

Slang is considered as a violation of the literary language norms. In most cases, these are expressive and ironic words that denote objects or events from everyday life. It is out of the question that it is very important to speak in correct and splendid English, and reading books in the original helps you not only to replenish your vocabulary, but also to improve your literacy. But do not forget that in real life you will most likely have to communicate not with lords and princes, but with ordinary people, students and managers. So it is important and necessary to know the peculiarities of colloquial, informal speech.

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SOME ASPECTS OF TEACHING WRITING FOR BUSINESS

The article is devoted to the study of the peculiarities of business correspondence writing in English. The topics of business letters and the stages of the process of teaching students of higher education to prepare business correspondence in English have been analysed in the article. The importance of writing business letters on real-life topics that are as close as possible to real work situations has been emphasized.

Keywords: *business correspondence in English, business correspondence, writing business letters, stages of learning business writing, teaching business correspondence writing.*

Стаття присвячена дослідженню особливостей здійснення ділового листування англійською мовою. У статті розглядається тематика ділових листів та етапи процесу навчання здобувачів вищої освіти здійснювати бізнес-листування англійською мовою. Наголошується на важливості написання ділових листів на актуальні теми, що максимально наближені до реальних робочих ситуацій.

Ключові слова: *ділове листування англійською мовою, бізнес-кореспонденція, написання бізнес-листів, етапи навчання бізнес-листування, навчання ділового листування.*

Probably, every businessman will agree that knowledge of English is extremely important for the successful career of people who are engaged in business activities. This knowledge requires not only the ability to read and understand the printed text, to communicate orally, but to be able to conduct business communication in writing. Writing skills are essential for businessmen because a great part of communication is conducted via email, such messengers as Telegram, Viber, WhatsApp and so on.

In our opinion, teaching students how to conduct business communication in writing is rather difficult because it requires from a student to have a solid English background, it means to have an extensive vocabulary, necessary grammar knowledge, understanding stylistic differences (formal-informal style) etc. It is vital not to make the process of studying business writing a dry and

uninteresting process. That is why a teacher should think carefully and look through some methodological literature how to convert this difficult period of studying into an interesting activity which will engage the students and encourage them to learn further.

Writing skills belong to reproductive ways of delivering information. Very often business communication is carried out through email letters. There are certain rules of composing business letters to make business communication successful and the responsibility of English teachers to get their student acquainted with these rules and relevant vocabulary. Another important issue that students should practice in writing on the topics which are connected to the real-life business situations and they will feel more confident and better prepared for their future working life. Here are the list of suggested topics for writing tasks for students who study English For Specific Purposes at university.

Topics for the first level: arranging a meeting; confirming attendance at a meeting; explaining a process; proposing ideas to a manager or colleagues; accepting an invitation to an event; requesting documents from a co-worker; announcing the agenda of a meeting; confirming/explaining travel arrangements; apologising for a delay in delivery; thanking a co-worker for making an extra effort to meet a deadline; following up on a first meeting/cold call; thanking a client for purchasing a product or service; invoicing for a product or service; notifying co-workers of company news; ordering a product or service.

Topics for the second level: following up on request for information; responding to a request for replacement or a faulty product; complaining about late delivery; inviting someone to an event; requesting information about a product; requesting to extend a deadline; notifying co-workers of a change in procedure; complaining about errors with a faulty product; reminding a colleague about something (while you on vacation); reporting back on a meeting; negotiating business terms; proposing a new product or service; reporting progress on a project; requesting information on the status of an order.

Topics for the third level: proposing a new product or service; reporting back on a meeting; requesting documents from a co-worker etc.

Let us have a look at several steps and proposed exercises in teaching business letter writing.

Firstly, teachers should explain their students the basic elements of a business letter in general: greeting, main part, closing. Also, at the top of the letter we indicate who we are writing to and the subject of a letter to inform the recipient about the topic of writing.

Secondly, the teacher should explain the details of presenting each element in the business letter. In this section a teacher shows the students the example of a business letter, received from imaginary businessperson. For example, the topic of writing task is “Proposing ideas to a manger or colleagues”. The teacher explains the students the background situation. Here is an example of a background situation: “Success College is an international business school in London, UK. 70 per cent of students come from different countries, including France, Belgium, Germany, Poland, Ukraine. You work for Success College as Marketing Director.”

After explaining the background situation the teacher shows the students the email from this business company. This is an example:

From: Dan Brown

To: (the student's name), for example, Anna Black

Subject: website suggestions

Dear Anna,

Attached is a report saying that Success College website doesn't get much traffic. The report suggests the reasons for this are because the design is bad, the site is difficult to use and, and it is only in English.

Can you email me back with possible suggestions and a possible plan to make a website better?

Best wishes,

Dan Brown

Managing Director,

Success College

The students read and translate this letter, and then get acquainted with the follow-up task, in which they should produce an answer to the given letter, including the following information:

- **Who are you writing to?** (Write an email to a Managing Director of Success College)
- **Why are you writing?** (To propose the ideas to the manager)
- **What 3 points do you need to include?** (refer to the situation, make your suggestions and ideas, suggest a plan of action).

To do the abovementioned task successfully, the teacher offers the students to make plan. Planning helps them think of ideas and put them in clear, logical order. The teacher can offer the students items of a plan which they should put into correct order. For instance:

- 1) Refer to the situation (report on our website).
- 2) Make a first suggestion (re-design site, easier to use, increase traffic).
- 3) Make further suggestions.
- 4) Suggest a plan of actions (look for website designer, translators, costs and schedule).

After this task we ask the students to try writing their first draft. Our letter will consist of the following parts:

- 1) Subject; 2) opening; 3) main part of the letter: a) refer to the situation; b) make a first suggestion; c) make further suggestions; d) suggest a plan of actions; 4) closing.

So, students and a teacher together start with the training stage – writing the draft letter. They choose the best ideas of presenting the subject of a letter, for example: “ideas for the Success College website”. Then they discuss how to write a greeting in the letter correctly. After that they proceed to the main part – the item “refer to the situation”. Here the teacher can offer the students several variants and offer the students to choose the most adequate one, explaining the strong points of the correct option and the drawbacks of the other ones. For example:

Choose the best opening sentence

1. *This is about the report.*
2. ***I am writing about the recent report on our website.***
3. *I'm just writing with some suggestions.*

The teacher explains here that the second option is the best opening sentence because it says clearly what your email is about.

Then the teacher can provide the students with the two module answers for the section “make a first suggestion”, and students should explain the best choice here, for example:

1) *I suggest redesigning the site to make it more user-friendly. This will hopefully make it easier to use the site.*

2) ***I suggest redesigning the site to make it easier to use. I think this will improve the rate of traffic to the site.***

Here we emphasise that the second option is better as this paragraph makes the suggestion clearly, explains why and says how it will help to solve the problem.

In the section “make further suggestions” we can provide the students with the module answer, for instance:

I have another suggestion. 70 % of our students come from abroad, and many of them don't read English well. In my opinion, we should translate parts of the website into different languages. The key markets are France, Belgium, Germany, Poland, Ukraine, so the website should be in languages for these places.

Reading the task, the students have to answer the following questions:

- 1) Which sentence introduces the problem?
- 2) Which sentence says what change the writer would like to make?
- 3) Which sentence gives details of the suggested change?

The teacher can suggest two paragraphs for the “suggest a plan of actions” part and offer the students to choose the better variants explaining their choice. After that the students and the teacher discuss the best ideas of closing the letter taking into account whether the letter is formal or informal. So, our draft is ready.

Then we move to the stage of checking the final draft for mistakes. While performing the process of draft checking we should think about task achievement, organisation, range of language, accuracy of language, style.

At this stage it would be useful to give the students the module letter written on the abovementioned topic but which contains some 5-7 mistakes – grammatical mistakes, word order, or punctuation. The students will have the possibility to read one more example and pay attention to some mistakes, which can be made in business letters.

When the draft is ready, bad example is checked and the mistakes are corrected, it is time to write the letter on the similar topic independently. The task will contain the background, situation and task objective. While performing the task, the students should use the same stages: planning, drafting and finalising their writing. When the students' letters are ready, the teacher can demonstrate the students the module answer with the help of which they can improve their variants of letters.

Knowledge of business English can become a real prospect for career promotion, stable position on the labour market. And taking into account the fact that knowledge of business English writing is now necessary in a lot of professional areas, a worker who is capable of conducting business communication in writing will always be in demand.

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ПРОБЛЕМА БАЙДУЖОСТІ ДІТЕЙ ДО КНИЖОК – ОДНА З НАЙБІЛЬШИХ ПРОБЛЕМ У НАВЧАННІ РІДНОЇ МОВИ

У статті розкривається проблема зацікавленості читання молодшими школярами. Розглянуто причини байдужості дітей до книжок і запропоновано шляхи їх усунення.

Ключові слова: читання, інформаційне суспільство, медіатексти, тенденція, конкуренція, критичне мислення, електронна продукція.

The article reveals the problem of interest in reading by younger schoolchildren. The reasons for children's indifference to books are considered and ways to eliminate them are proposed.

Keywords: reading, information society, media texts, trend, competition, critical thinking, electronic products.

На сьогоднішній існує велика проблема, яка полягає у небажанні та незацікавленості дітей читати. Підрастаюче покоління байдуже до книжок. Їм їх замінили телебачення, комп'ютери, інтернет, відеоігри. Це негативно впливає на розвиток особистості молодшого школяра.

Читання – один з основних засобів формування особистості. Дуже важливо сформува