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Linguodidactic Foundations Of Developing Students' Professional Communicative Competence Through Economic Terminology

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ABSTRACT

This thesis examines the linguodidactic foundations of developing students' professional communicative competence through economic terminology in higher education. Particular attention is paid to the relationship between terminological knowledge, professional discourse, and communicative performance in economics-related situations. The research employs theoretical analysis, comparative interpretation, and generalization of scholarly approaches to language for specific purposes and communicative language teaching. The findings identify the importance of contextualized terminology instruction, authentic economic materials, and professionally oriented communicative activities. A methodological framework integrating terminological, linguistic, pragmatic, and discourse-based components is proposed. The study provides theoretical guidance for improving language instruction for economics students and developing their ability to communicate effectively in professional environments.

Keywords: Economic terminology, linguodidactics, professional communicative competence, economic discourse, communicative approach, terminology teaching, English for specific purposes, higher education.

INTRODUCTION

The increasing internationalization of economic activities has created new requirements for the professional language preparation of university students. Future economists must possess not only specialized disciplinary knowledge but also the ability to communicate accurately and appropriately in professional contexts. Consequently, developing professional communicative competence has become an essential objective of language education in economics-related programs.

Economic terminology plays an important role in professional communication because it enables specialists to express complex concepts, interpret financial information, and participate in discussions concerning economic processes. However, memorizing specialized vocabulary does not necessarily ensure successful communication. Students must understand the contextual meanings, functional characteristics, and communicative purposes of economic terms.

Canale and Swain [1] established that communicative competence encompasses interconnected linguistic, sociolinguistic, and strategic dimensions. Their theoretical perspective provides a foundation for understanding professional communication as a complex process involving linguistic accuracy and the appropriate application of language.

The purpose of this research is to examine the linguodidactic principles underlying the development of students' professional communicative competence through economic terminology and identify methodological opportunities for integrating specialized vocabulary into meaningful communicative activities.

The research applies a theoretical and analytical methodology based on established studies in terminology, communicative language teaching, and English for Specific Purposes. The methodological foundation includes the theoretical contributions of Cabré [2], Hutchinson and Waters [3], Basturkmen [4], and Hyland [5].

Comparative analysis was employed to identify relationships between terminological knowledge and communicative competence. Theoretical generalization enabled the identification of essential linguodidactic principles for teaching economic vocabulary. Conceptual modeling was used to formulate a methodological framework connecting terminology acquisition with professional communication.

The analysis focuses on three interconnected aspects of language learning: understanding economic concepts, applying terminology within professional discourse, and developing the ability to perform communicative tasks. The investigation is conceptual and does not include experimental participants or statistical measurements. Accordingly, the findings represent theoretically derived methodological propositions requiring subsequent empirical verification.

The theoretical analysis indicates that economic terminology should be considered an integrated component of professional communicative competence rather than an isolated collection of specialized lexical units.

According to Cabré [2], terminology is closely connected with specialized knowledge and professional communication. This perspective suggests that economic terms acquire instructional significance when students understand both their conceptual meanings and their functions in authentic professional situations.

An essential linguodidactic principle is the contextualization of terminology. Economic concepts such as inflation, liquidity, investment, market equilibrium, and opportunity cost should be introduced through meaningful texts, professional discussions, and realistic communicative situations. Contextual learning enables students to distinguish between related concepts and select appropriate expressions according to specific communicative purposes.

The analysis also identifies the importance of needs-oriented instruction. Hutchinson and Waters [3] emphasize that specialized language teaching should reflect learners' educational and professional requirements. For economics students, these requirements may include interpreting economic reports, explaining financial indicators, conducting negotiations, and presenting analytical conclusions.

Basturkmen [4] further demonstrates the importance of aligning specialized language course design with target communicative needs. This principle supports the integration of economic terminology into professionally oriented learning activities.

A methodological framework can therefore be constructed around the interaction of terminological understanding, discourse competence, and practical communication. Terminological understanding involves recognizing specialized meanings and conceptual relationships. Discourse competence concerns the organization of coherent professional statements, while practical communication requires applying terminology appropriately in interaction.

For example, students examining changes in inflation rates may analyze an authentic economic report and subsequently prepare a short explanation of the relationship between inflation, purchasing power, and monetary policy. During a simulated professional discussion, they can justify their interpretations and respond to questions using appropriate terminology.

Such activities provide opportunities to develop lexical accuracy, professional reasoning, and communicative flexibility simultaneously. Assessment may consider terminological precision, coherence, contextual appropriateness, and the ability to explain economic relationships clearly. The findings suggest that effective terminology instruction requires an integrated linguodidactic approach combining conceptual understanding with purposeful language use.

Traditional vocabulary exercises may support initial recognition and memorization, but professional communicative competence requires opportunities for students to use terminology in extended discourse. Hyland [5] emphasizes the educational importance of genre-based instruction, particularly when learners must produce texts appropriate to specific communicative contexts.

In economics education, this principle can be applied through the analysis and production of financial summaries, market reports, business correspondence, and professional presentations. Such activities encourage learners to understand how terminology functions within recognizable professional genres. The proposed framework also emphasizes the importance of interaction. Discussions, simulated negotiations, and collaborative problem-solving can create conditions in which students explain specialized concepts, defend interpretations, and adapt their language to different audiences.

Nevertheless, the effectiveness of these methods depends on students' language proficiency, economic knowledge, and the quality of instructional materials. Terminological accuracy alone cannot guarantee successful professional communication without discourse organization, pragmatic awareness, and appropriate communicative strategies.

Further empirical research is necessary to determine how the proposed methodological principles influence measurable improvements in students' communicative performance. The development of students' professional communicative competence through economic terminology requires a systematic integration of specialized knowledge, linguistic skills, and authentic communicative practice. The theoretical analysis establishes that contextualized terminology instruction, needs-oriented course design, genre-based activities, and professionally relevant interaction constitute important linguodidactic foundations for this process.

The proposed methodological framework connects conceptual understanding with practical language application, supporting the development of terminological accuracy, discourse competence, and communicative flexibility. These findings provide a theoretical basis for improving specialized language instruction in higher education and designing further empirical investigations into professional communicative competence among economics students.

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