Fundamentals of economics", etc.

When learning the Russian language by students of economics department it is necessary to pay special attention to the selection of lexical material. In the process of analysis it was determined the amount of different words in economical texts. Thus, the common literary words constitute 72% of all analyzed words (for example: *бюджет, национальный доход, деньги, потребление, экспорт, импорт, производственные отношения, производительные силы, капитал, производство, базис, надстройка, спрос, предложение, товар, товарооборот, стоимость, цена, прибавочный продукт* and others), Russian economical terms constitute 19% and words with terminated meaning constitute 9% of all analyzed words.

Although the terms occupy a very small part of the lexical structure of a scientific language of the economy, but there is no doubt that "terminology is recognized to be one of the leading and essential features of the scientific style" (*my translation – V.N.*) [3: 84].

Another important issue in teaching professional vocabulary is the necessity of taking into account the fact that the common literary words operating and combining with the economic terms obtain the new meaning (for example: *акционерные общества, семейные предприятия, товарный голод, оздоровление рынка, кризис неплатежей, процедура банкротства, промышленные и биржевые группировки, биржевые сделки, биржевые маклеры* and others).

The most important morphological features typical for economic terminology were found in the scientific texts.

Suffix *-ант* really used in the past became active (for example: *подписант, коммерсант, акцентант*). However, the amount of words without suffixes are spread (for example: *нал, безнал, евро, опт, навар, зелень (доллары)*). We should mention and take into account that most of them are generally used in economic slang nowadays. It is

often highly important and useful in professional spoken language to know and understand such kind of words.

Creating nouns from the roots which were not used in such constructions before the suffixes *-ость, -ство* is widely used nowadays (for example: *спонсорство, ипотечность*).

Besides suffixes mentioned above, we can also single out a productive suffix *-тель*, with the help of which verbal nouns are formed (for example: *покупатель, получатель, держатель, предъявитель, доверитель, поручитель, потребитель, наниматель*).

The most productive prefixes in the area of nominal word formation are *не-, недо-, пере-, пред-, со-, суб-, под-, ре-* (for example: *неплатеж, непроплата, недопоставка, перестрахование, предоплата, совладелец, субаренда, поднайм, реэкспорт*).

As to adjectives, they are formed not so often as nouns.

In the production of relative adjectives the most productive suffixes are *-н (ый), -ов (ый), -ск (ий)* (for example: *кредит – кредитный, консалтинг – консалтинговый, логистика – логистический, банкир – банкирский*).

Such productive verb suffixes as *-ирова-ть, -изирова-ть, -ова-ть* are used in the area of nominative word formation (for example: *спонсировать, конкурировать*).

The high level of productivity is found in word-forming elements of a foreign origin: prefixes, suffixes, producing bases (for example: *квазирынок, супербогач*).

The results we got are used to improve the effective methods of teaching economics students terminological vocabulary of the Russian language.

Thus, we concluded that the terminological lexicon as an economic sublanguage has its own specific features.

Denoting the features of text selection and lexical material, let us suggest the set of exercises aimed at mastering economic terminology for foreign students.

Three stages of learning terminology vocabulary were singled out:

Stage I – presentation and semantization. This stage is aimed at perception, semantization and initial consolidation of economic terms. It includes pre-text exercises with terms, intended for identification and understanding the economic terms, synonyms / antonyms, forming phrases

and finding terms equivalents in their native language. This stage includes the activation of background knowledge of students and the possible elimination of linguistic and semantic difficulties. The connections with other aspects of the language (grammar and phonetics) are determined as well. The following tasks are suggested:

- Read and define the terms. Give English equivalents.
- Read the text/article, guess the meaning of the new terms (professional words, international words). Choose the correct variant in a dictionary.
- Read the text/article and find all the words connected with the sphere of your future professional activity.
- Read the text/article and say what special terms (given below) help to express the main idea of the text.
- Read the text/article and find the key words on the topic used in the text/article not less than twice or four times.
- Write down nouns formed from the following verbs (*включать, проникать, анализировать, etc.*).
- What do these abbreviations stand for (*ВТО, ВВП, НДС, МВФ*)?
- Choose the word which doesn't fit.
- Match the words on the left with the words on the right to make collocations.
- For each of the following definitions find the term which it explains.
- Match the following terms with their definitions.
- Read the text/article and using the professional vocabulary ask: *how it is characterized..., what is reported what information is given about... etc.*
- Read the text/article, find variants of the given statements and say what they inform about.

On the whole, these exercises are mainly non-communicative, perceptive or reproductive, completely controlled with hearing or visual formal supports.

Stage II – further consolidation and automation of the terms usage.

This stage is characterized by a number of exercises for finding terms in the texts, building associative links, training the ability to operate on terms at the level of a sentence and phrase unity. As an example:

- What do you know about...? The text you are going to read will help you to find the answer to this question.

- Can you predict judging by the title what the following text will be about?
- While reading fill in the gaps in the text with one of the following terms.
- Read the text/article and write down a group of words with a certain component, point out all the means/resources/facilities combining words into a single group.
- While reading fill in the following table.
- Complete the sentences using the terms.
- Tell in what context the following terms were used.
- Paraphrase the sentences using the terms from the text.
- Divide the text into passages and give the main idea of each passage.
- Read the passage of the text/article and say what a key term in relation to the main theme is.
- Read the text/article and say what special vocabulary is used by the author for describing something.
- Read the text/article and find lexical terms used by the author for proving or disproving a certain statement.
- Read the text/article and find the passage being an invariant of the following statements.

Such exercises are used for comparison, compilation, selection, classification of various problems of professional speech and the extending of the structure of a terminological field in the speech activity of students [5: 128].

Stage III – the improving of lexical skills and the control of learning terminology lexicon – are provided, by after-reading exercises to test the understanding of the contents of a professional text, its main and minor facts; and this stage also provides conscious and creative operating of terms in oral (monologue and dialogue) and written speeches, activity which can be used during the discussions and role-playing games or when writing abstracts and summaries. These exercises can be communicative and non-communicative, perception and production exercises providing availability for professional speech situations and motivated communicative tasks. As an example:

- Tell whether the statements are true or false.
- Using the scheme/plan express the main content of the text/article.
- Make up the statement using the plan.
- Comment on the statements/quotations from the text.

- Study the table (scheme, diagram) and analyze the information presented in it.
- Work in pairs and discuss possible advantages and disadvantages of ...
- Read/listen to the dialogue, reproduce it trying to restore the parts of the interlocutors.
- Compose a dialogue/polylogue on professional topic.
- Prepare a short speech for or against one of the following ideas.
- Choose the annotation of the text from the suggested ones below.
- Write an essay using special vocabulary (in a bold type) of the original text.
- Make a presentation on an electronic media using the information from 2 or 3 resources.

It should be mentioned that all tasks to after-reading exercises must be formulated in order to prepare students for making critical analysis of the text for reading and to perform their own monologues and dialogues using their active terminology vocabulary.

Conclusion. Summing up the specifics of the work with terminology and the ways of forming the terminological competence of students of economics we can draw the following conclusions:

1. Knowledge of specialized terminology for the future professional activity develops not only Russian language lexical competence of students, but also creates the conditions for the professionally oriented communicative competence.

2. The main ways of formation of the terminological competence of future economists include the authentic professional literature for reading, discussions and conferences, working with business documents, annotation and annotating professionally oriented texts.

3. The learning of terminological vocabulary becomes more successful if the right selection of lexical material included in the educational process is made.

4. The process of learning has the stages of perception, reproduction and leads to the creation by students their own professional texts. Given set of exercises will teach them to use the economic terminology correctly in the process of their professional communication.

Nevertheless, there are still some important issues that require further research and methodical studies. The prospect for further research is

forming a vocabulary of lexical items of economics according to the described principles and criteria for the selection of educational material.

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