Методика обучения письменному переводу деловой корреспонденции студентов – будущих экономистов

**Введение.** В современном глобализированном мире английский язык становится основным языком международного общения, поэтому владение им является важным навыком для профессионалов из многих областей бизнеса. Это важно учитывать при обучении студентов – будущих экономистов письменному переводу деловой корреспонденции (далее – ППДК). Повышая эффективность обучения ППДК, у студентов появляется способность понимать и ориентироваться в разных культурных нормах и стилях общения в деловой среде.

Цель настоящего исследования – разработать и апробировать методику обучения письменному переводу деловой корреспонденции студентов – будущих экономистов.

**Материалы и методы.** В эксперименте приняло участие 80 студентов, обучающихся по направлению «Экономика и менеджмент» Российского университета дружбы народов (Российская Федерация). В исследовании измерялся уровень владения умениями ППДК студентами-экономистами по 4 основным критериям. Эксперимент включал два варианта разработанной методики обучения ППДК, вариант А и вариант Б, и проводился один раз в неделю по 52 минуты на аудиторном занятии. В конце каждого цикла проводился промежуточный срез (контрольная работа) для определения того, как изменился уровень владения ППДК после обучения по предложенной методике. Для оценки достоверности полученных результатов был использован критерий углового преобразования Фишера рассчитанный в Microsoft Excel.

**Результаты.** Данное исследование было направлено на разработку методики обучения письменному переводу делового общения (ППДК) и сравнение эффективности двух вариантов методики (вариант А и вариант Б). Полученные статистические данные показали $\phi^{*\text{emp}} = 3,318$ показали, что вариант Б разработанной методики обучения ППДК более эффективен, чем вариант А. Доля людей, достигших скорости обучения 0,9, выше в ЭГ-1 и ЭГ-2 (75%) по сравнению с ЭГ-3 и ЭГ-4 (35%).

**Заключение.** В исследовании была представлена методика обучения студентов – будущих экономистов направленная на совершенствование навыков владения ППДК. Практическая значимость исследования определяется возможностью использования методических рекомендаций, рекомендаций к подбору материалов и системы упражнений при обучении студентов экономистов. Результаты данного исследования могут быть использованы при разработке и внедрении эффективных подходов к обучению ППДК для улучшения переводческих навыков в различных видах делового общения.

**Ключевые слова:** английский язык, студенты-экономисты, письменный перевод, деловая корреспонденция, текст оригинала, текст перевода
Development of a methodology for improving the efficiency of teaching written translation of business correspondence (WTBC) for economics students

Introduction. In today’s globalized world, English has become the main language of international communication, especially in a business environment, so English proficiency is an important skill for future specialists in many fields. This is important to take into account when teaching economics-students written translation of business correspondence (WTBC). By increasing the effectiveness of WTBC training, students gain the ability to understand and navigate different cultural norms and communication styles in a business environment.

The purpose of this study is to develop a methodology for teaching written translation of business correspondence and substantiate its implementation in improving the effectiveness of teaching economics students.

Materials and methods. The experiment included 80 students-economists studying the discipline "Economics and Management" of the Peoples’ Friendship University of Russia. To assess the reliability of the results obtained, the Fisher angular transformation criterion calculated in Microsoft Excel was used.

Results. The obtained results showed that the difference between the average coefficients of learning in all groups is insignificant. However, the coefficients of learning in EG-1 (0.92) and EG-2 (0.92) taught in accordance with variant B, in which the improvement of WTBC skills occurred at the end of the last cycle of training over three lessons and based on all types of BC. Students in EG-3 and EG-4, who were taught by variant A, in which the improvement of WTBC skills took place at the end of each cycle and by certain types of BC according to the cycle, showed somewhat lower learning rates (0.89 and 0.88, respectively). The obtained \[ \phi^*_{emp} = 3 \] indicates that the proportion of people who have achieved a learning coefficient of 0.9 in EG-1 and EG-2 is greater than in EG-3 and EG-4. Therefore, the obtained statistical data give reason to conclude that variant B of the developed methodology for teaching WTBC is more efficient than variant A.

Conclusion. The data obtained in the study allow us to conclude that the correctly selected educational material and the methodology developed on its basis provide an increase in the effectiveness of teaching students-economists of the WTBC.

Keywords: English, economics students, translation, business correspondence, original text, translation text

For Reference:
Introduction

A. Background of the Problem

English is the main tool for international communication. The language barrier can bring huge losses to businesses and governments [1; 2]. Therefore, business correspondence translation services are in high demand. As part of its efforts to promote mobility and intercultural understanding, the European Union (EU) has designated language learning as an important priority and funds numerous programs and projects in this area [3]. In order to address the growing need for language skills in a globalized world, international organizations like UNESCO, the Council of Europe have developed a range of initiatives and programs to promote language learning and teaching.

One of the such initiatives is The European Language Portfolio (ELP) [4]. The ELP is an important part of the Council of Europe's language policy, which aims to promote plurilingualism and intercultural understanding across Europe. The ELP supports this objective by providing a framework for learners to develop their language skills and to reflect on their language learning experiences. It also helps to promote the recognition and validation of language skills across Europe, which is essential for promoting mobility and employability. The ELP is designed to be flexible and adaptable to the needs of different learners and contexts. It can be used in formal education settings, such as schools and universities, as well as in non-formal and informal learning contexts. It can also be used by language teachers as a tool for planning and evaluating language learning activities.

One of UNESCO's initiatives is Capacity Building in Language Engineering [5], which provides support for training programs on machine translation, terminology management, and language technology development. UNESCO also offers Teacher Training in Language and Intercultural Education, which focuses on improving the quality of language teaching by providing professional development opportunities for teachers.

The EU also supports language learning in the workplace through initiatives such as the European Centre for Modern Languages, which provides training and resources for language teachers and learners [6]. Its primary focus is on promoting effective language teaching methodologies and materials, with an emphasis on developing communicative competence and intercultural understanding. The ECML also supports the development of language policies in the workplace, providing guidance on best practices for integrating language learning into the work environment [7].

Governments of non-English speaking countries attach great importance to language exchange, developing requirements for translators. Special student exchange programs are being developed. However, as business practice shows, it is necessary to develop business communication skills when preparing a modern specialist in the field of economics and business [8]. This makes it possible to increase the efficiency of international business processes and document circulation and expand opportunities for business communication [9] both within a company and for the development of international relations and intercultural communication of business partners.

Business correspondence (BC) is one of the basic means of intercultural communication between business partners [10; 11] used to establish commercial relations and discuss contract terms, as well as the ways of fulfilling them [12; 13]. This creates a social demand for the training of professionals who can translate BC in written form and assume responsibility
for the quality of their work and the success of intercultural business communication [14]. Said social demand sets specific goals for raising the quality of teaching and improving educational programs and materials. Thus, it becomes clear that BC is professionally important for future economists, and the skills of translating various forms of BC are of great significance in intercultural communication [15; 16].

Consequently, the need for scientific research into the problem of teaching written translation of BC (WTBC) is directly influenced by current processes in the economy.

Therefore, the goal of this study is to develop a methodology for teaching written translation of business correspondence (WTBC) and substantiate its implementation in improving the effectiveness of teaching economics students.

B. Literature review

Our investigation of the problem of teaching written translation reveals that this phenomenon has been studied predominantly by linguists in studies devoted to the theory of translation [17; 18]. Thus, textbook [19] are devoted to the theory of translation and modern translation studies. Also, the theory of translation is disclosed in the monograph by N.K. Garbovsky [20], the main concepts and problems of which are presented in [21]. The translation technology itself is presented in detail in the textbook by L.K. Latyshev [18].

In business communication, economists should adhere to certain norms and rules. The scope within which business correspondence is carried out determines its features and basic requirements for it. However, despite certain specifics, BC must be carried out in accordance with applicable law; have external signs and structure of the corresponding genre of business communication; be compiled correctly, carefully, without corrections; have an official business style of presentation and include convincing arguments and accurate and understandable characteristics and conclusions; contain objective information about the events and facts covered, accompanied by the necessary evidence, explanations, and supporting materials; comply with the requirements and rules for the production of documents.

In the field of vocabulary, the use of economic terms and special vocabulary is provided. In addition to terms, the informative text contains general scientific and commonly used words that define the specifics of this style.

Nominal structures with their characteristic nominativity predominate in the translation of economic BC, actualizing many names of real objects in special texts. Since the function of the real description of the action is transferred to the name, the predicate in the sentence becomes only a general designation of processality.

An important characteristic of the translation of an economic BC, which is reflected in the selection and use of linguistic means, is also its inclination for brevity and compactness of presentation, expressed, in particular, in the wide use of elliptical constructions. A misunderstanding of these constructions often leads to errors in translation.

As for the stylistic features, the texts of English BC are characterized by the predominance of simple sentences, which on average make up more than 50% of the total number of sentences in the text. The number of complex sentences is relatively small. This phenomenon is unusual for the corresponding style for economic texts in Russian, where complex sentences are used widely.

The translation of BC is characterized by the clear and strict presentation and the rejection of indirect, descriptive, and denoting objects and the widespread use of clichés and stereotypes of special vocabulary. Therefore, the translator is often obliged to perform
In this regard, a significant problem in the training of future economists in WTBC is the selection of educational materials [20], which would be effective in teaching economists. The problem of selecting educational materials remains one of the most difficult problems in teaching methodology.

There are many approaches to solving this task: functional, situational-functional, communicative, statistical-pragmatic, etc. [19].

The problem of selecting materials for teaching translation in higher education institutions has been studied in several works. Thus, a textbook is devoted to written translation [20]. The work [21] presents a methodology for teaching the written translation of a special text, and the study [22] determines the main features of written translation. The translation technology is presented in detail in the textbook by L.K. Latyshev [23]. Written translation as a means of teaching a foreign language in a secondary school is considered in the study [24], and in [25], an overview of approaches to written translation in the training of translators is presented.

However, researchers address it mainly through the selection of lexical units and grammatical structures and forms [26]. Scholars believe that in choosing materials for teaching written translation, it is necessary to consider the methodological principles of communicative necessity and sufficiency [27; 28], thematic selection [29], and the accessibility of the selected material for its assimilation [30]. Although we agree with the ideas being significant, we also believe it crucial to rely on the principle of "use in practice" (frequency and prevalence) [26].

Thus, in selecting learning materials for teaching WTBC, we suggest considering the following principles: 1) thematic selection; 2) necessity and sufficiency; 3) feasibility and accessibility; 4) usage, i.e., frequency and prevalence.

Based on the analysis of psycholinguistic features of the process of written translation [31; 32], consideration of the structure and content of written translation competence [33; 34], and the analysis of the challenges of WTBC [35; 36], we formulated the following experimental hypothesis: high level of students' mastery of WTBC skills is possible to achieve with the selection of training content, the use of a specially designed system of exercises, as well as the choice of the optimal variant of methodology.

In order to achieve the goal of the study, we pose the following research objectives:

1) to select educational content, identify the stages and sub-stages of teaching WTBC, develop a set of exercises, and determine criteria for assessing the level of WTBC skill formation;
2) to experimentally test the efficiency of the proposed method of teaching WTBC to economics students;
3) to conclude from the results of the study.

**Methods**

Proceeding from the purpose of the study, the primary research method was chosen to be a pedagogical experiment. The experiment was carried out in several stages.

At the preparatory stage, the goal and objectives of the experiment were established. Thus, the goal of the experiment was to test the efficiency of the developed method of
teaching WTBC, particularly the expediency and adequacy of using the developed subsystem of exercises, as well as to compare the efficiency of two variants of the method.

Participants in the experiment, which was conducted during the first and second semesters of the 2021-2022 academic year for five months, were second-year students of the Peoples' Friendship University of Russia studying economics and management. All of the students were studying English as a foreign language. A total of 80 students were involved in the study, which formed four experimental groups (of 20 people each). The cluster method was employed for sampling since the unit of measurement was a student group.

For the successful organization and implementation of training in WTBC, we used training texts (English and Russian-language BC) selected according to the criteria of authenticity, correspondence to the subject, linguistic minimum, translation value, and volume. The sources of English and Russian-language BC were authentic educational literature and websites presenting English-language and Russian-language BC of Russian companies. The selected texts were then used in the set of exercises.

We proposed to divide BC into three groups according to the criterion of compliance with the stages of contractual activity in intercultural business communication:

1) pre-contractual (the one that initiates the conclusion of a contract): an appeal, a request, an offer;
2) contractual (the one attached to the conclusion of a contract): message, confirmation, reminder, refusal;
3) post-contractual (the one that refers to the fulfillment of the terms of the contract): a complaint, an apology.

The specified groups and types of BC were also used in the set of exercises for teaching WTBC.

Having analyzed the existing approaches to the problem of creating systems of exercises for translation students and considering the aim of our study, we distinguished the stages of mastering the basics of WTBC and the stage of improvement of WTBC skills. The stage of mastering the basics of WTBC consists of four sub-stages in accordance with the number of stages in the translation process, namely:

1) formation of skills to analyze the original text (OT),
2) formation of skills to translate,
3) formation of skills to evaluate translation text (TT),
4) formation of skills to edit TT.

At the first stage, four groups of exercises were chosen according to the number of sub-stages:

1) to form skills to analyze OT;
2) to form skills to translate;
3) to form skills to critically evaluate TT;
4) to form skills to edit TT.

The second stage involved one group of exercises: to improve WTBC skills. It follows from the above that the system of exercises for WTBC training that we developed consists of five groups of exercises.

Relying on the specified purpose of the experiment, we chose a basic, natural vertical-horizontal experiment. The vertical plane allows for testing the efficiency of the proposed sub-system of exercises for training WTBC translators. The horizontal dimension of the experiment, in turn, consists in comparing two variants of the method.

To accurately interpret the results of experimental training, it is vital to address the problem of testing and assessing WTBC skills, which is only possible with scientifically
justified criteria. Thus, the criteria chosen in our study for assessing the level of formation of WTBC skills were the following:

1) the accuracy of conveying the content of the OT, the communicative intentions of the sender considering the receiver of the TT;
2) stylistic accuracy of TT execution;
3) relative correctness of the linguistic rendering of the TT;
4) accuracy of the extra-linguistic rendering of the TT.

The TT of each participant in the experiment was graded in points. To this end, we conventionally established 100 points as the maximum score a student could receive for all the criteria. The distribution of points between the criteria was performed based on the significance of each criterion for attaining the goals of training in WTBC. The distribution of points across the criteria is given in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Maximum score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accuracy of OT content conveyance</td>
<td>40</td>
</tr>
<tr>
<td>2. Stylistic accuracy of TT execution</td>
<td>20</td>
</tr>
<tr>
<td>3. Relative correctness of the linguistic rendering of the TT</td>
<td>20</td>
</tr>
<tr>
<td>4. Accuracy of the extra-linguistic rendering of the TT</td>
<td>20</td>
</tr>
</tbody>
</table>

The defined criteria for the assessment of each study participant enabled objective evaluation of WTBC skills. The sum of the points received for each of the selected criteria was computed and the learning rate was calculated by the formula K= Q/N, where Q is the number of correct answers and N is the total number of tasks [37]. The learning rate was considered satisfactory if the obtained value was at least 0.7, the coefficient of scientificity. Taking the maximum possible score as 1 (100%) and the lower limit of the learning rate as 0.7 (70%), we present the relation of scores, the learning rate, and grades in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Learning rate</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>0.9-1</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>0.8-0.89</td>
<td>Good</td>
</tr>
<tr>
<td>70-79</td>
<td>0.7-0.79</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>&gt; 69</td>
<td>&gt; 0.69</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Before the experiment, a pre-experimental cross-section was administered. In this, we proceeded from the provision that the main requirement for cross-sections is their appropriateness to the essence of the study in progress. Thus, the form of control was WTBC and the object of control was the ability of students in the experimental groups to perform WTBC. The purpose of the pre-experimental cross-section was to determine the initial level of written translation competency in the sphere of English-language BC. The cross-sectional testing involved the written translation of two authentic commercial letters of about 1,200
characters each from English to Russian and vice versa. Company and people's names and addresses were deliberately changed. For English to Russian translation, a post-contract letter of complaint was offered, in which the buyer describes the defects of the purchased goods and demands compensation. For Russian to English translation, the students were presented with a pre-contract offer letter written by the head of the sales department of a Russian company for potential clients.

The process of the pedagogical experiment involved teaching WTBC to students in the experimental groups.

The learning process consisted of three cycles:
1) training in the written translation of pre-contractual BC;
2) training in the written translation of contractual BC;
3) training in the written translation of post-contractual BC. Each of the three cycles was comprised of microcycles (MCs) corresponding to the groups of exercises in the developed system. Furthermore, we produced two variants of the WTBC teaching method.

In variant A, cycles 1-3 each contain five MCs. The first four of these match the groups of exercises in the developed system. The additional MC-5 is a summarizing cycle created using the simulation of real situations of business communication and designed to improve the skills of written translation of the types of BC covered in a particular cycle.

In variant B, cycles 1 and 2 contain four MCs each without the summarizing MC-5. However, cycle 3 includes five MCs with the summarizing MC-5 being aimed at the improvement of written translation of all types of BC.

The experimental learning proceeded on a schedule, in the classroom, based on the training material prepared. Minding the two versions of the developed WTBC teaching method, the experimental training was decided to be carried out once a week for 52 minutes (1.3 academic hours) in a classroom setting. In each group, experimental training took 35.2 academic hours, of which classroom work was 20.8 hours, independent work (homework) – 10.4 hours, and control tests – 2.6 hours. In total across the four groups, the experiment took 83.2 classroom hours, 41.6 hours of independent work, and 10.4 hours of control tests.

At the end of the first cycle, an interim cross-section (a control test) was administered in all four groups. The purpose of this cross-section was to determine how the level of WTBC skills changed after the training according to the proposed method. The objective of the interim testing was similar to the pre-experimental one and used the same scale.

After the conclusion of the pedagogical experiment, a post-experimental cross-section was carried out in all the groups to test the level of students' mastery of WTBC skills and establish a more efficient version of the teaching method.

The validity of the results was tested using the \( \Phi \)-test – the Fisher angular transformation criterion in the Microsoft Excel programm. We were interested to find out which variant of the WTBC training method, A or B, was more efficient.

\[
\phi^* = (\phi_1 - \phi_2) \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}
\]

where \( \phi_1 \) – the angle that corresponds to the larger percentage; \( \phi_2 \) – the angle that corresponds to a smaller percentage; \( n_1 \) – the number of observations in sample 1; \( n_2 \) – the number of observations in sample 2.
Results

Tables 3 and 4 show the average results of the pre-experimental cross-section for all of the defined criteria.

Table 3

Pre-experimental results (translation from Russian into English)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean values for individual criteria, in points</th>
<th>Total score</th>
<th>Mean learning rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG-1</td>
<td>20.5</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>EG-2</td>
<td>21</td>
<td>10.5</td>
<td>13</td>
</tr>
<tr>
<td>EG-3</td>
<td>24</td>
<td>12</td>
<td>15.5</td>
</tr>
<tr>
<td>EG-4</td>
<td>23.5</td>
<td>12.5</td>
<td>15</td>
</tr>
<tr>
<td>max</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4

Pre-experimental results (translation from English into Russian)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean values for individual criteria, in points</th>
<th>Total score</th>
<th>Mean learning rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG-1</td>
<td>23</td>
<td>11</td>
<td>13.5</td>
</tr>
<tr>
<td>EG-2</td>
<td>23.5</td>
<td>11.5</td>
<td>13.5</td>
</tr>
<tr>
<td>EG-3</td>
<td>26.5</td>
<td>15.5</td>
<td>13.5</td>
</tr>
<tr>
<td>EG-4</td>
<td>27</td>
<td>15.5</td>
<td>13.5</td>
</tr>
<tr>
<td>max</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

The above tables demonstrate that the learning rates obtained in the pre-experimental cross-section are lower than the sufficient level of 0.7, that is, students in all of the groups have insufficient skills to perform WTBC.

Since the learning rate is somewhat lower in EG-1 and EG-2 compared to EG-3 and EG-4, the former were chosen for teaching WTBC according to variant B of the developed method. In EG-3 and EG-4, the formation of skills was achieved using variant A. From our point of view, variant B appears to be more efficient than variant A because exercises to improve WTBC skills are performed in a concentrated manner addressing all types of BC. In this way, real situations of business communication are simulated, which provides for the systematization of knowledge acquired throughout the training period, as well as for better results, which was supposed to be supported or disproven by the experimental training.

Table 5 presents the average results of translations from English to Russian and vice versa obtained in the pre-experimental and interim cross-sections.
The interim testing (Table 5) demonstrates that all the groups reached or surpassed the sufficient learning rate. This indicates that both the A and B variants of the proposed method are efficient.

Table 6 shows the average results of the pre-experimental and post-experimental cross-sections with respect to the performance of translations from English to Russian and vice versa.

The administered pre-experimental testing (Table 3, 4) along with the interpretation of the obtained results help to discover the difficulties faced by students in translation and confirm the principal need for a specially developed sub-system of exercises to achieve a satisfactory level of skills in written translation of BC [38; 39]. The low scores of all criteria at this stage give evidence that students have insufficient knowledge in the sphere of intercultural business communication, particularly in the form of BC, do not know enough lexical units denoting the concepts in this area, and lack translation skills to perform WTBC.

Based on the results of the interim cross-section (Table 5), it is interesting to note that groups EG-3 and EG-4, which were trained according to variant A, achieved the best results. We believe that this outcome owes to the fact that the first cycle included the fifth MC, during which students were perfecting their ability to translate pre-contractual correspondence.

Despite the interim results, we must note that although the indicators of all criteria did rise, they did not reach the desired level. On average, students in EG-1 and EG-2 made three semantic mistakes in both translations, and students in EG-3 and EG-4 – two semantic mistakes in each text. This amount of mistakes may at first appear to be within acceptable limits. Yet even a single semantic mistake may lead to an incorrect understanding of the TT and, accordingly, to unexpected consequences in intercultural business communication. For this reason, we consider this number of errors to be unacceptable.

Let us now move on to examining the results of experimental training on a horizontal level. To this end, we will compare the efficiency of the two variants of the method. Table
6 shows that the mean learning rate varies across the groups insignificantly. The highest learning rates are found in EG-1 (0.92) and EG-2 (0.92) taught in accordance with variant B, in which the improvement of WTBC skills occurred at the end of the last cycle of training over three lessons and based on all types of BC. Students in EG-3 and EG-4, who were taught by variant A, in which the improvement of WTBC skills took place at the end of each cycle and by certain types of BC according to the cycle, showed somewhat lower learning rates (0.89 and 0.88, respectively).

Thus, it can be argued that as an outcome of the experiment, its participants have learned to accurately convey the meaning of the OT, the communicative intentions of the sender considering the receiver of the TT (increase in EG-1 and EG-2 by 1.7 times, in EG-3 and EG-4 by 1.4 times) and to correctly render the TT in terms of stylistics (increase in EG-1 and EG-2 by 1.5 times, in EG-3 and EG-4 by 1.2 times), at the linguistic level (increase in EG-1 and EG-2 by 1.3 times, in EG-3 and EG-4 by 1.2 times), and at the extra-linguistic level (increase in EG-1 and EG-2 by 1.8 times, in EG-3 and EG-4 by 1.6 times).

From the above it can be concluded that variant B is more effective in teaching WTBC, that is, the performance of exercises aimed at improving the skills of translation of all types of BC at the end of training cycles contributes to higher learning outcomes.

Let us confirm this conclusion statistically using the F-test.

As a rule, methodological research considers the presence of effect as the attainment of the 0.7 learning rate and the absence of effect – as the failure to reach it. Yet since all participants in our experiment reached the sufficient learning rate and the obtained mean rates were much higher than the sufficient (0.7), it is reasonable to consider the learning rate of 0.9 as the effect and the failure to achieve this coefficient – as the lack of effect. Thus, we determined the difference in the shares of students who failed to reach the 0.9 learning rate.

The resulting value of $\phi_{emp}^*=3.318$ ($\phi_{crit}^*=1.64$, $p<0.05$; $\phi_{crit}^*=2.31$, $p<0.01$) suggests that the share of people who achieved the 0.9 learning rate is higher in EG-1 and EG-2 than in EG-3 and EG-4. Therefore, the obtained statistical data give reason to conclude that variant B of the developed methodology for teaching WTBC is more efficient than variant A.

**Table 7**

<table>
<thead>
<tr>
<th>Group</th>
<th>Effect</th>
<th>Lack of effect</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students</td>
<td>Percentage share</td>
<td>Number of students</td>
</tr>
<tr>
<td>EG-1, EG-2</td>
<td>30</td>
<td>75%</td>
<td>10</td>
</tr>
<tr>
<td>EG-3, EG-4</td>
<td>14</td>
<td>35%</td>
<td>26</td>
</tr>
<tr>
<td>Number of students</td>
<td>44</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

In the experimental training of student economists in the written translation of BC, we relied on T.A. Volkova’s division of BC into three groups (pre-contractual, contractual, and post-contractual) based on the stages of contractual activity [40].
The selection criteria (authenticity, relevance to the topic, language minimum, volume) of educational material (educational texts used in the set of exercises) partially correspond to the criteria proposed in the study by Kunilovskaya et al. [41].

The stage-by-stage formation of BC translation skills in our study partially corresponds to the stages of teaching the written translation of special texts (WTST), presented in the study by Huang [42]. The researcher singles out the stages of analyzing the original text, WTST itself, and assessing and editing WTST, which in our study are sub-stages of the first stage of mastering WTST basics. However, Huang’s study lacks the stage of improving the skills of written translation of all BC types considered in our study.

The criteria for assessing the level of the formation of WTST skills in our study are consistent with the criteria used in the study [43]. In it, the correctness of conveying the content of English business letters, the stylistic correctness of the design of the translation of business letters, and the correctness of the linguistic and extralinguistic design of the translation of business letters are taken as criteria [44].

The review of scientific literature shows that there is still no unity among researchers in determining the essence of translation problems, or translation difficulties [45]. Each researcher interprets the issue of translation difficulty in their way. As a result, neither in theory nor in the practice of translation there is a clear and holistic idea of what it is. The data we obtained concerning students’ lack of knowledge of lexical units denoting concepts in this area are consistent with the opinion of Alolaywi [46], who studied the difficulties of translating English business vocabulary using experimental material. Alolaywi’s study concludes that a certain number of errors in the translation of BC is acceptable. We strongly disagree with this position since even a single meaningful translation error can lead to negative consequences for business communications.

When discussing our results, it should be noted that, as mentioned earlier, in most similar studies [47; 48], the achievement of a learning coefficient of 0.7 is considered a positive learning outcome. We considered it insufficient since the average coefficients obtained in our study of learning were significantly higher than 0.7.

We believe that our results indicate the need to use not only adequately selected educational material and teach the basics of WTST but also to perform exercises at the end of the training cycles to improve the skills of written translation of all BC types. This is a small but significant contribution to the methodology of teaching written translation to students of non-linguistic specialties.

**Conclusion**

The obtained data allow us to conclude that the experimental results confirm the hypothesis and give evidence that the use of appropriately selected educational material and a set of exercises developed on its basis ensure the high quality of WTBC performance by students. Furthermore, the variant of performing special exercises to improve translation skills in all types of BC at the end of each learning cycle proves to improve learning outcomes.

One limitation of the study is its limited sample. In addition, the participation of students in the pedagogical experiment for only two semesters did not allow us to monitor further dynamics of increase in the level of WTBC skills.
REFERENCES


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