

COGNITIVE MODELING IN TEACHING ENGLISH

Developing of Business-English students' abilities has always been a difficult problem in English teaching. "A natural human language is ... constantly changing. Like pidgin, Business English or any other specialist language is a simplified, limited in size and use, vocabulary biased version of a natural language [5].

There is a recognition (George Lakoff, Mark Johnsen, Michael White, Kedon Pan, Robert Went) that philosophy, psychology, history and business need to be more firmly embedded in economics teaching. Cognitive linguistics is closely linked with these disciplines. Learning is a cognitive process. It demands cognition and reflection.

The aim of the article is to suggest a specific teaching approach which employs cognitive model in teaching Business English. It exposes its advantages in learning and shows the possibilities for structuring, expanding students' scientific understanding of specific categories of Business, peculiarities of human's reflection of economic processes.

Model is the result of knowledge, experience. Modeling economic terms, we focus on describing the features, ideas "in order to get a deep impression in reader's mind, ... to form a big memory unit" [4, p. 346, 347].

The first step of our modeling is to analyse synonyms to the chosen concept, creating semantic field (two levels). For example concept MONEY includes the following semantic field:

almighty dollar (bills, cash, coins, medium of exchange, notes, piece of change), *banknote* (buck, coin, currency, investment, note, payment, ready assets, stock), *bankroll* (currency, finance, fund), *bread* (cash, coin, compensation, currency, dough, money, salary), *bucks* (bill), *capital* (asset), *cash* (buck, currency, investment, note, payment, stock, supply, banknote, coin, funds), *check* (balance, bill), *chips* (coin, currency), *coin* (cash, chips, currency, gold, money), *coinage* (cash, coin, currency), *dough* (bucks, cash, coin, currency, funds), *finances* (balance sheet, affairs, assets, budget, capital, cash, funds, net, resources, revenue, wealth), *fund* (capital, foundation, stock, supply, trust), *funds* (assets, budget, capital, currency, finance, money, possessions, profits, property, store, stuff, treasure, wealth), *gold*, *greenback* (currency, bill, bread, cash, dough, money, bank note, paper money), *legal tender* (currency, money), *loot* (money), *medium of exchange* (cash, money), *pay* (compensation, fee, income, payment, profit, reward, salary, wage), *payment* (cash, charge, commission, cost, compensation, fee, money, pension, price, rent, salary, support, wage), *pesos* (cash, coin, fund), *property* (goods, home, house, land, ownership, wealth, assets, belongings, buildings, capital, means, resources, riches), *resources* (assets, belongings, budget, capital, funds, income, means, property, reserves, revenue, riches, stuff, supplies, wealth), *riches* (treasure, wealth, assets,

gold, property, resources), *salary* (earnings, fee, income, pay, wage), *silver* (coin, money), *specie* (cash, currency, gold, money), *treasure* (cash, gold, money, wealth, capital, funds), *wage*, *wealth* (cash, property, revenue, riches, treasure, worth, assets, capital, commodities, funds, gold, goods, possessions, stocks and bonds), *wherewithal* (financing, funds, means, money, resources, wealth).

This process allows students to pick out parts of MONEY and to focus on different aspects of this concept.

Next step is to describe nominations of MONEY in the structure of economic quotes. We have chosen the following quotes:

Money is *only a tool*. It will take you wherever you wish, but it will not replace you as the driver (Ayn Rand). *Money won't create success*, the freedom to make it will (Nelson Mandela). *Never spend your money before you have earned it* (Thomas Jefferson). Men make counterfeit money; in many more cases, *money makes counterfeit men* (Sydney J. Harris). *Money cannot buy peace of mind*. It cannot heal ruptured relationships, or build meaning into a life that has none (Richard M. DeVos). *Money is better than poverty, if only for financial reasons* (Woody Allen). *Money is a mechanism for control* (David Korten).

Students perceive and conceptualize reality, form the picture of the business world. Each of these nominations is understood as naming concept MONEY. They are also metaphorical. "Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding." [3, p. 37]. So students "understand and experience one kind of thing in terms of another" [3, p. 6], they perceive and reflect a characteristic human way of understanding.

We deploy cognitive model "as a key methodology for studying knowledge representation" [6]. It also creates spaces for reflection, for operation on symbolic levels, "it positively integrates the old and new information, keeping establishing new information mode" [4, p. 346].

References

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