

**ИСПОЛЬЗОВАНИЕ ВИДЕОРЕСУРСОВ В ПРОЦЕССЕ ОБУЧЕНИЯ
ПРОФЕССИОНАЛЬНОЙ ЛЕКСИКЕ АНГЛИЙСКОГО ЯЗЫКА**
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**USING VIDEO RESOURCES IN TEACHING PROFESSIONAL
ENGLISH VOCABULARY**
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Аннотация. Статья посвящена проблемам обучения профессиональной лексике английского языка. В данной статье рассматриваются приемы и методы работы по обогащению словарного запаса студентов лингвистических специальностей. Особое внимание уделяется работе с видеоматериалами, направленной на развитие у учащихся навыков восприятия иноязычной речи на слух.

Ключевые слова: профессиональная лексика, лингвистический профиль, внешнеэкономическая деятельность, восприятие речи на слух.

Abstract. This article examines the challenges of teaching professional English vocabulary. It examines techniques and methods for enriching the vocabulary of students majoring in linguistics. Particular attention is paid to working with video materials aimed at developing students' listening skills.

Keywords: professional vocabulary, linguistic profile, foreign economic activity, listening comprehension.

The issues of intercultural communication and mutual understanding between representatives of different cultures have for many years attracted keen interest from linguists, methodologists, teachers, and representatives of other professions directly related to economics and business. This interest stems from the fact that, as companies expand globally, they need to establish business contacts and achieve the highest level of mutual understanding with foreign partners, which directly impacts their success and future development prospects.

Therefore, training specialists in linguistics in the field of foreign economic activity capable of conducting intercultural communication in foreign languages at the appropriate professional level is particularly relevant. One of the key disciplines in the curriculum for specialists in the field of "Linguistic Support for Intercultural Communications (Foreign Economic Activity)" is the discipline "First Foreign Language. Professional Vocabulary (Economic Activity)".

It should be noted that designing an English for Special Purposes course is a complex process as such a course is aimed at meeting the needs of students not just in a specific field but often in a very narrow specialization [3, p. 19]. Another difficulty in studying professional vocabulary is due to the vast number of terms that linguistic students must master when studying this course.

A number of studies conducted in the field of education have shown that when teaching a professionally oriented foreign language, students require special conditions and a variety of learning activities, methods, and teaching techniques aimed at developing professional skills [1, p. 256]. One of such conditions is equal attention to the development of both productive (speaking and writing) and receptive (reading and listening comprehension) skills.

This article will examine techniques that allow for more effective language training of linguistic students when teaching them a professionally oriented foreign language.

As noted earlier, foreign language classes require a variety of teaching methods and techniques, while simultaneously combining various types of activities. Thus, when studying the course "First Foreign Language. Professional Vocabulary (Economic Activity)" course, the author's electronic study guide, 'Watch, Listen, and Understand' [2] is actively used.

The main goal of this study guide is to develop listening skills for professionally oriented speech, as well as vocabulary skills on economic topics covered by the curriculum for the discipline.

This study guide is designed for both classroom and independent work of students with the aim of enhancing their vocabulary and listening skills for professionally oriented speech. It includes materials on the following vocabulary topics: "Economics," "Economic Cycle," "Company and Company Structure," "Management," "Money," "Marketing," and "Products and Production" [2].

A distinctive feature of this study guide is the use of video materials, on the basis of which the practical assignments are developed.

Thus, when studying the topic "Marketing," students are introduced to the concept of "market research". Before watching the video on this topic, students are asked to answer several questions and work with active vocabulary.

HOW TO DO MARKET RESEARCH!

Before you watch the video:

Task 1. Answer the questions.

1. What is marketing?
2. What are the main elements of marketing?

Task 2. Consult the dictionary and translate the following words and word combinations from the video.

market viability

to behold

data-driven prediction

marketplace

artisanal

to get a feedback

market research

market size

growth rate

time-consuming

drawback

in the long run

findings

to lead the way

potential customer

sneaky

competitor

credit report

to be hot

to overlap

advertising strategy

secondary market

primary market

packaging

recyclable

entrepreneur

Watch the video "How to Do Market Research!" and be ready to do the following tasks.

<https://www.youtube.com/watch?v=b-hDg7699S0>

After watching the video students are offered several tasks which are intended on enriching their vocabulary on the given topic. These exercises include filling in the missing prepositions, completing the word combinations with the words from the video and answering the questions.

Task 1. Fill in the missing prepositions.

1. to succeed ... marketplace;
2. to apply ... companies;
3. to sink life savings ... market;
4. to generate reports ... something;

5. *spending ... products and services;*
6. *to grow ... average rate ... 5 %;*
7. *to decide ... a price;*
8. *to get ... the market;*
9. *to find information ... free;*
10. *to collect data ... your own;*
11. *to fill ... a survey;*
12. *to strike ... a conversation.*

Task 2. Complete the word combinations with the words from the video.

market,,,,

growth ...

advertising ...

credit ...

secondary ...

potential ...

data-driven ...

positive ...

artisanal ...

major ...

Task 3. Answer the questions.

1. *Is market research important for the sellers and producers of goods and services?*
2. *What should you do before starting your own business?*
3. *How can producers know whether there is really a market for their products?*
4. *Where can you find free market research reports?*
5. *What are the major parts of market research?*
6. *What search engines and media can help producers to find necessary information?*
7. *What is the difference between secondary and primary market research? Which one is the most effective?*
8. *What is the most effective method of collecting data?*
9. *What is meant under 'market pains'?*
10. *Can comments sections be of use in doing market research?*

Thus, modern educational technologies allow teachers to diversify their work on professional vocabulary and increase students' interest in this subject. Using this electronic resource in the classroom helps enrich students' vocabulary and develop their listening skills, which is crucial for training highly qualified linguistic specialists.

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