

3.2 Ways to develop the English lexical competence as a prerequisite to practical mastering professionally oriented English

Development of the English lexical competence greatly depends of linguistic and methodical aspects, which are significant in terms of willful learning and use of the language potential as a condition of acquiring communicative and language skills. In the course of foreign language learning, such linguistic materials are primarily represented by specialized vocabulary of the corresponding specialty, which is mastered by students at higher education establishments. In other terms, language training of students “demands both specialized practical and theoretical learning, as well as mandatory learning of the appropriate sublanguage, which is based on the specialized vocabulary consisting of a specific system of terms” [184, p. 7].

Mastering vocabulary of a language is also important to grasp the idea of grammar forms of a word or a phrase, which is heard, read or said by a person. The very knowledge and skills of vocabulary in combination with the grammatical, phonetic and other aspects of the language as a system, are constituents of the linguistic (language) competence regardless of the sociolinguistic meaning of their variants and of the pragmatic functions of their implementation [170, p. 13].

Considering the linguistic and methodological aspects of developing lexical competence with the stress on the students' interactive learning of terminology as an essential but complicated task, it is necessary to analyze the processes of mutual impact and interaction of English economic terms and English general vocabulary.

While studying the processes of interacting terms and words of general language, it is important to know that researchers have set some regularities to find analogies, association relations or other methodically justified instruments of their learning. First, according to H.V. Barabanova, by combining with terms, words of general vocabulary tend to become terms, i.e. they obtain the features of “definitive phrases” [168, p. 8]. For instance, the word *budget* (бюджет) is widely used in the general language, but by combining with the term *surplus* (позитивне сальдо), gets terminological meaning *budget surplus* (позитивне сальдо бюджету). The same is true about other

terminological phrases, e.g. *capital gains* (приріст капіталу); *market equilibrium* (ринкова рівновага); *transfer payment* (трансфертний платіж), etc. In the mentioned terminological phrases, only one member is a real term, whereas another one is just a word of general sense. It provides for the important conclusion that if terms are derived or originate from general vocabulary, already learn by students at the previous stages of the foreign language learning, the factor significantly facilitate semantization of such terminological units and accelerates their learning.

The second regularity is manifested in production of mostly “stable formations of the general scientific metalanguage” in case of combining words of general vocabulary [169, p. 8]: *absolute advantage* (абсолютна перевага); *current account* (поточний рахунок); *durable goods* (товари тривалого користування), etc. Those processes confirm that general vocabulary and terminology stay in close dependence and thus, common words acquire terminological meaning, but terminological ones can be used in general meaning. Considering the above-described objective processes of interdependence of terms and general vocabulary taking place in development of the language vocabulary system, one can assume that the phenomenon is positive for learning specialized vocabulary by students because they can guess meaning of terminological units and broaden their professional vocabulary basing on already known words of general vocabulary.

According to A.S. Diakov, one of the factors facilitating the process of learning specialized economic vocabulary is absence of polysemy and expressiveness, which are particular for the words of general vocabulary [171, p.20]. That process positively influences development of students’ language guess, broadens their opportunities of non-translation semantization and fast learning of such terms. For instance, by knowing the primary meaning of the English general word *dumping* - „вивалювання, скидання” („discharge, dropping”), one can guess meaning of the term “dumping” - „вивезення товарів з країни за кордон за цінами, нижчими, ніж у цій країні або на світовому ринку з метою усунення конкурентів і захоплення зовнішніх ринків” (definition by M.L. Osadchuk) (“the export of a product at a price that is lower

in the foreign market than the price charged in the exporter's domestic market”) [178, p. 51].

Another factor, simplifying the process of perception, comprehension and learning terms, is determined by extension of the social and economic relations and trading in the course of society historical development. It has finally caused formation of a layer of so-called international vocabulary, having identical or similar phonetic and graphic equivalents in many languages. It means that due to migration processes, English economic terms are adapted to the grammar norms of foreign languages, often preserving their graphic or audio similarity. Scientists consider that the current trends of internationalization of English terms in economic field (*barter* - бартер; *dealer* - дилер; *rent* – рента (орендна плата) and many others) are caused by the integration and globalization processes in the world and have a dominating impact on the terminological systems of other languages and other scientific branches [171, p. 117]. Graduate economics students usually possess a rather developed conceptual apparatus of specialized courses and broad knowledge of international economic terms in the native language. Therefore, it positively influences the speed and quality of learning international words, their forms and meaning, and is a favorable factor to facilitate their semantization and proper use in communication.

On the other hand, there are factors hindering the process of perception, comprehension and use of terminological vocabulary of the economic sublanguage. In N.V. Misnyk’s opinion, one of those factors is caused by the peculiarity of English economic vocabulary, particularly the process of terminologisation that causes terminological units become commonly used in general language [176, p. 33]. In other words, it is the process of migrating the words of terminology into the category of common vocabulary, and the phenomenon “is accompanied by transformation of the stylistic potential of that vocabulary: smoothing the functional and stylistic connotations, and neutralization of the normative one” [179, p. 18].

To create the methodology of interactive training of the English lexical competence, providing knowledge of terminological vocabulary for the economics students and developing skills to recognize and understand terminological units in

English specialized texts, as well as the ability to use specialized vocabulary while communicating on professional issues, it is necessary to make selection and methodological typology of English economic terms by the degree of learning complexity.

When choosing and using authentic English economic texts as a source of terminological vocabulary, one should consider the following factors:

- original English texts are valuable informational and educative materials, which complement the specialized knowledge acquired by students, ensure effect of the principles between the subject coordination and professional orientation of the foreign language learning;
- specialized texts are examples of scientific prose, a model of presenting economic notions and categories by means of that foreign language that can serve as a sample of creating a personal secondary text while writing reports and other creative works, a foundation for wording thoughts and a motivation stimulus to produce professionally oriented speech;
- authentic texts are the source of vocabulary and students' background knowledge in the specialty, the example of terminological vocabulary in context that "helps to narrow and specify a possible meaning of words" [168, p. 106], as well as to explain the meaning and to identify the cases of the terminological unit use in compliance with the set language regularities and standards;
- texts serve as motivation for students' intellectual and speaking activity during interactive communication on the base of the read materials, supplying a wide range of terms and language formulas of scientific register, models of behavior in business communication, stereotype phrases, i.e. the tools to produce personal expressions in the corresponding situations.

Economics students can enrich their vocabulary by reading authentic English materials in the form of business letters, contracts, agreements, declarations, leaflets of firms and companies, minutes of business meetings, price-lists, etc. Such diversity of authentic materials can be found in real life and is not deliberately created for the purpose of the foreign language learning. They contain factorial information, full of

terms, and are the examples of language norms of the foreign business communication style, as well as include extra linguistic information, which acts as a driving force of the foreign language learning.

When choosing English terms of economic sublanguage from specialized authentic sources of the scientific and economic discourse, one should follow such criteria: 1) professional orientation; 2) adequacy of materials to the learning goals; 3) frequency; 4) practical necessity; 5) topicality. Authors of the research consider the above-mentioned criteria of selecting specialized vocabulary comply with the goals and tasks of professionally oriented learning of foreign languages and the methodology of developing the English vocabulary competence by means of interactive learning.

Interactive learning of English terminological vocabulary by economics students is based on a complex of exercises. Exercises are considered the main methodic tools to advance and manage the learning activity. The correctly built series of exercises make the leaning process rational, focused, communicative and effective [182].

Analysis of the theoretical researches, devoted to the problems of composing exercises for learning foreign languages (I.L. Bim, N.I. Hez, B.A. Lapidus, M.V. Liakhovytskyi, V.M. Plakhotnyk, H.V. Rohova, V.L. Skalkin, N.K. Skliarenko, O.B. Tarnopolskyi, T. Hutchinson, D. Nunan, P. Ur and others) has contributed to shaping the following requirements to composing exercises in context of interactive developing the lexical competence:

1) instructions to exercises should focus students' attention on a wide use of interactive forms of communicative interaction between the subjects of learning activity in the process of joint performance of the set tasks in order to train and learn the chosen lexical materials;

2) dominating types of exercises should be conditionally communicative and communicative, because their tasks are motivated and involve a communicative intention and stimulus to make progress in the foreign language learning, as well as to appeal to the addressee in communication situations [170, p. 95; 179, p. 40; 182, p. 96];

3) exercises should be clearly structured, consist of three parts, namely instructive, executive, and control [170, p. 97] and should involve the main methodic instruments of their performing, i.e. analysis, comparison, transformation, combination, choice, translation and others ;

4) exercises should comply with the principle of a complex and gradual development of the foreign language competence and skills in different kinds of language activities, determined by the students' needs and interests;

5) due to the necessity to implement the methodic approach which suggests regarding to the native language, it is possible to compose double-language exercises and to use tasks on making direct and reverse translation as a method for students to develop "a new individual language stereotype" [174, p. 67; 180, p. 12].

By consolidating different scientific opinions on the stages of mastering foreign vocabulary and referring to the necessity of practical implementation of the methodology of interactive learning of vocabulary in compliance with the developed conceptual fundamentals, the authors of the article consider that the process of developing lexical competence by economics students should reasonably involve three stages, namely:

1. Stage of presentation and semantization of lexical units and creation of the approximate basis as a necessary condition for developing the lexical competence.
2. Stage of automation of the students' use of lexical materials at the level of words, sentences and supraphrase units.
3. Stage of automation of the students' use of vocabulary in communication at the text level and control for the students' progress.

Typical exercises for the initial stage of forming lexical competence include receptive, receptive and reproductive, conditionally communicative ones. Since formation of the lexical competence, similar to the total process of learning foreign languages by economics students, is based on working with specialized texts, the exercises of the first stage are composed in a group of pre-text exercises of such kinds: nomination and differentiation of lexical units, substitutions and transformation, explaining the meaning of new words and choice of their Ukrainian equivalents,

grouping and composing word families, search for definitions in the specialized texts and making phrases and sentences containing new words.

Tasks of the second stage of interactive formation of the lexical competence by economics students aim to further train lexical units, develop automatic use of them, particularly terms of economic sublanguage at the level of words, sentences and supraphrase levels. At that stage, typical exercises are reproductive, receptive and productive, conditionally communicative, and communicative ones, which are composed in a group of text exercises. The main kinds of exercises suggest searching for the needed lexical units in the text, comprehension of their meaning in the context, reproduction and production of terms.

Analysis of the exercises of the final stage of forming the lexical competence confirms they are aiming at the further improvement and automation of the actions with new lexical units at the level of a supraphrase unit (SPhU) and text in the conditions close to the real foreign-language communication. Practical application of the lexical materials mastered at that stage happens in the interactive forms of common learning activity of the problematic and search character and is accompanied by a systematic control and self-control of the correctness of students' accomplishment of the logical and communicative operations with the vocabulary, evaluation of the level of developed lexical competence. The types of exercises used at the stage are receptive and reproductive, productive exercises of a lower and higher level, conditionally communicative and communicative ones, which are grouped into post-reading exercises.

The main goal of the group of post-reading exercises is to train stable automatisms of speaking activity by using lexical units at the level of SPhU and text that is possible in the process of interactive communication, which involves exchange of professional information or discussing on the ways of solving production problems, business games and simulation, presentations and discussions on the individual training and research tasks, etc.

At that stage, one can also use exercises on learning terminological vocabulary "in the process of individual creative and search activity" [172, p. 5] when producing

written messages of the text level: composing glossary to the read specialized texts and writing summaries, choosing key terms and making plan of the text, choosing and transforming some sentences from the text to present the main idea of the specialized text in a written form, finding factorial information and creating legends to schemes, graphs and charts, etc. By doing such exercises, students develop logics of presenting their thoughts, polish their language style and develop skills of written language that is actual in the period of expanding business contacts with foreign partners.

Basing on the analysis of scientific and pedagogical, as well as methodological literature and referring to the set tasks of the research, the authors provide scientific substantiation of the theoretical fundamentals of creating the methodology of developing the English language competence by economics students by means of interactive learning. Credibility of the obtained results is confirmed by the fact that the proposed methodology correlates with the main ideas of the competence activity and the cognitive and communicative approaches to learning students of non-linguistic universities, as well as is developed with consideration of modern theoretical findings of the psychological and pedagogical science and practical experience of teaching professional foreign languages. Therefore, implementation of the methodology of developing lexical competence by means of interactive learning under favorable didactic conditions should provide for the communicative orientation and professional focus of the educating activity on mastering lexical materials by students, support building a professionally oriented paradigm of the foreign language training of future specialists in the field of international economics and management.

Scientific value of the present research is in substantiation of the relevance of using different organizational forms and means of interactive activity in the process of learning specialized vocabulary by economics students, creative interpretation of the general didactic and methodic principles of interactive learning of English economic vocabulary, as well as argumentation of the didactic basis for developing the lexical competence. The authors of the article have made attempts to justify the criteria and procedure of selecting English lexical materials, to create theoretical foundation for developing a complex of exercises and a cyclic and thematic model of teaching

economics students in order to develop the lexical competence by means of interactive learning in conditions of the credit and modular system of the educational process organization.

Complying with the goals and tasks of the present research, and using scientific recommendations, the authors have modified the criteria of selecting specialized authentic texts as the source of terminological vocabulary, and afterwards have defined criteria of the lexical materials choice. The findings of the conducted research and consolidated analysis of the methodic literature and personal experience can be used to create a cyclic and thematic model to organize the educational process for developing the lexical competence by higher education students.