

TEACHING ENGLISH FOR BUSINESS COMMUNICATION IN A HIGH INSTITUTIONS

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Summary: The article deals with teaching English for business communication in a high institutions. The result of the work of specialists in this field became the creation of a holistic idea of the boundaries of the English language of business communication, its functional varieties and the developing of a step-by-step methodology for teaching it.

Key words: business communication, educational purposes, functional varieties, terminology, conceptualization, categorization, prioritization.

As a result, to investigate scientific problems, related to the English language of business communication, in the early 90s of the last century at the department of English linguistics, faculty of philology, Moscow State University M.V. Lomonosov created a scientific direction-business English studies. The result of the work of specialists in this field became the creation of a holistic idea of the boundaries of the English language of business communication, its functional varieties and the developing of a step-by-step methodology for teaching it.

According to the definition developed by representatives of this schools, the English language of business communication should be understood as the mutually agreed unity of different in functional orientation varieties of oral and written speech (that is, registers) used for business purposes. In general, we can say that English business communication is a collection of certain lexical units used in communication with business purposes. Conditionally in for educational purposes, the English language of business communication can be represented in the form of two mutually intersecting spheres, the first of which covers vocabulary of the English language of business communication and the second - registers of the English language of business communication.[1.58].

The common terminology of the English language of business communication includes terms denoting the key concepts of business world, for example: agent, company, conglomerate, merger, executive, manager, import, export, etc. Common terms are "shared code," "uniting different and very different areas of entrepreneurial activity" [2.272]. Mastering common business terminology is a key in overcoming the problem of understanding the Russian-speaking students of the business world.

Learning to communicate in a foreign language is a complex and multifaceted process. Mastering the pronunciation option, mastering the vocabulary and the basics of building

phrases, sentences and sayings are insufficient for the purposes of effective oral and written communication. The listed registers are inextricably linked: in the reality of business communication, a business meeting is preceded by telephone communication and business correspondence; the presentation of any product or service may lead to the conclusion of a transaction, the signing of a contract of sale, discuss prospects for co-production, etc.

A consistent study of the nature of the functional varieties of the English language of business communication revealed the most typical properties.

Understanding the boundaries of English business communication, its specifics and differences from other types of "English for Specific Purposes" allows you to move on to the developing of a step-by-step methodology for teaching business English, which is based on lie several important principles.

Firstly, the methodology of teaching English for business purposes, in all likelihood, should not be guided by the language system "at large"; it also cannot begin with highly specialized areas and should take into account the level of training students and the nature of the tasks assigned to them. In other words, the approach must be a learner-oriented approach. Also, the proposed method should have a functional focus when understanding the business world and mastering the basics of normative speech consumption adopted in the business world. That is why the communication approach plays a very significant role in the developing of a functional methodology. The main goal of the training system in this case is to form and consolidating the skills of building idiomatic statements in oral and written speech among Russian-speaking students.

Finally, teaching English business communication, as well as any other subject shall be constructed taking into account the principle of "from general to special, "which implies systematic movement from the general language to actual business English, from oral communication to written, from common ways of expressing thought to more specialized, from more homogeneous material to greater stylistic variability.

Compliance with your principles requires a special approach to the organization of educational material. First, the proposed program consists of three large blocks. Since it is intended for university students, it is assumed that students are already familiar with the pronunciation norms of the English language and also know how to produce oral and written statements on everyday topics as provided for by the school curriculum.

The second important point in organizing educational material is the use of a methodological triad consisting of three concepts: conceptualization, categorization and prioritization, which primarily help to ensure a systematic approach to mastering key business terminology.

This leads us to the next stage in the developing of a conceptual methodology, the purpose of which is to remove the problems of understanding of the world of business among Russian-speaking students by introducing and consolidating common terms of the English language of business communication with a parallel explanation of their meaning and rules of use in speech. On this stage we have to apply the principle of prioritization and answer to the following questions: What topics should you start with the world business? What people

entering the business are faced with in the first place Wednesday? In other words, which sections should be mastered by Russian-speaking students at the stage of initial entry into the business Wednesday?

As it seems to us, first of all, any person who starts his/her career should have an understanding of the company structure, existing positions, main types of official duties and ways of organizing an employee's working day. The next important is the process of getting to work: students must learn to read and understand ads about available vacancies and employer requirements, navigating the social guarantees and knowing the specifics of conducting an interview and the rules of your behavior. In the future, it is necessary to develop a system of tasks aimed at consolidating the key concepts of a particular thematic section and at activating this vocabulary in speech.

Of course, the systematization of material by priority denoted by certain terms of individual concepts and groups of concepts. The meaning of ordering conceptual groups is to identify the most significant links in ensuring the understanding of Russian-speaking students of the business world.

This article gives only a general approach to the organization of the material under the English language of business communication program in non-language universities, which requires further detail in accordance with the developed principles.

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