**INSTRUCTIONAL GUIDELINES FOR THE SEMINARS IN THE DISCIPLINE “BUSINESS WRITING”**

One of the most important types of communication between people in society is business communication. It is impossible to do without it in the field of economic, legal, diplomatic, commercial, administrative relations. The ability to successfully conduct business negotiations, competently and correctly draw up business papers is currently an integral part of a person’s professional culture: manager, manager at all levels, referent, and employee. To achieve high performance in almost any type of business, you need to have a certain set of information, knowledge, ideas about the rules, forms and methods of doing business, about the principles of business communication.

Economic and socio-cultural changes taking place in the modern globalized world contribute to the growth of communication, professional contacts between representatives of different countries, the expansion of cooperation in various international projects. The culture of business communication promotes the establishment and development of relations of cooperation and partnership between colleagues, managers and subordinates, partners and competitors, largely determining their effectiveness: will these relations be successfully implemented in the interests of partners or will they become meaningless, ineffective, or even completely stop if the partners do not find mutual understanding. The success of business communication is determined by the professional competence of a specialist, an integral indicator of which is not only fluency in a foreign language, but also knowledge of various norms of both oral and written communication.

* Each of the eight units has two sections — a study section and an activity section. In the study section, students learn the conventions and common expressions of business correspondence and practise these through short exercises and letter-writing tasks. This part of each unit teaches students how to do things in English — such as complain, ask for information, request action and so on.
* In the activity section, students are placed in a business situation where different students (normally working in groups) represent different companies. Through a series of role cards at the back of their book (three for each company), students become involved in writing and replying to each other in order to accomplish a business goal — such as ordering some goods or arranging a business trip. When the activity has finished, there is a feedback stage where, with the teacher, students look at what they wrote and the problems they had.
* The study sections normally open with a short introduction to a situation, which is then followed by two or three questions and some letters. The questions are intended to give the students a purpose or focus in reading the

letters. The questions are of two types: questions about the content (e.g. Why is there a delay in the delivery of the goods?) or questions about the language (e.g. How exactly does the writer apologise?).The questions about the language serve as an introduction to the material' in the rest of the section. This presents the students with various ways on achieving a particular purpose (such as giving reasons, warning, complaining) in business correspondence in English. Each presentation is followed by short practice exercises. The final exercise is normally a letter-writing task, where the students have to draw together the points covered in the section as a whole.

* Each activity section opens with some material that introduces a business situation, with questions to focus the students' reading. Then the students are divided into groups and given their role cards. The role cards give some further information and tell the students what they must write and to whom. Most cards also include a 'letter plan' to help them. The students are required to produce neat business letters that are clear in meaning and as correct as Possible in terms of spelling, grammar, vocabulary, phrases and expressions.

SUMMARY OF STEPS IN RUNNING THE ACTIVITIES

1. Students read the introductory material.

2. Teacher asks questions to check they understand the situation.

3. Teacher divides the class into groups.

4. Students turn to their first role card, write the letter and deliver it to the appropriate group.

5. Students are told their next role card number.

6. Students write and deliver their next letter.

7. Students are told their final role card number.

8. Students write and deliver the last letter. The activity ends.

9. Students are told to look through the letters they received and indicate any problems in understanding the letters and any mistakes in layout, spelling, grammar, etc.

10. Letters are given back to the students. They look over them and try to

correct any mistakes.

11. Feedback.

**COMMUNICATIVE LANGUAGE COMPETENCE**

Communicative language competence can be considered as comprising several components: *linguistic, sociolinguistic and pragmatic*. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.

**Linguistic competences** include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations. This component, considered here from the point of view of a given individual’s communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability). Knowledge may be conscious and readily expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organisation and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organisation of vocabulary and the storing of expressions, etc. depend, amongst other things, on the cultural features of the community or communities in which the individual has been socialised and where his or her learning has occurred.

**Sociolinguistic competences** refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

**Pragmatic competences** are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed. All the categories used here are intended to characterize areas and types of competences internalised by a social agent, i.e. internal representations, mechanisms and capacities, the cognitive existence of which can be considered to account for observable behaviour and performance. At the same time, any learning process will help to develop or transform these same internal representations, mechanisms and capacities.

**INSTRUCTIONAL GUIDELINES ON THE ORGANISATION OF THE STUDENTS’ INDIVIDUAL WORK IN THE DISCIPLINE**

**“BUSINESS WRITING”**

The social order of the society makes alterations in the system of education which became oriented on self-development, self-education and self-realization of a personality of future specialist. Therefore, in the system of higher education it is necessary to pay special attention to students’ training for active creative independent activity. In modern concept of foreign language training the multicultural language personality becomes one of the key categories. Based on the development of language personality, the aims of learning a foreign language are formed from the point of view of language user as a subject of intercultural communication. One of the most important features of language personality is his ability and readiness for independent (autonomous) conscious language studying and mastering foreign language culture. Independent work of the students gains the special importance in non-linguistic institutions where there is not enough time for foreign language learning, and that’s why there is a tendency to reduce auditorium studies. Skills in independent searching activity are an important factor for further self-education of a specialist. Consequently, one of the main challenges of foreign-language teaching in higher institutions is the development of students’ readiness for independent work of creative type.

At present independent work can be classified according to the guiding principles. Briefly, we consider the most commonly used among them are:

*Independent work (IW) according to the time and control form:*

1. short-term, completed directly in auditorium conditions or at the moment of preparation for the classes with current or intermediate control;

2. long-term, connected with independent search, high activity level of students, requiring more continued preparation (e.g. project activity) using intermediate and final control.

*IW according to the form of students’ organization:*

1. individual;

2. pair;

3. collective (group).

It is very important to provide more time for the organization and conduct of group IW as the group is the exact surrounding that motivates and stimulates the students. Methodologists have proved that group interaction enriches knowledge and skills, special and general educational actions, serves for formation of self-control and self-appraisal.

*IW according to the place of fulfilment:*

1. during auditorium classes;

2. at the laboratory;

3. outside the university.

*IW according to leading needs and priority-driven objects of mastering:*

1. work on the language means with the purpose of language material accumulation;

2. work on foreign language text as a product of linguistic culture;

3. training work on the language means;

4. independent speaking practice.

*IW according to the form of the teacher’s participation:*

1. personally controlled by the teacher;

2. controlled by the teacher indirectly (using instructions, rules, study aids etc.);

3. uncontrolled by the teacher (by personal initiative of the students).

*IW according to interaction between the teacher and the students:*

1. uncontrolled, where the teacher determines the level of linguistic competence and background for IW skills development, the students act according to the “trial-and-error” method;

2. imaginary, when the teacher uses strict control technique. The students act determinedly within the strict framework of a task;

3. fragmented, when the teacher uses strict and flexible control techniques. Students act combining independent and suggested actions;

4. relative, when the teacher gives the task in the most general form and the students act independently and freely.

**GUIDED INDEPENDENT WORK**

This course gives students the flexibility of exploring an area of academic interest. Under the guidance and direction of the teacher, students will be given the opportunity to research a specific academic topic, develop a proposal for a plan of study and action, and determine a final assignment. Final assignments will include a written component.