

# TRAINING IN FOREIGN LANGUAGES: BUSINESS CORRESPONDANCE

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**Keywords:** business correspondence, culture of writing, lexical and grammatical material, oral communication, training, language clichés.

**ABSTRACT.** The aim of this study is to identify the ways of dealing with the problems of teaching business correspondence writing in a foreign language to students of a non-linguistic university. Business writing is different from other writing texts both on the lexical and grammatical and on syntactic levels. The lexical level is characterized by the use of special speech stamps, stable expressions, individual words of a general business nature, special terminology and abbreviations. Its features are inherent in fast means of communication such as electronic messages, which also need to be taken into account when teaching business elements of writing, With all the variety of types of letters, there is enough a strong idea of the letter, which empirically distinguishes it from other texts.

## **1. INTRODUCTION**

In today's world, thanks to the processes of globalization and integration, every professional has to deal with a large amount of business documentation in a foreign language. This is especially significant when we are talking about economic professions where knowledge of a foreign language is in demand. Therefore, students should master the culture of writing letters in a foreign language, the features of business writing style, resume, standard language clichés and rules of external processing of documents.

## **2. METHODOLOGY**

The study presents the problems of training students in the conditions of integration into the world community. It is defined, what knowledge and abilities for the practical implementation of the various communicative purposes of business communication in a foreign language students have to manage.

## **3. DISCUSSIONS AND RESULTS**

The skills necessary for doing business correspondence are among the basic skills of all kinds of specialists, without which they cannot exist on the labor market today. Both of these factors prove the need to train specialists in developing business communication skills and writing business letters.

Socio-economic changes have promoted business relationships with people from all over the world. Travelling to other countries, private and business, have become routine for people. Today many firms, organizations and enterprises conduct their international activities, having business relations with colleagues from other countries. In this case, the main means of communication between them becomes correspondence in a foreign language. The exchange of letters is the most economical and fast way of transmitting and receiving information. E-mail in the modern business environment is used throughout the world more often than any other type of communication; it functions efficiently and it is generally available.

Competence of business communication is the ability to communicate in a foreign language in the field of business cooperation effectively. The competence of a business letter is a complicated subject. Its structure contains certain competencies that are developed and formed in the process of learning a foreign language [2].

In the field of written business communication, as nowhere else, we observe the characteristic features of the business communication process, such as being regulated, following certain rules that come from national and cultural traditions, as well as ethical principles. It follows that business letters exclude the application of the rules of business communication of the native language in relation to other languages.

When teaching the culture of business communication in English, the real situations of modern business communication are considered. In particular, an effective way to develop practical skills of business intercultural communication among students is to purposefully study various cases of communicative failures and conflicts in the sphere of professional activity, as well as discuss ways to resolve and prevent them.

When starting to work on written business communication, it is necessary to take into account the difficulties that students usually have. Firstly, it is the students' lack of formed skills and abilities to work in their native language with the text of a business letter. A large number of students do not have a clear idea of important concepts, such as the structure of the text of a business letter, its plan, main idea, insignificant facts, and details. In most cases, students find it difficult to formulate the communicative intention that they want to express in the letter. The constant development of language skills occurs during the face of unknown, new, more complex cases that give opportunities for written communication [3].

If we consider the initial stage of training, the student must demonstrate his ability to conduct business communication at the elementary level. As for business contacts in the written sphere of communication, they are carried out by drawing up etiquette business letters and letter-forms and corresponding answers to them. Thus, students will be formed speech skills that are required for the implementation of the necessary communication tasks.

The sequence of the work of students in the preparation of a business letter is conducted according to the following algorithm: initially, the entire text of the letter is compiled in the native language, then it is translated into a foreign language. In this case, the correspondence of the English-Ukrainian business letter is not visible. This leads to stylistic errors in the text of a business letter and, in some cases, to semantic errors [3]. At the next stage of education, students are invited to formulate their thoughts in English in a letter, without grouping and analyzing them. As a result, the process of drawing up business correspondence is carried out haphazardly.

It is not recommended to work with composition plans and language text at the same time. The writer expresses his intention in the text not arbitrarily, but in a definite sequence, which forms the basis for the plan of one or another type of letters. Work on such plans is the starting point of a business letter learning methodology that includes several steps. Firstly, students understand the sequence in composing the writing of this type of business letter, its plan. Next, students should be introduced to the linguistic means necessary for the execution of this plan.

One of the important principles influencing the construction of the methodology for teaching business correspondence in a foreign language is taking into account the nature of the interaction of reading and writing in the training of specialists. We share the point of view of N.E. Berezina [1], who pushes an idea according to which the teaching of writing as one of the aspects of teaching written professional-business communication will be more effective if it relies not only on model texts but on independent speech creativity. Examples of different letters can be used as such texts, as well as additional texts for reading in order to acquire the necessary both linguistic and substantive information (including socio-cultural information), which can be used for speech act.

Business letter samples can be used to analyze the external structure of the construction of such texts, the features of compositional design, basic grammatical structures and their lexical content. Students should especially be encouraged to compare the linguistic phenomena found in the patterns of letters in English with familiar phenomena in the native language. Thus, reading examples of business letters serves as an important part of learning business correspondence in a foreign language.

Reading texts of letters that have certain methodological functions in the learning process allows students to form the necessary skills of written business communication and can serve as a basis for organizing learning process.

The following sequence of work with the text seems the best possible: from a holistic perception and understanding examples of letters to highlighting relevant information

and further to highlighting the details contained in terminology, phraseology, style, i.e., from the general to the special.

It is the language material that provides the practical implementation of the content side of professional written business communication in typical communication situations. Therefore, it is precisely the consideration of language material that we put forward as one of the principles in the selection of training content.

Vocabulary minimum is one of the most important components of learning content, since it reflects the specificity of professional business communication. In oral communication, including business communication, extra-linguistic means that have a direct impact on the course of communication, play a significant role. In the case of written business communication, there are also extra-linguistic means (selecting a font, dividing a text into paragraphs, using postscripts), but their number is not so large, and the role is not as important as in oral communication. Consequently, the main influence on the recipient occurs through linguistic means such as the correct choice and use of language and speech material. In this regard, it is necessary to select and use language material that would provide the effective written forms of business communication.

The selection of lexical and grammatical material should be made in accordance with a number of criteria. Thus, one of the most important criteria is the compliance of the selected material with the requirements of the training program, taking into account its adaptation to the communicative professional and business needs of the students.

The selection of lexical and grammatical material is also provided taking into account the feasibility and availability of this material. Determination of requirements for training and access to materials is carried out taking into account all previously studied materials at the previous stages of training. In addition, the selection of lexical and grammatical material is subject to a contrasting approach: lexical and grammatical phenomena, similar in the two studied foreign languages, can serve as a support for students in the course of training and should be taken first. This creates the effect of ease of learning business correspondence in a second foreign language.

In accordance with the above selection criteria, the selection of language material takes into account its relevance to the objectives of learning, namely, how much language units can play the role of a linguistic basis in teaching written business speech.

In addition to common vocabulary, the language composition of business letters includes the following lexical units:

- units characteristic of the language of business communication in general (for example, verbs used to characterize business activity: to postpone, to reinforce, to schedule);
- units characteristic of written business communication in general (for example, basic terms: inquiry, salutation, postscript, resume);
- units specific to specific situations requiring the writing of a business letter (for example, for writing a cover letter to a financial document: invoice, Letter of Credit, airway bill).

For the selection and organization of lexical units, it is necessary to establish the extent to which they affect the success of written business communication. For the selection and organization of lexical units, it is necessary to establish the extent to which they affect the success of written business communication. Thus, the communicative problem manifests itself in the need to plan a written discourse in such a way as to most adequately express its communicative intention, while respecting the general requirements for a business letter [3].

#### **4. CONCLUSIONS**

Given the above, it is not surprising that many students consider writing business letters to be very difficult. Thus, when developing for students studying English, written communication skills should be based on productive models for generating text. Knowledge gained in the process of training will allow the future specialist to occupy positions in foreign companies, to work professionally, competently and efficiently with foreign clients, contractors and business partners.

## **References**

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