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## **PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO HIGHER EDUCATION STUDENTS SPECIALIZING IN MANAGEMENT AND ADMINISTRATION**

The study of foreign languages by students specializing in management and administration in non-linguistic higher education institutions is aimed at developing foreign language communicative competence, which is essential for effective professional interaction in various spheres of human activity. Special emphasis is placed on acquiring in-depth knowledge of the language in the context of professional economic communication (Havrylyuk, 2022: 118).

The ongoing process of Ukraine's European integration, along with the transformation of foreign economic activities of domestic enterprises, has intensified international cooperation and, consequently, raised the requirements for foreign language proficiency among specialists, particularly in the economic domain, which remains one of the most dynamic fields in the modern world. A contemporary manager is expected not only to

possess extensive professional knowledge, skills, and competencies but also to effectively apply them in an ever-evolving economic environment (Koval, 2021: 173).

Teaching foreign languages to students specializing in management and administration in higher education requires specialized approaches tailored to their professional needs. Research emphasizes the importance of developing custom learning materials and incorporating modern technologies, including mobile learning and multimedia tools, to enhance language acquisition (Zapotichna, 2022). Implementing innovative teaching methods, such as active learning techniques and computer-based technologies like the Moodle platform, can improve the educational process (Dovhan, 2020). Focus should be placed on practical communication skills, using authentic materials and situations to develop speaking abilities relevant to economic contexts (Kaniuk, 2020). The integration of foreign language skills with professional knowledge is crucial, as it prepares students for the globalized economy and international interactions they will face in their careers (Dovhan, 2020). Overall, a combination of traditional and contemporary educational principles is recommended to effectively teach foreign languages to students specializing in management and administration.

The aim of this article is to examine the peculiarities of teaching a foreign language to higher education students specializing in management and administration. It aims to identify effective instructional strategies that enhance students' professional language competence, with a focus on economic terminology, business communication, and industry-specific discourse. Additionally, the article explores how modern teaching methods, including visual aids, interactive tasks, and authentic materials, can be integrated into foreign language instruction to improve students' comprehension and practical application of economic concepts.

Students pursuing management and administration specialties are accustomed to receiving educational content not only in verbal form but also through structured visual formats such as tables, charts, graphs, and mathematical models. This preference stems from the prevalent instructional methods employed in the teaching of economic disciplines, where analytical tools and structured data representation play a crucial role. Given this context, it is reasonable to integrate similar methodologies into foreign language instruction. The incorporation of tables, diagrams, and summary charts into language assignments facilitates the reinforcement of theoretical and practical knowledge acquired in courses such as economic theory, management, and accounting, thus enhancing the overall learning process (Zapotichna, 2022: 119).

Moreover, the socio-cultural aspect of foreign language instruction for business, management, and professional communication necessitates familiarity with business etiquette, communication protocols, adherence to international standards in document preparation, and proficiency in conducting telephone conversations and note-taking. Consequently, foreign language instructors within faculties of economics must carefully select and structure educational materials to align with the professional needs and expectations of students (Havrylyuk, 2022).

One of the key challenges in foreign language instruction for students specializing in management and administration is the development of independent analytical skills, enabling learners to read, comprehend, and interpret professional materials sourced from authentic primary texts. This includes analyzing original economic texts, accumulating specialized vocabulary, and mastering professional terminology. Notably, economic terminology represents one of the most intricate and multidimensional terminological systems. At present, comprehensive English-Ukrainian and Ukrainian-English

economic dictionaries that fully capture the lexicological and phonetic nuances of specialized terminology remain insufficiently developed.

In the context of foreign language acquisition, it is imperative to engage students in activities that foster the practical application of economic terminology. Problem-based learning, research-oriented tasks, business simulations, and professional business communication exercises utilizing digital resources are particularly effective in this regard. Interactive pedagogical strategies such as forums, presentations, business negotiations in a foreign language, and project-based tasks significantly contribute to enhancing students' communicative competence. Independent and collaborative assignments, including the development of business projects, marketing plans, financial estimates, promotional materials, self-presentations, and simulations of fictitious enterprises, further reinforce foreign language proficiency within a professional framework.

Modern management and administration education necessitates proficiency in working with foreign-language literature, as contemporary professional knowledge is increasingly derived from both domestic and international sources. In this context, fostering students' engagement with reports and analytical publications of international financial institutions on global economic and financial developments is highly advisable. Such resources, readily available on foreign-language websites, including those in English, contribute to the development of students' professional mobility.

Hence, foreign language instruction plays a critical role in preparing future managers and administrators for the globalized economic environment by integrating information resources into their professional training. Under these conditions, the practical mastery of a foreign language should extend beyond linguistic competence to encompass communicative skills that facilitate professional and socio-cultural interactions with international

counterparts. Failure to achieve this objective may ultimately constrain the cognitive and professional activities of professionals, limiting their potential for career advancement and cross-border collaboration.

The study highlights the necessity of tailoring foreign language instruction to the specific needs of students specializing in management and administration, emphasizing the importance of professional terminology, business communication skills, and industry-specific discourse. Given the increasing globalization of economic activities and Ukraine's integration into the European economic space, the ability to effectively communicate in a foreign language has become a crucial competency for future economists. The incorporation of visual aids, problem-solving tasks, and interactive learning methods enhances students' engagement and facilitates a deeper understanding of economic concepts in a foreign language. Additionally, the integration of authentic materials such as financial reports and analytical texts from international organizations provides students with valuable exposure to real-world economic discourse.

Moreover, the development of professional and linguistic competencies in an economic context is essential for fostering students' adaptability in the global labor market. By incorporating business simulations, case studies, and online communication tools, foreign language educators can bridge the gap between theoretical knowledge and practical application. Encouraging students to engage with international economic sources not only strengthens their foreign language skills but also broadens their professional horizons. Thus, a well-structured approach to teaching foreign languages in economic education ensures that graduates are equipped with the necessary skills to succeed in an increasingly interconnected global economy.

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