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**«МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ:
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Authors are fully responsible for the content of research papers and the correctness of the facts indicated in them.

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жағдайында, керісінше, нұсқаушының педагогикалық ниеті мен тапсырмаға негізделген оқу әрекеті оқытудың когнитивті, метатанымдық және әлеуметтік-аффективті өлшемдері арасындағы мағыналы өзара әрекеттесуді анықтайды.

Жекелендірілген және байланыстырылған параметрлерде тіл үйрену қосымшаларын пайдалану нұсқаушының өкілеттік ретіндегі рөлін айтарлықтай қайта анықтады. Оқыту режимі енді студенттер оқуын күшейту үшін географиялық шекарадан тыс жерлерде ана тілінде сөйлейтіндермен цифрлық байланыс жасай алатын таратылған тәжірибеге өзгерді.

Ағымдағы AI жүйесінің мүмкіндіктері оқушының жаппай деректеріне негізделген болжау және бейімделу мүмкіндігінің арқасында жекелендірілген білім беру уәдесінің жүзеге асуға жақын екенін көрсетеді. Бұл уәденің орындалуы мүмкін бе, жоқ па, әлі белгісіз. Қиындықтарды жеңу және мүмкіндіктерді пайдалану стратегиялары алдағы онжылдықтардағы болашақ зерттеулерге көп сүйенеді.

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PEDAGOGICAL POTENTIAL OF BUSINESS CORRESPONDENCE TEXTS

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Аңдатпа. Қарқынды экономикалық даму дәуірінде іскери ағылшын тілін оқыту жаңа қиындықтар мен мүмкіндіктерге тап болады. Бұл мақалада авторлар «іскерлік ағылшын тілі» және «іскерлік ағылшын тілін оқыту» тақырыптары негізінде іскерлік ағылшын тілін оқытудағы іскерлік хат алмасу мәтінінің әлеуеті мен рөлін талдайды.

Түйін сөздер: іскерлік хат алмасу мәтіні, іскерлік ағылшын тілі, оқыту

Аннотация. В эпоху стремительного экономического развития преподавание делового английского языка сталкивается с новыми вызовами и возможностями. В данной статье авторы анализируют потенциал и роль текста деловой переписки в преподавании делового английского языка на основе тематик «Деловой английский язык» и «Преподавание делового английского языка».

Ключевые слова: текст деловой переписки, деловой английский язык, преподавание

Abstract. In the era of rapid economic development, business English teaching is facing new opportunities and challenges. This paper analyzes the potential and role of business correspondence text in business English teaching from the subject of business English and business English teaching.

Key words: business correspondence text, business English, teaching

INTRODUCTION

With the increasing speed of globalization and the growing demand for compound talents in the whole society, the graduates of single majors in the past have been hard to adapt to the demands of social work nowadays. Therefore, interdisciplinary education has been emphasized more and more, and Business English is one of them. In recent years, more and more colleges and universities have opened business English courses, but the teaching method and the choice of teaching materials are still in the exploratory stage. This paper focuses on analyzing the potential of business correspondence text in business English teaching.

Concept of Business Correspondence

English is a practical and most common language in the world, and in international business activities, the transmission of information is generally based on English, so it is called Business English. Business English is a product of economic globalization, which is different from general daily language, known for its professionalism and specialization, and strives to use accurate, detailed, simple and clear words. Business English correspondence refers to people with foreign trade knowledge as the theoretical foundation, with business English knowledge as the means of expression in the progress of foreign trade activities in the progress of written communication and exchange of network correspondences and so on. Business correspondence is the carrier for professional communication and exchange between trading parties in international trade. With the continuous progress of information technology and the popularization of the Internet, the form of Business English Correspondence is not only limited to paper correspondences, electronic correspondences have gradually become the main form of Business English Correspondence. In foreign trade, the use of Business English Correspondence and Telegraphy is mainly manifested in the transmission of information, dealing with trade activities in the communication and liaison between the two sides of the feelings and so on. The main content involved in the progress of business negotiations, signing cooperation intentions, product procurement, contract disputes and other aspects. The types of business English correspondence are also very rich, including reply correspondences, request correspondences, inquiry correspondences, informative correspondences and so on.

Current situation of business English teaching

The demands for the quality of teachers in business English teaching are high. Teachers are required to have a solid foundation in English, a broad knowledge base, and sufficient knowledge of business. However, the current situation of the teaching staff in business English is worrying. The lack of specialization among teachers is a plateau in current business English teaching. Despite their advantage in English language proficiency, they lack in-depth knowledge of subjects such as international economics and international law, especially practical skills.

The complexity and applicability of business English professional knowledge require the knowledge structure and practicality of business English teachers. Teachers should not only be able to explain business professional terms and related theoretical knowledge in English but also to narrate business practices in English, in order to cultivate students who understand theory and can conduct business activities in an English language environment. This requires teachers to not only focus on the study and presentation of textbook knowledge but also to have practical operational experience in real business environments.

At present, there are two problems with the textbooks used in business English teaching. Firstly, the single version does not meet students' varying cognitive abilities. Secondly, the content of the textbooks lacks systematicity. The textbooks are knowledge-oriented, weak in practicality, and mostly outdated. Most textbooks are written by teachers with a background in linguistics, focusing too much on language learning, without reflecting the characteristics and applicability of business English.

There are two solutions to the problem of teaching materials: first, it is necessary to compile teaching materials in a targeted manner based on a full understanding of the English foundation and cultivation goals of students in different types of schools. The compilation of a good business English textbook should be a collaborative effort of business English teachers, relevant professional teachers, and industry experts with rich practical experience. Second, using real business letter texts as teaching materials can greatly enhance students' practical abilities. Because pre-experienced learners do not usually have the possibility to practise and learn English in the real-life situations in business context, a good approach is to use authentic business contexts in the classroom.

Analysis of the pedagogical potential of business correspondence texts

Practical Application Skills:

Business correspondence is a practical form of business communication, and teaching business English with business correspondence texts helps students learn how to communicate effectively in a real business environment. This is especially important for students who will be working in business careers in the future.

Specialized terminology and formatting:

Business correspondences often have a specific format and specialized terminology. Teaching business English with business correspondence texts can help students become familiar with and master these professional terms and the correct writing format. This will help them look more professional and credible when writing in the workplace.

Communication Strategies and Techniques:

Teaching business correspondence texts can cover different communication strategies and techniques such as polite language, clear expression, and a positive tone of voice. By learning these skills students can improve their effectiveness in communicating with others in a business environment.

Cross-cultural communication:

Business correspondences usually involve cross-cultural communication because business activities often involve cooperation between different countries and regions. Teaching business English through the text of business correspondences can help students understand the differences in communication between cultures and learn to be more sensitive and adaptable in cross-cultural environments.

Problem solving skills:

Business correspondences are often used to express problems, request solutions, etc. Teaching with the text of business correspondences develops the ability to analyze problems and find solutions, which can be very helpful when facing challenges in a professional career.

Teamwork:

In a business environment, many business correspondences are the product of teamwork. By teaching with the text of business correspondences, students can experience the importance of teamwork and learn to communicate and coordinate effectively in a collaborative manner.

Self-expression:

Business correspondences require the clear and accurate expression of ideas. Teaching with business correspondence texts helps students to improve their self-expression skills so that they can effectively communicate their ideas and intentions.

CONCLUSION

Using business correspondence texts as business English teaching materials can introduce various English business letters, telex and fax and other writing formats, business terms and various expression methods in foreign trade practice, and introduce various aspects of foreign trade. The specific practices of each link enable students to improve their English proficiency while mastering basic terminology and expression skills commonly used in foreign trade business, and cultivate and improve their foreign trade business capabilities.

In summary, using business correspondence texts as teaching materials brings a practical and authentic dimension to language learning, meeting the specific needs and goals of learners in the business English environment. It provides learners with the language skills and cultural awareness necessary for success in the business world, emphasizing real-world communication and task-based learning, making the educational experience more engaging and applicable to future careers.

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