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О СОДЕРЖАНИИ ОБУЧЕНИЯ ДЕЛОВОМУ ОБЩЕНИЮ СТУДЕНТОВ ЛИНГВИСТИЧЕСКОГО ПРОФИЛЯ

В статье рассматриваются некоторые вопросы определения содержания речевой деятельности в процессе делового и профессионального общения на иностранном языке студентов лингвистического профиля обучения, исследуются основы для определения содержания обучения и проблемы теории и практики, требующие более глубоких исследований. К таковым относятся отбор лексики и грамматики и их дифференциация в зависимости от коммуникативных целей обучения; упорядочение наиболее профессионально значимых тем и ситуаций общения; создание системы деловых игр/case study и др. Статья может быть использована при разработке учебно-методических материалов по английскому языку делового и профессионального общения.

Ключевые слова: содержание обучения деловому общению, коммуникация в деловой сфере, отбор основных ситуаций общения.

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**ON THE BUSINESS INTERCOURSE SYLLABUS
MEANT FOR THE STUDENTS MAJORING IN
LINGUISTICS**

The article reviews some issues related to selecting linguistic content for teaching business and professional foreign language intercourse to students majoring in linguistics. It also analyzes the essentials of shaping the course content as well as the problems of theory and practice requiring further in-depth research. In particular, selecting appropriate vocabularies and grammatical patterns and classifying them depending on communicative purposes of teaching; streamlining essential professional topics and communication scenarios; developing a simulation exercise and case study system among them, etc. The article can be used to work out methodical guides and courseware for teaching business and professional English.

Key words: business intercourse training, communication in business, selecting the major communicative situations.

Introduction

Developing the business intercourse training scheme shall be based on an interdisciplinary approach and learning goals and objectives (shaping relevant competencies in the said field of communication). Business intercourse is characterized by uniformity, similarity of speech acts in many situations [2; 3]. Namely for this reason the communicative minimum of the training program has to rely on the procedures set forth below:

- selecting and describing the major socio-communicative roles typical of this area of communication and their patterns;

- classifying and specifying the basic types of the situations related to performing the core communicative roles;
- singling out essential communicative intentions, their situational and thematic relatedness;
- creating text areas of monologic (documentary, journalistic, scientific) and dialogic texts adequately featuring the core situations and communicative roles, their combining due to the method of expressing contextual parameters of communication in the field of business discourse;
- making a catalogue of speech acts, their grouping and methodological interpretation.

It should be noted that the functional minimum of the business intercourse training program for the students majoring in linguistics has also to be shaped with reliance on the communicative activity approach. At the heart of the would-be scholars professional competence there has to be the basic knowledge in Theory of Linguistics and Theory of the Target Language (phonetics, vocabulary, grammar, stylistics) [1; 4; 5]. The above knowledge shall be a certain foundation, which is the basis of getting a thorough grasp of occupational centric business communication training. The core element of this information embraces the linguistic courses basic concepts: Theory of Speech Acts, Theory of Intercultural Communication, et al. The students have to know and understand what communication and the field of intercourse mean, the specific character of communication in business, what a speech act is, what speech situation and verbal act stand for, what main components of a speech situation mainly affect the verbal fabric of utterances. Studying typical situations of the business intercourse sphere, role positions and role configurations, major tactics and strategies of communication will not only enhance their linguistic competence, but will also become a significant factor in maintaining their motivation in the learning process, as well as their conscious approach to mastering the instructional material. Another important information block

contributing to taking in the course shall be the students' knowledge on General Stylistics, the Stylistics of the Russian and Target (English) Languages, as well as practical knowledge of stylistic norms in the field of their native and target languages. It is quite obvious that the mastery of the rules of business communication in a foreign language is achieved more successfully in case the learner possesses relevant competences in their native language.

Thus, the syllabus structure for the students majoring in linguistics with regard to teaching business communication is a complex one and has a multi-level format, including both theoretical knowledge in the field of the theory of speech acts, stylistics and intercultural communication, and a set of speech skills that make up the communicative competence of the students.

In fact, business communication is rather stereotypical and verbal clichés and formulas are in this case related to the specific roles of the communicative act participants rather than to the subject matter of communication. The role-based representation of the speech material is most conducive to its activation and retention at the stage of intensification and development. The role-based structuring of the speech material involves the study of topics, as it relates to communicative situations. The roles and role configurations set forth below are most representative of business intercourse as a specific discourse: a legal entity (the State and an enterprise of any incorporation form and referring to any field of activities); a natural person (supervisor, employee, representative of a legal person, petitioner). Legal persons communicate only in a written documented form (various categories of documents); communication between corporations and individuals is also performed in a written documented form, but in this case slightly different categories of documents are used; communication between individuals can be performed both in a written documented form and orally. Verbal communication

in this case can be monostylistic, or may include various stylistic elements determined by the communicative situation parameters (addressee, conditions set, information sender).

Results and discussion

The business sphere language acquisition on the basis of contextual setup of the verbal and lexical and grammatical material becomes a major motivation aspect for the students learning English for occupational purposes, as this kind of knowledge implies a possibility to receive and impart information related to future professional activities. Selecting the major communicative situations to study shall comply with several parameters: firstly, the course unit schedule "Microeconomics, or Economy of an Enterprise" has to be analyzed in detail; secondly, it is necessary to analyze the study guides and resource books; and third is to examine the textbooks, manuals and training materials on business communication in terms of their content. Upon summarizing the data obtained, we have identified the following topics and their constituents:

1. Employment. The documents required for the applicant to be employed (application form, resume, CV, covering letters, recognition letters). Interview. Actions taken when hunting for a job. Staff recruitment advertisements. Presentation. Discussing the working conditions: wages/ salary, PTO, insurance.

2. At the company. Getting to know the company and the fellow workers. Working place/ area and responsibilities of an interpreter/ translator, an office manager, a sales agent. Office setup: premises, inventory and logistics management of activities, the workplace. Types of companies in the US and Great Britain: partnerships, limited liability companies, joint ventures and funds. Business card of an employee.

3. Being on the phone all day long. Telephone conversations and negotiations. Fax machine, e-mail, telegram, telex. The main abbreviations used in business correspondence. The structure of a

business letter. Differences between the British and American variants in business correspondence.

4. Visit of a foreign partner: telephone call, booking a hotel room, picking up at the airport. Getting acquainted, greetings, acknowledgements and thanks, saying goodbye, forms of address. Arrival in the country (customs and passport control, at the airport, at the railway station, schedule, urban transport). Accompanying the foreign partner.

5. Getting to know the firm, the company presentation. Corporate culture. The main activities of small and medium-sized businesses: wholesale and retail trade, services, production of consumer goods. Presentation of the goods. Letter of Offer.

6. Partnership proposal, negotiations. Letter of Inquiry. Cooperation Agreement. Statement of Intent. Business agent work. Advertising agent work. Order, its confirmation and declining the order. Advertising copy, its types. Advertising copies in various types of media. Advertising copies origination system.

7. Entering into contract (subject of the contract, delivery time, payment terms, dispatch documentation, warranties, packaging, marking the goods, insurance, sanctions). Basic terms of delivery. Differences in the American and British variants of the business intercourse language in this area.

8. Discussing the financial terms of the transaction. Corporate finance (monetary assets, form of payment, cash and non-cash resources, currency). Payment as an important part of any commercial transaction. Letters of payment and reminder letters. Payment terms for mediation services. Cash and cheques in England and the United States.

9. A staff conference at the boss's office. Conflicts at work and ways to settle them. Considering a situation in the company. Analyzing the company's activities: reading and commenting on the charts, graphs. Career of a company's employee, career growth.

10. Unfortunate situation (claims and complaints, breach of delivery specifications: short delivery, delay in delivery, damage, breach of contract, force majeure). Letter of complaint and writing back.

We have to define the primary objectives with regard to each contextual unit, which is in this instance the basic unit of training.

Practical goals and objectives of the course can be instantiated in the requirements to communication skills in all forms of speech activity or language behaviour associated with perception and discourse production, interaction (dialogic communication) and mediation (translation and interpretation).

Thus, in speaking the students have to be capable of monologic and dialogic speech in the business intercourse field, they can draw up a statement/notification and a report on a particular topic, engage in conversation, interview or discussion related to the proposed situational minimum. The students have to be able to properly realize their own communicative intention, thereat their speech should possess qualities such as consistency, richness, clarity, coherence, semantic and structural perfection; it has to comply with linguistic norms, as well as pragmatic and cultural and social settings, updated in business communication. While listening comprehension, the students have to be able to recognize the meaning of both the original recording (spontaneous monologue and dialogic speech, being guided by the covered language material, cultural and social knowledge and the skills of contextual deduction) and immediate, face-to-face business communication. The students have to be capable of official writing within the limits of the studied material; they know the major officialese text genres and produce them in accordance with the linguistic norms and pragmatic parameters of the discourse. The students manage the basic types of reading: the reading aimed at understanding the basic content of the text; the reading aimed at the most accurate and adequate understanding of

the text focused on observing linguistic phenomena; the reading meant to quickly spot some specific information.

In the course of learning English as a language of business communication the students master a certain range of speech acts to render factual information, express intellectual relationships, affective evaluation, persuasion or influencing the interlocutor; they get acquainted with the peculiarities of functioning the formulas of speech etiquette in a business discourse; they also learn to structure both spoken and written language.

For example, in the field of speech etiquette a student should be able to:

- draw the attention of the interlocutor,
- use formal and informal ways to address people, be able to adequately react to them,
- get acquainted with a business partner, introduce their colleagues, react to the introductions,
- say goodbye, express their wish for further cooperation,
- bring and accept apologies,
- thank the partner (colleague), properly react to the thanks and acknowledgement,
- express understanding or lack thereof; ask to say something again, to clarify, to explain the abovesaid,
- rephrase and explain in other words,
- enquire whether the interlocutor has understood their words,
- make a compliment, courtesy, convey good wishes and react to them in a proper way,
- express sympathy, condolences, and react to them in a proper way.

When structuring their speech, the student shall:

- constantly do self-correction,
- be able to introduce the topic, change the subject;
- properly express their own opinion;
- generalize, draw conclusions, summarize the abovesaid;

- initiate the interlocutor's attention, evaluate the measure of the interlocutor's attention to their own speech;
- encourage the interlocutor to continue the speech;
- tactfully interrupt the interlocutor, inducing him/her to change the subject.

In terms of expressing factual information the student should be able to draw up and structure the statement in compliance with its design and topic; adjust, specify and clarify information. In terms of expressing intellectual relations and conditions the student should be able to express agreement / disagreement, knowledge / non-awareness, to express the degree of probability or relevance of something, come out with suppositions, express certainty / uncertainty, competence / incompetence, ability / inability to do something; express the desire, need, intention, and preference. The student shall be able to properly or contextually express their affective evaluations and perceive the affective evaluations by the interlocutor (sympathy, benevolence, interest, disappointment, concernment, regret, etc.). The student has to learn to influence their interlocutor: offer help, assistance, advice; express warnings and encouragement to action; volunteer, accept offers; give unambiguous or evasive answers.

Conclusions

The above list of speech skills and speech acts of a student is formed in the course of lessons based on the contextual principle. The special practical course framework may come out with and address a great number of different tasks, but the core problem has always been shaping speech skills in those types and forms of communication, which are the basis of their training and future professional engagement.

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**СОВРЕМЕННЫЕ КОНЦЕПЦИИ РАЗВИТИЯ
МЕЖКУЛЬТУРНОЙ ДЕЛОВОЙ КОММУНИКАЦИИ В
ЯЗЫКОЗНАНИИ**

В статье рассмотрены проблемы динамики развития межкультурной деловой коммуникации, а также приведены определения лингвокультурологии, межкультурной деловой коммуникации. В работе приводятся переменные, составляющие коммуникативный процесс.

Ключевые слова: межкультурная деловая коммуникация, лингвокультурология, коммуникативное поведение.