

## LANGUAGE AND COMMUNICATION TEACHING AT BUSINESS SCHOOL: NEW PERSPECTIVES

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### ABSTRACT

This paper represents the redesigned language and communication program for bachelor students. The research of the high school stakeholders' needs specified the skills that help to formulate new skills agenda. The analysis predetermines the modification of the language and communication program. The paper provides an opportunity to advance the understanding of perspectives in language and communication program development

**KEYWORDS:** language and communication program, program development, communication skills in English.

### INTRODCUTION

Language teaching has gone through a radical shift of emphasis in the last twenty years, beginning with the communicative revolution of the mid-1970s. Business English, which appeared on the ELT stage as a course programme and learning objective in the late seventies, has been shaped by a range of influences from both the ELT and the non-ELT world. Its course content reflects the diverse needs of varied learner groups - from pre-service students to in-service professionals; and its pedagogic approaches have been influenced by the learning experiences of its learners - from broadly-based general education to specifically-designed management training. Language schools offer general English programmes for students from different backgrounds, grouped according to language ability. However, many language schools have added Business English to their portfolio of subjects. And more universities and colleges are launching programmes for their pre-service students in order to prepare them for the professional world in terms of language and business. Business English programme is offered to students following a degree course in Business Management, Economics or a related subject. This means that teachers who previously provided general English teaching are being required to offer Business English. However, the scope of Business English varies enormously between institutions, syllables and programmes display very different features, content and objectives. Major elements of Business English Corresponding with learner objectives: accuracy, fluency and effectiveness, there are two major elements as the building blocks for Business English course which aim to increase: language knowledge (reflecting the formal aspects of grammar, vocabulary and the sound system) and communication skills (presentations, meetings, negotiations, telephoning, written documentation). knowledge as it was mentioned reflects the formal aspect of ·grammar ·vocabulary ·pronunciation. Brieger stated that there are any language categories specific to Business English. Business English can utilize all the language forms which exist in General English. Similarly there are no new categories which have been created for Business English. Many Business English learners feel quite insecure about the social situations they must deal with. Socializing includes three distinct types of situation and behavior. First one is transactional situation for example ordering a meal in restaurant. The second type of situation is where people make contact with others for business reason around the actual discussion of business - for example, greeting and saying goodbye. The third one is where speakers interact with no fixed purpose just to create more relaxed atmosphere and get to know each other better. All Business English learners should be ready to such kind of situations that is why teaching socializing skills is a necessary component of Business English programmer. People in business have at some stage to be able to write, understand or process business letters. That is why Business English Training works on developing writing skills these are writing correspondences (letters, faxes and e-mails), memos, and reports. The objectives of teaching writing communication is to develop writing skills and appropriate style of written documents, to extend knowledge of standard phrases and structures for correspondences and report-writing, to review parameters for effective

layout of documents. Is evident that teaching communication skills comprise improving learners performance skills.

The only feature is that certain grammatical forms are more prevalent or less prevalent in Business English. In analyzing the grammatical forms of a Business English much attention has been paid to phrases, clauses and sentences, namely connection and transition between ideas, sentences and clauses. The range of vocabulary depends on the professional issues and topics you are dealing with. Today's professionals need to be equipped to handle a wide range of management issues both within and outside their specialist areas. Besides this the social side of communication must not be ignored - the ability to speak about social, economic, political issues which requires its own set of vocabulary. Consequently it is impossible to detach Business vocabulary from General vocabulary as these are two closely associated aspects. Before learning Business English learner should be well familiarized with general vocabulary. However, in addition to the specialist vocabulary, there is a need for general vocabulary, derived from a common core of basic terms. It is also another key issue - pronunciation. Business English involves different communication acts: presentations, negotiations, telephoning which require delivery that the audience is going to understand. In fact pronunciation is that what can impede understanding. It is important to do an intensive pronunciation work. Though Brieger asserted that it is impossible to reach native-speaker pronunciation and there are no specific rules relating to the pronunciation of Business English. As achieving native-speaker pronunciation is regarded almost impossible, the learners effort to approximate to the sound system of English are allowed greater latitude. Addition to language knowledge which were mentioned above Teaching Business English aims to increase also communication skills. These are skills of oral and written communication which enable people to convey meaning to others, either explicitly, via a verbal or written message or implicitly (body language). Teaching business communication skills include improving: presentation skills, meeting skills, socializing skills, telephoning skills, skills of writing documents. Presentation is a talk given by one individual to one or more listeners. The key to improving presentation skills is firstly to agree what constitutes an effective presentation. As a result, the demands on BE teachers have increased to some extent. Teacher of Business English also need to be able to teach communication skills. Language change introduces new forms; communication adapts to evolving behavioral and technological standards; and business both initiates and responds to changing practices. This requires the range of skills needed by the Business English teacher. Teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable, apart from good knowledge of General English, Business English teacher should have good business background that comprise knowledge of Business vocabulary and common business situations which learners are going to deal with. Teaching and learning has entered a phase which takes a more constructivist view of learning emphasizing personal learning and discovery on the part of the learner, with more task-based, collaborative work between learners, and a more facilitating role for the teacher.

Role of the teacher is not to provide an orchestration of books through a sense of structured activities, nor just to use the book as a source of teaching materials but to:

- Clearly devolve the task of working through the book to the students.
- Ensure that discussion of the task and the project is conducted in the way as it was mentioned using the language of business and professional meetings.
- Act as consultant for the students.
- Direct group activities, provide different types of activities.

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