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USING THE TRAINING GLOSSARY IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE AS A MEANS OF DEVELOPING FOREIGN LANGUAGE LEXICAL COMPETENCE

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Abstract

This article is devoted to the use of the glossary in the process of teaching a foreign language to students of economic specialties of the Financial University. The article discusses the features of compiling an educational glossary and its application in educational and test tasks. The importance of the educational glossary as an effective means of forming foreign language lexical competence is emphasized.

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Despite the fact that interest in theoretical and applied problems of terminology in modern linguistics has greatly increased, there are still a sufficient number of terminological problems. So an unambiguous understanding and use of professional terms is extremely important in the process of teaching a professionally oriented foreign language. Terms are the main component of the scientific style; therefore, the degree of perception of any scientific information largely depends on the knowledge of special terms. Knowledge of professional terms indicates the presence of professional competence. However, as practical research has shown, work on the study and use of terms in the process of teaching a foreign language can become a means of forming foreign language lexical competence. The leading role in the process of achieving this goal is played by linguistic (linguistic) competence, which includes lexical competence. Lexical competence is understood as knowledge of the vocabulary of the language, including lexical and grammatical elements, and the ability to use them in speech.

As a means of forming students' lexical competence, the educational glossary requires special attention. Now training courses are usually supplied with an appendix - a brief glossary of basic terms that are included in the methodological infrastructure of a textbook or educational and methodological complex in a professional foreign language. One of the purposes of such glossaries is to alleviate many of the difficulties associated with inaccurate understanding of English terms and their misuse. This task is not only of theoretical importance, but also of great practical importance for teaching a foreign language in the conditions of Russian higher education, being part of the methodology of teaching foreign languages. The future specialist, even within the framework of professional training at the university,

should be aware that in his work he will have to systematically improve his professional qualifications. More and more important is the self-education of students, which should be understood as a learning activity independently organized by the student to meet his needs for self-development and personal growth.

In addition to this criterion, there are a number of requirements for the educational glossary, such as:

- focus on the development of educational foreign language lexical competence;
- the need to implement not only an educational and reference, but also an activity-forming function;
- compliance with the general learning objectives, learning stage, within which this educational glossary is used;
- compliance with the methodological principles of vocabulary selection;
- the presence of an indicative basis in the form of specialized knowledge in the development of skills;
- taking into account the stages of development of skills with increasing independence;
- Orientation to the search and creative nature of the developed independent activity.

For a terminological system, the most favorable situation is one in which there is no synonymy, homonymy and polysemy. If we single out terminological phrases of a noun and an adjective, then it is important to determine the homogeneity of definitions with a noun, regardless of the number of words included in it. For example, friendly takeover, current asset, big business, checking account.

Another significant feature of terminological vocabulary is its nominal character due to the fact that there are more nouns in terminology than other parts of speech, which most often can act as elements of a compound term, but do not have a terminating meaning themselves. For example, a state-charted bank, growth-sustaining policies, going concern. In the process of compiling an educational glossary of financial and economic terms, it was necessary to record all those phrases that denote various professional concepts related to the basic concept, such as “part - whole”, “genus - species”. The number of significant words in a phrase can vary from two to six. For example, short-term investment, money market mutual funds, long-term liabilities, off-balance-sheet activities.

In the process of translating terms from a foreign language into Russian, a difficulty often arises due to the discrepancy between the volume of word meanings in the two languages. Thus, there are a fairly large number of terms in English, the translation of which into Russian requires the use of detailed syntactic constructions or subordinate clauses, which makes the definition rather cumbersome and sometimes vague. For example, off-balance-sheet financing is financing that is not reflected in the balance sheet and thus does not affect the company's creditworthiness; horizontal merger - a merger of companies of the same specialization to achieve cost savings and reduce competition; vertical integration is the integration into a single technological process of all or the main links of production and circulation.

It is also not uncommon for English economic and financial terms to use abbreviations, since the term itself can consist of three or more words, which also causes some difficulty in translation, making the definition large in volume. For example, MBI (management buy-in) - the purchase by managers of a controlling stake in another company; OMOs (open-market operations) - purchase and sale of government securities (mainly short-term treasury bills); EBITDA (Earnings before Interest, Taxes, Depreciation and Amortization) is an analytical indicator equal to the volume of profit before taxes, depreciation and interest on loans.

There are elements of allusion among the terms, such as Lady Macbeth Strategy, a corporate takeover strategy in which a third party poses as a white knight to gain credibility, but then turns away and teams

up with unfriendly bidders; Kamikaze Defense is a risky action; White Knight - A friendly investor who makes a new, better takeover bid for a company that is already the target of a hostile takeover attempt by a "black knight"; Yellow Knight, a company that initially tried to take over the target company, but subsequently made a softer offer to merge both companies.

These terms can also cause certain difficulties in their translation, as they require additional explanation and have a link to any historical and literary characters.

The use of a glossary in teaching professionally oriented English contributes to the formation of logical thinking in students, develops the ability to build foreign language statements using subject terminology, helps to avoid grammatical, lexical and syntactical errors and allows them to give a detailed reasoned answer. The use of definitions in the process of foreign language communication in a given context removes lexical and grammatical difficulties and allows students to achieve a certain fluency in the use of terminology and a fairly high rate of speech in the process of conducting discussions or analyzing educational situations. Thus, students activate and expand the stock of professionally oriented vocabulary, memory, semantic content of terms and, consequently, success in mastering a foreign language of the specialty. This, in turn, increases students' self-esteem and motivation to further study material that is personally significant for them.

Analytical reading of specialized literature in a foreign language, preparation of reports, essays and presentations, preliminary work to solve a case are greatly facilitated by the presence of a certain terminological stock in the student. The student's ability to operate with the studied definitions of professional terms facilitates the search for the necessary information, significantly enriches his own vocabulary by discussing what he has read and analyzed and further active use of the learned terms. Thus, the student gradually comes to the need for systematic reading of literature in the specialty, which is a manifestation of the self-educational function of a foreign language.

All the above advantages of using a glossary in teaching students of economic specialties a professionally oriented foreign language allow us to conclude that in the process of studying terms and using them in professional communication, a foreign language lexical competence is formed.

Literature

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