

198. URL <https://isg-konf.com/uk/system-analysis-and-intelligent-systems-for-management/>

4. Maksymenko I. (2022). Internationalization Of Higher Education In The Conditions Of Global Challenges. Integration of scientific and modern ideas into practice. Proceedings of the VIII International Scientific and Practical Conference. Stockholm, Sweden. Pp. 454-456. URL <https://isg-konf.com/uk/integration-of-scientific-and-modern-ideas-into-practice/>

DOI 10.70286/ISU-10.12.2025.014

LEARNING PROFESSIONAL VOCABULARY IN PRACTICAL CLASSES FOR MARKETING STUDENTS

Melnyk Oksana

Senior Lecturer

Tkachuk Diana

First-Year Student

of the first (bachelor's) level

Borovko Yelizaveta

First-Year Student

of the first (bachelor's) level

higher education OPP "Marketing and Digital Communications"

Faculty of Economics and Management

Borys Grinchenko Kyiv Metropolitan University

Kyiv, Ukraine

Abstract

The article examines the importance of learning professional English vocabulary for marketing students in the context of modern educational and business requirements. As marketing is a dynamic, innovation-driven field, students must acquire a broad range of industry-specific terminology to effectively participate in professional communication and analyze real marketing cases [1, p. 14]. The paper discusses key methods of teaching vocabulary in practical classes, including task-based learning, case studies, simulations, and the use of authentic materials [2, p. 30]. Emphasis is placed on digital tools and communicative activities aimed at helping students apply vocabulary in realistic professional contexts. Mastering professional marketing vocabulary enhances students' communicative competence and supports their integration into the global business environment [3, p. 45].

Keywords: marketing vocabulary; ESP; practical classes; professional communication; terminology acquisition; case-study; digital tools.

Statement of the problem. In the modern globalized economy, marketing specialists must demonstrate high professional and linguistic competence, particularly in English, which has become the lingua franca of business communication [4, p. 22]. Marketing

students frequently struggle with mastering specialized vocabulary due to the abundance of borrowed terms, acronyms, and rapidly emerging neologisms connected to digital marketing [5, p. 63]. Traditional English courses do not provide enough opportunities for students to apply terminology in realistic contexts. Thus, the core problem lies not simply in memorizing marketing terminology, but in developing the skills to use it functionally and communicatively in professional situations, such as presenting campaigns, analyzing markets, and discussing marketing strategies [6, p. 18].

Analysis of recent research and publications. Studies on ESP (English for Specific Purposes) emphasize the importance of professional vocabulary training for business and marketing students [7, p. 41]. Research by Hutchinson & Waters and Dudley-Evans points to the necessity of designing courses that integrate professional contexts into language learning.

Scholars highlight several tendencies relevant for marketing students:

1. Expansion of English marketing terminology, especially in digital marketing (SEO, CTR, ROI) [8, p. 12].
2. Importance of authentic sources, such as real advertising campaigns and analytics reports [9, p. 56].
3. Growing use of project-based learning, which strengthens vocabulary retention through practice [10, p. 27].
4. Integration of digital platforms for supporting terminology learning and revision [11, p. 7].

These studies confirm that vocabulary acquisition is most effective when embedded into real professional tasks.

Presentation of the main research material:

1. Specific features of marketing vocabulary. Marketing terminology is characterized by a large number of internationalisms, abbreviations, and context-dependent expressions. Its rapid evolution reflects constant innovations in branding, market analysis, and digital communication [12, p. 33]. Therefore, effective vocabulary teaching must be grounded in authentic communication and updated materials. From the students' perspective, marketing vocabulary is perceived as dynamic and closely linked to current trends in digital communication. First-year students note that encountering terminology in real advertising campaigns and online platforms makes vocabulary acquisition more meaningful and memorable [16, p. 41].

2. Methods of teaching vocabulary in practical classes

2.1. Task-based learning (TBL). TBL encourages students to use professional vocabulary while completing real-world tasks such as preparing briefs, analyzing target audiences, or presenting promotional strategies [13, p. 50]. According to students' observations, task-based activities increase motivation and reduce anxiety related to the use of professional English. Completing practical tasks such as preparing briefs or presenting campaigns allows students to feel more confident when applying new terminology in speaking and writing [17, p. 58].

2.2. Case-study method. Working with real marketing cases (Apple, Nike, Coca-Cola campaigns) allows students to learn terminology through authentic examples of branding and advertising [14, p. 19]. Students report that working with real-life

marketing cases helps them better understand how professional vocabulary functions in authentic contexts. Case studies enable learners to associate terminology with concrete marketing decisions and outcomes, which improves retention [18, p. 73].

2.3. Role-play and simulations. Simulations such as client presentations, budget negotiations, and marketing meetings help students apply terminology in communicative situations similar to real business interactions [15, p. 8]. From the learners' point of view, role-play and simulations provide a safe environment for experimenting with professional language. Students emphasize that simulations of client meetings and presentations help overcome speaking barriers and develop communicative confidence [19, p. 24].

2.4. Authentic materials. Authentic marketing texts, social media content, video ads, and analytics reports provide natural exposure to professional vocabulary [16, p. 60].

2.5. Digital tools. Platforms such as Quizlet, Kahoot, and AI-based applications facilitate vocabulary revision and allow learners to build personalized glossaries [17, p. 29]. Students highlight that digital tools such as Quizlet, Kahoot, and AI-based applications support independent learning and vocabulary revision outside the classroom. Personalized glossaries and interactive tests are viewed as especially effective for memorizing complex marketing terminology [20, p. 92].

3. Examples of practical tasks. Examples of effective classroom tasks include:

- matching terms with definitions;
- completing marketing scenarios with appropriate vocabulary;
- analyzing brand positioning statements;
- preparing a pitch using mandatory terminology;
- conducting a SWOT analysis in English [18, p. 72].

These activities promote accuracy, fluency, and confidence in using marketing vocabulary.

4. Effects of vocabulary-focused practical training. Integrating professional vocabulary into practical classes leads to:

- improved professional communication;
- enhanced analytical skills;
- higher motivation;
- readiness for international projects;
- increased ability to interpret marketing data [19, p. 11].

Such training prepares students for their future professional activities in competitive global markets.

Conclusion and further prospects. The study shows that mastering professional vocabulary is essential for market expert's students' successful participation in professional communication. Effective vocabulary teaching must combine authentic materials, interactive methods, and technology-enhanced learning [20, p. 6]. Prospects for further research include deeper integration of ESP modules into marketing curricula and collaboration with industry partners to develop authentic task-based materials.

References

1. Basturkmen, H. (2010). Developing courses in English for specific purposes. Palgrave Macmillan. <https://doi.org/10.1057/9780230290518>

2. Bhatia, V. K. (2017). Critical genre analysis and ESP. *Journal of English for Academic Purposes*, 28, 1–13. <https://doi.org/10.1016/j.jeap.2017.05.002>
3. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
4. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
5. Evans, S. (2018). Business English and workplace communication: Trends and challenges. *English for Specific Purposes*, 52, 55–68.
6. Fadel, C., & Lemke, C. (2019). *Literacy in the digital age*. Global Learning Council.
7. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.
8. Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
9. Komiya, K., & McMorris, R. (2019). Teaching domain-specific vocabulary through task-based activities in ESP classrooms. *Journal of English for Academic Purposes*, 39, 125–134. <https://doi.org/10.1016/j.jeap.2019.04.004>
10. Louhiala-Salminen, L., & Kankaanranta, A. (2011). Professional communication in a global business context. *Journal of Business Communication*, 48(4), 475–499. <https://doi.org/10.1177/0021943611414549>
11. Nickerson, C. (2020). Business English and ESP: Trends and directions. *English for Specific Purposes*, 59, 3–10. <https://doi.org/10.1016/j.esp.2020.04.001>
12. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
13. Robinson, P. (2021). Task-based learning and specialized vocabulary development. *Language Teaching Research*, 25(5), 765–782. <https://doi.org/10.1177/1362168819845259>
14. Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
15. Zhang, Y., & Wang, W. (2021). The role of digital tools in learning business and marketing terminology. *Computer Assisted Language Learning*, 34(7), 901–920. <https://doi.org/10.1080/09588221.2019.1704788>
16. Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9781139858656>
17. Ellis, R. (2017). Task-based language teaching and learning. *The Language Learning Journal*, 45(1), 1–15. <https://doi.org/10.1080/09571736.2016.1270099>
18. Herreid, C. F. (2011). Case study teaching. *New Directions for Teaching and Learning*, 128, 31–40. <https://doi.org/10.1002/tl.466>
19. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
20. Kukulska-Hulme, A., & Shield, L. (2018). Mobile and digital tools for language learning. *ReCALL*, 30(2), 148–164. <https://doi.org/10.1017/S0958344017000254>