

## A Cluster Method Usage in Teaching English Terminology on Business Informatics

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### Abstract

The article deals with a cluster method usage in the English language teaching. The study focused on the influence of this method on the process of teaching English terminology on Business Informatics. Using empirical method the work with two groups of students from Kazan Federal University was organized in order to ensure the reliability of the study. The results of the experiment are given. The efficiency of the cluster method as a method of teaching English terminology on Business Informatics is shown. Materials of the article can be useful for enrichment foreign language teaching methodology and pedagogy.

**Keywords:** Linguistics; Language; Analysis; Semantics; Material.



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### 1. Introduction

Development of science and technology in Russia and abroad inevitably puts on the agenda the issue of information exchange in the field of scientific and technological achievements. Computers and computer technology have become a part of human life. In terms of information explosion ability to navigate in a huge flow of information and to use it timely is of paramount importance. That is why the ability to work with literature in foreign languages is one of the qualification characteristics of a graduate. The importance of learning foreign languages increases every day and the learning process has many difficulties and unsolved problems. Business informatics is one of the youngest fields today. However, it is growing rapidly and its terminology is developing too (Baranova and Kalimullina, 2017). A large body of new Business Information reflected on the language. That is why it is so important today to use the most progressive methods, which will help to realize a great number of words and their meaning in relatively short period of time. However, if terms, concepts or principles exist in vacuum, i.e. without application, no wonder that we tend to forget them. When words are presented without context it's difficult for our mind to fix them. For example, a teacher can ask students to learn some definitions of term, facts or concepts in their textbooks. Most of them will do it without reference to wider imagination. In such situation, they use their short-term memory. Such laziness is usual for many of students. But the problem is that we need to know many terms not only for a short period of time. We have to remember a lot of specific words all our life (Kostyaeva, 2015).

According to research Perkins, "any piece of knowledge or so that matter any object or term should be viewed as design" (Perkins, 2016). In other words, it's necessary to develop critical thinking. It is important to emphasize, that the modern educational system has the aim of building up students' creative and independent thinking. Critical thinking is a pedagogical technology, stimulating intellectual development of a younger generation. One of its methods is cluster method. In this regard, objective of our research is to find out how the cluster method can help students with studying English terminology on Business informatics. First of all, the definition of cluster method should be clarified. As the name implies, cluster means beam, bunch, group, concentration. Earlier, this term was used in statistics, physics and informatics. Later it appeared in Pedagogy (Ermolaeva, 2014). Porter (1998) made a significant contribution to the understanding of the cluster method. The problem of clustering in education was also studied by Shamova (2006), V. Volov, and others. The cluster method is a graphic form of information organization, when we allocate semantic units and fix them in schemes with marking all relations. It is the image, contributing to systematization and consolidation of teaching material (Fahrutdinov et al., 2017). As it is known, there are three phases in critical thinking:

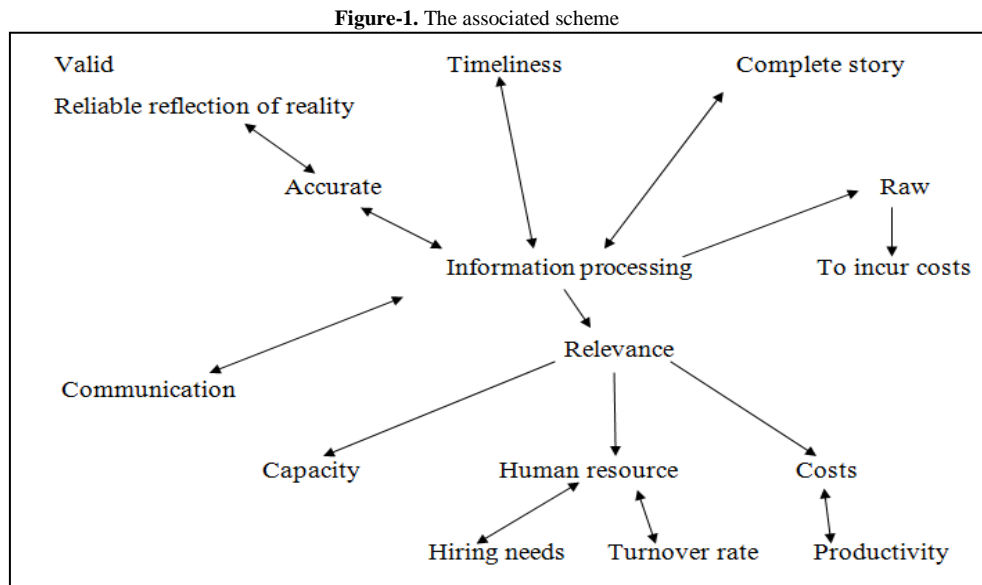
- Challenge;
- Understanding;
- Reflection.

At the first stage, there is involving all members of a group in the process. The main aim is reproduction of facts on the theme, forming an associative series and raising issues. At the stage of understanding, a work with information is organized, i.e. reading texts, reflection and facts analysis. At the stage of reflection, knowledge is being processed during creative activity and conclusions are drawn. The main advantage of the cluster method is a

possibility to use it at any stage of teaching. Clusterization is capable of cause fresh associations among students. It involves new ideas on the subject in mental process (Meddings, 2004; Mohammadi *et al.*, 2018). This research deals with the cluster method in teaching English terminology on Business informatics. By developing and testing a hypothesis indicating how this method effects on the process of learning English terms on Business Informatics (Antúnez, 2016; Jill, 2017).

## 2. Methods

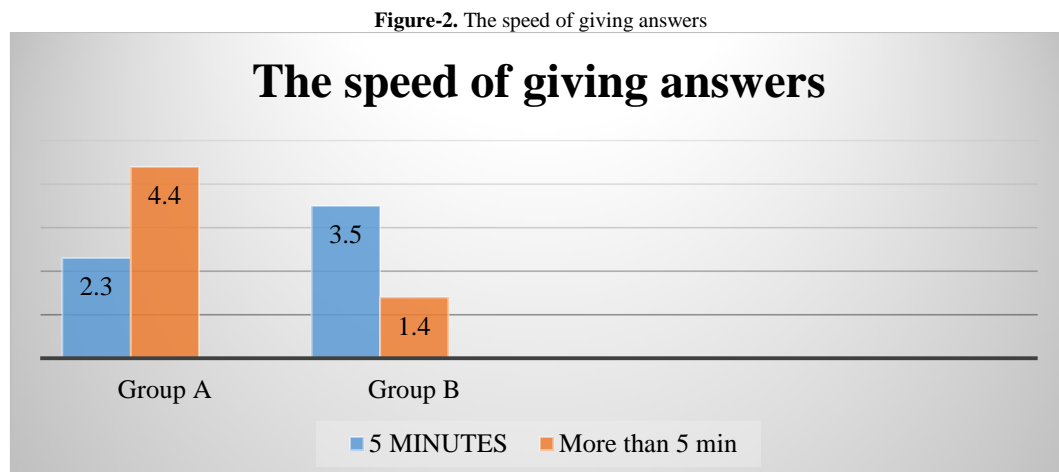
To solve the problems such methods as research study, analysis, collection of empirical data were widely used. Terms on Business Informatics were picked out. The authors worked with two groups of students of Kazan Federal University. One group was named Group A, the other one was marked as Group B. As the main term in our research was information processing. Classical method was used in. The students from the Group A were to learn words in their textbooks, namely information processing, relevance, communication, valid, complete story, hiring needs, turnover needs, productivity, etc (Singatullova *et al.*, 2017). In the Group B the cluster method was applied. So, the word Information processing was written on the board and the students were offered to think about this word combination. The students went to the desk and wrote words, which they associated with Information processing. Any student in the Group B had an opportunity to add words or to correct something in the scheme. After a half and an hour, we got a scheme, presented below (Ainabekova *et al.*, 2018; Khanipova and Sabirova, 2017).



## 3. Results

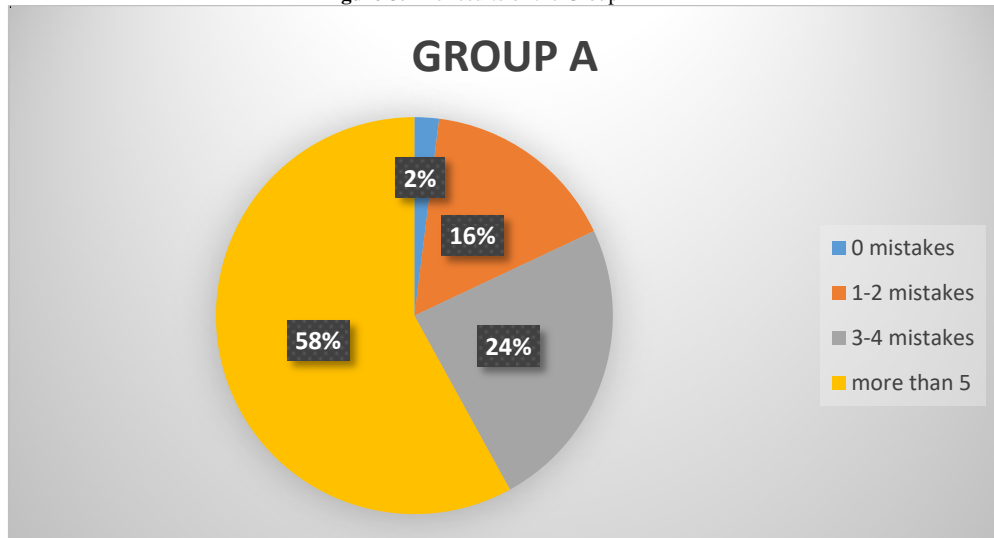
Later, the students’ task was to translate Russian terms on Business Informatics into English. The task included all words they had learned before. We will provide the task below: надежность (nadezhnost), своевременность (svoevremennost), действительный (deistvitelny), отдел кадров (otdel kadrov), процент текучести кадров (procent tekuchesti kadrov), корректный, аккуратный (korrektny, akkuratny), сырой (syroi), мощный (moshny), производительность (proizvoditelnost), понести расходы (ponesti rashody), коммуникация (kommunikatsiya). As it was decided the first criterion of success in this task was the speed of students’ work. The second criterion was the quantity of correct answers. That is why we added this point in our research table, which is below (Volov, 2000):

The results for the first criterion can be seen in Figure 2.



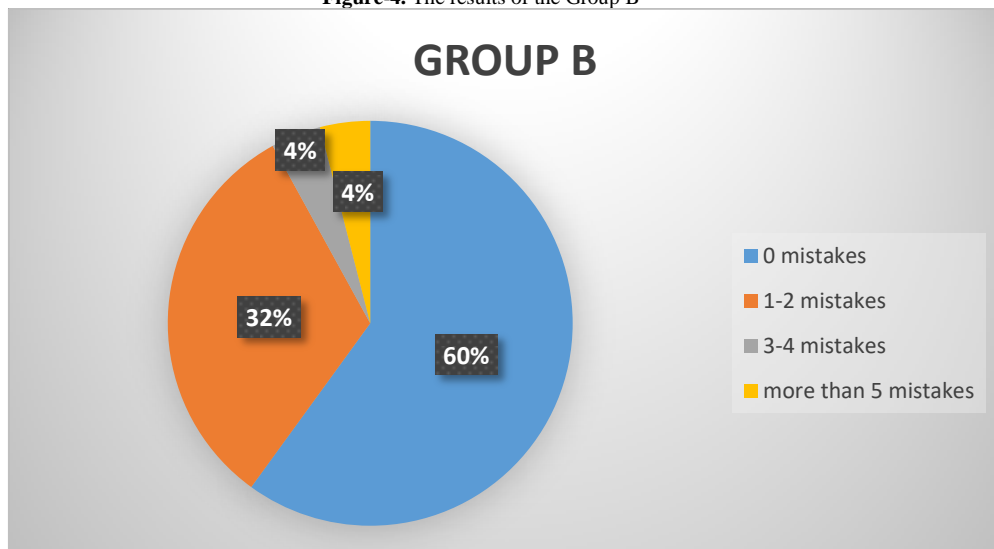
As it is evident, the Group B gave answers faster, than the Group A did. Then the students' answers were analyzed. The results of the Group A are shown in Figure 3:

Figure-3. The results of the Group A



The results of the Group B are shown in Figure 4:

Figure-4. The results of the Group B



Our study showed that the students from the Group A had made more mistakes in their answers and were slower than the students from the Group B.

#### 4. Discussion

As the results showed, the cluster method is very effective way of teaching. Assuming our research, the main rules of the cluster method can be emphasized. Using this method a teacher should:

- Allow students to speak freely about the problem;
- Give leading questions;
- Give time to think and realize the question.

If it is a group work, students must know that they are members of a group: knowledge and opinion of each one is important (Meddings and Thornbury, 2009).

#### 5. Conclusion

Our study focused on the cluster method in teaching English terminology on Business Informatics. We indicated how this method effected on the process of learning English terms on Business Informatics. In order to ensure the reliability of our study, using empirical method we worked with two groups of students from Kazan Federal University. In one of the groups the cluster method was used. We defined two criterion of success in learning English terminology on Business Informatics (Takhtarova et al., 2017):

- 1) The speed of students' work;
- 2) The quantity of correct answers.

The results of the research confirmed that students from the group where the cluster method was used were more successful, and did the task faster and more correctly.

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