СЕРІЯ «Педагогіка»

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CREATIVE TASKS ON THE WEB AS A MEANS OF INTENSIFYING BUSINESS ENGLISH TEACHING

Abstract. The article deals with the description of the creative tasks which could be realised during the formation of the communicative competence of students at Business English lessons. The author underlines that the oral and written form of communication allows people to recognize the scientific, technical, cultural and political achievements of countries, cultures and people. The subject of the study is the formation of creative written speech skills. As the goal of the article the author offers the analysis and distinguishing of the terms of writing and written speech, the term "creativity". There are proposed samples of creative tasks oriented on the formation of creative written and oral speech during the Business English Teaching. The author mentions that learning grammar, fixing written material using the business English vocabulary allows students to: 1. memorize, consolidate or repeat the material that the student independently wrote down in a notebook; 2. perform written exercises that affect the development of hard and soft skills and abilities to use lexical or grammatical material; 3. create associations that contribute to the memorization of lexical units, sentences and structural patterns of business English; 4. better navigate oral exercises, thanks to structural patterns or lexical elements recorded in notebooks or on the board. The author is sure that teachers have to take into the account the essense and importance of reflection during the creation of the creative tasks. The author tries to stimulate the students' motivation with the help of digital tools via the web. The author marks that for students, during the period of formation of their professional interests, a foreign language, in particular teaching Business English writing, should become a reliable means of involvement in scientific and technological progress, a source, an impulse for self-education. As one of the most attractive ways of teaching students mentioned the Flipped classroom

according to which the students have to work independently on the given tasks. As the conclusion the author states that with these creative tasks and changed approach to teaching students, Business English is transformed from an object into a means of communication, contributing to the development of language skills, soft skills, involving all types of language activity in the act of communication.

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КРЕАТИВНІ ЗАВДАННЯ У WEB ЯК ЗАСІБ ІНТЕНСИФІКАЦІЇ ВИКЛАДАННЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті описано творчі завдання, які можуть бути реалізовані під час формування комунікативної компетентності учнів на заняттях ділової англійської мови. Автор підкреслює, що усна та письмова форма спілкування дозволяє людям розпізнавати наукові, технічні, культурні та політичні досягнення країн, культур і людей. Предметом дослідження є формування навичок творчого писемного та усного мовлення. В якості мети статті автор пропонує аналіз і розмежування термінів письмо і писемне мовлення, терміну «креативні завдання». Запропоновано зразки креативних завдань, спрямованих на формування творчого писемного та усного мовлення під час навчання ділової англійської мови. Автор зазначає, що вивчення граматики, закріплення письмового матеріалу з використанням лексики ділової англійської мови дозволяє: запам'ятати, закріпити або повторити матеріал, який самостійно записано; виконувати письмові вправи, що впливають на розвиток Hard і Soft Skills і навичок використання лексичного чи граматичного матеріалу; створювати асоціації, які сприяють запам'ятовуванню лексичних одиниць, речень і структурних моделей ділової англійської мови; краще орієнтуватися в усних вправах, завдяки записаним у зошитах чи на дошці структурним закономірностям чи лексичним елементам. Автор переконана, що під час створення творчих завдань педагогам необхідно враховувати сутність і важливість рефлексії. Автор намагається стимулювати мотивацію студентів за допомогою цифрових інструментів за допомогою мережі Інтернет. Автор зазначає, що для студентів у період формування професійних інтересів іноземна мова, зокрема в аспекті навчання письма ділової англійської мови, має стати надійним засобом залучення до науково-технічного прогресу, джерелом, поштовхом до самоосвіти. Як один із найпривабливіших способів навчання студентів згадується Flipped classroom, згідно з яким студенти повинні самостійно працювати над заданими завданнями. Як висновок автор

зазначає, що завдяки таким творчим завданням і зміненому підходу до навчання студентів ділова англійська перетворюється з об'єкта на засіб спілкування, сприяючи розвитку мовних навичок, Soft Skills, залучаючи всі види мовної діяльності до акту спілкування.

Within the modern conditions of society's transformation the problem of teaching foreign languages becomes the really relevant due to the need of the countries' business interconnection. The social requirements deal with the ability to use languages in real oral and written business communication. Among the variety of forms of communication, the written speech occupies an important place in the modern digitalized world during the exchange of information between business companies. The written form of communication allows people to recognize the scientific, technical, cultural and political achievements of countries, cultures and people. The relevance of written speech is relevant due to the fact that, in accordance with the State Educational Standard, teaching a foreign language should be realized through speaking, listening, reading and writing.

The subject of the study is the formation of creative written speech skills. The proposed research **objective** is to analyze and distinguish the terms of writing and written speech, to reveal the term "creativity", to outline the main means of forming creative written and oral speech during the Business English Teaching. The studies of the development of written communication became the research field work for I.O. Zimnia, A.A. Leontiev, G.A. Kitaygorodskaya, Y.M. Pasov, N.K. Sklyarenko. In recent years, the attitude towards creative oral and written speech has changed radically.

The word "creativity" is of Latin origin and means 'creator' (creator) and was borrowed from American scientific research in 1957. By creativity we mean the divergent thinking, the ability to create something new. In the 60s, more time was devoted to checking test papers, and this was considered as teaching writing. Correcting errors was relatively identical with the teaching to write. Due to this approach, the main attention was focused on the final result of written activity, that is, on reproducing the text, and not on what specific actions, types of activities are involved in achieving a specific result. Certain distinction must be made between written speech and writing. In linguistics, Writing [1,323], is understood as a graphic system, as one of the forms of the expressing mean of representing language using graphic signs. According to the scientists' point of view the written speech is understood as a bookish style of language. In Psychology, writing is considered as a logical process in which the correlation of speech sounds, letters and the articulation of the human speech apparatus takes place. Written speech is the process of reproducing thoughts in graphic form. Writing helps to promote the development of oral and reading skills and abilities, since it is closely related to them. Psychological data indicate that the basis of written speech is oral speech. "In writing, a person embodies in graphic symbols what is spoken in advance" [2, 7]. Writing, as a type

of speech activity, significantly improves the level of memorization of material - lexical or grammatical, and also helps to maintain and improve the level of speaking and reading. The business English written text is better remembered and, due to this, makes it possible to avoid repetitions. There are two stages of business English written speech: coding and decoding in graphics. The connection between writing and oral speech and reading is emphasized in the presence of oral anticipation.

Some researchers indicate that learning grammar, fixing written material using the business English vocabulary allows students to:

1. memorize, consolidate or repeat the material that the student independently wrote down in a notebook;

2. perform written exercises that affect the development of hard and soft skills and abilities to use lexical or grammatical material;

3. create associations that contribute to the memorization of lexical units, sentences and structural patterns of busine4ss English;

4. better navigate oral exercises, thanks to structural patterns or lexical elements recorded in notebooks or on the board.

The ability to compose sentences from words, to construct a text from sentences is based on writing skills. The choice of lexical units and grammatical models, therefore, creates the product of written speech. T. Hedge provides the following classification of types and types of text:

1. Study Writing (essays; research; reports; reports; reviews; annotations; theses; notes.);

2. Professional writing (business letters; reports; summaries; appendices; public notices; contracts; memoranda; advertisements; articles);

3. Social writing (notes; letters; invitations; messages);

4. Personal writing (diaries; journals; addresses; recipes; shopping lists);

5. Creative writing (poems; stories; rhymes; drama; scripts).

There are three components of writing training: linguistic, methodological and psychological. The linguistic component includes orthography, a system of rules for using written signs when writing words. Graphic writing captures thoughts and helps to understand what is written and contributes to better memorization of the material. The methodological component involves mastering rational techniques for mastering graphics and the orthography of the language being studied, as well as skills for recording, annotating, and summarizing, which intensifies effective learning. We advise you to remember about the reflection which is the process understanding, analyzing and evaluating one's own actions, thoughts, feelings, and experiences. Scientists underline, that this term is widely used in Psychology and Pedagogy. There are some which have contributed to the understanding of this phenomenon:

1.	John Dewey	Reflection is a process of active, ongoing, and careful analysis of one's own beliefs and actions. It is the basis of learning through experience.
2.	Carl Rogers	Reflection as a part of self-awareness that helps one understand one's own emotions and interpersonal relationships, which contributes to personal growth.
3.	Lev Vygotsky	Reflection is a key mechanism for developing consciousness and understanding one's own thinking. He viewed it as a tool for self-knowledge and development.
4.	Donald Shawn	The role of reflection is the core of the professional activity, We have to deal with "reflection in action" (during the performance of a task) and "reflection after action" (analysis of the completed task).

We think that we have to take into the account the essense and importance of reflection during the creation of the creative tasks. There are are some samples of such tasks:

Task 1. Writing a Meeting Letter

Imagine that you are a company manager and you need to arrange a business meeting with a partner from another company. Write a formal email in which:

1. Politely introduce yourself and address the partner.
2. Suggest a date, time, and location for the meeting (with flexibility).
3. Ask if the partner is happy with the proposed terms.
4. End the letter with a polite phrase.

Instructions:

1. Use a formal style of correspondence.
2. The letter should contain between 150 and 200 words.

Reflection position: Try to check whether you followed the principles of business etiquette, for example:

Is your tone polite?

Was the letter structured and clear?

Did you avoid ambiguities?

Write the self-assessment essay

Task 2. : Identify Business Etiquette

1. Choose the right behavior and explain your choice in English:

- *You arrived at a meeting with a client 10 minutes late without warning;*

- *After sending an important document by email, you add the polite phrase: "Please let me know if you have any questions or concerns";*

- *You speak on the phone during a business lunch without apologizing;*

- *You address a colleague with the remark: "Hey, you there!" instead of his name;*

- *You informally thank a colleague by saying: "Thanks for taking care of this task so quickly!"*

Reflection position: Try to check whether you conducted the task correctly. Write the self-assessment essay

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Task 3.: Write Your Own Scenario

Create two situations: one that demonstrates good business etiquette and one that demonstrates bad business etiquette. Describe them in English and ask your partner to discuss whether they agree with your assessment.

Reflection position: Try to check whether you conducted the task correctly. Write the self-assessment essay

Task 4.: Edite the letter

You have been given an email that seems too informal for a business style. Edit it to use more professional language. Example of text to edit: "Hey there! Just wanted to check if you're OK with having the meeting tomorrow at our place. Let me know. Bye!"

Reflection position: Try to check whether you conducted the task correctly. Write the self-assessment essay

Oral speech within business communication, in particular speaking, is connected with writing precisely by the mechanisms of generating an expression. This can be traced from the idea (what to say) to the selection of the necessary means of speech (how to express it, what words are needed and how to combine them in an expression) to the implementation of the idea by means of speech orally - in the process of speaking and in writing - using writing. This is a sound utterance presented graphically. Students should be able to transform sentences, to comprehend them. We suggested such exercise on transformation:

Task 5.: Transform the second sentence and save the similar meaning of the first sentence, using the key word in brackets. Do not change the word given.

1. *She rarely works offline. (ever)*

2. *This is the first time I have been on a business trip to Japan. (never)*

3. *To obtain the bonus for this project, you must work out the business plan on your own. (only)*

4. *Air travel frightens many employees (plane)*

5. *The plane is my favourite from of travelling abroad (by)*

6. *We used to go to the lawyer every Saturday last year. (go)*

Reflection position: Try to check whether you conducted the task correctly.

Studies prove that learning to write is not a traditional process, but a complex multi-level psychological structure, which involves motivational-motivational, analytical-synthetic and executive components [3,189]. According to scientists, a motivation to communicate appears in order to transmit any information in writing. During our studies we suggest students to work with the Word Cloud as the base for their oral speaking (Fig. 1). Students had to brainstorm about the interview, to compose and to write sentences in various tenses using the business terminology. They have to read and retell about the types of the interview, about the strategy of the successful interviews etc.

https://www.wordclouds.com/

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(Figure 1. WordCloud for the term Interview)

After the brainstorming we suggest students to watch the video which we had created earlier and to create their own hints in Renderforest.com for the successful applying for the job.

https://www.renderforest.com/watch-97413033?quality=0

Taking into account the digitalized world we try to offer students creative tasks using their own gadgets and apps. They have to work with links, QrCodes which could be scanned with the mobile phone. These QrCodes could be colourful, dynamic and propose work with various resources via the WEB. In the analytical-synthetic aspect, the sentences, created by students should be formed correctly in grammar and lexical aspect. The selection of relevant words is necessary for the creation of the coherence Business English texts which should have features, a communicative center is distinguished in the semantic organization of the sentence and the connection between sentences. During our lessons we suggest students to work with the QrCodes (Fig.2) and give the oral presentation of the multimedia content. Working with the themes Soft Skills' Formation and Managing Conflicts we suggest them to make small videos and to share with the group. This helps us to implement the elements of the blended learning and flipped classroom.

Task 6.
1. Choose the QrCode for your team.
2. Watch/read the material**.**
3. Write the summary.
4. Present the report to the group.

(Ficure 2. QrCodes for the themes Soft skills' Formation/Managing Conflicts)

Reflection position: Try to check whether you conducted the task correctly.

At the same time, the student must be able to write a text with the basic canons inherent to it - holistic and coherent. All this must occur within the framework of a specific situation, taking into account a specific audience and specific goals (I.R. Halperin, A.A. Leontiev, I.A. Figurovsky). Writing requires more mental actions: we create, design sentences and at the same time go through various options for combining words, selecting synonyms, antonyms, as well as their organization. For many, writing becomes a discovery, in the process of which the writer thinks, develops thought, analyzes in the process of writing, and not for it. People write, plan, correct, anticipate and adjust what is written, moving from one mental operation to another without any intention [4, 54-65]. The executive part of business written speech, as an activity, is realized in fixing the product of written speech using graphic means of language - written text.

Teaching writing includes two aspects: work on writing techniques and the development of skills to convey information using the graphic code of the language being studied, that is, written speech skills. During our lessons we suggested students to play the role of the manager/mediator of the conflict situation. They had to write down the plot of the conflict (new employee, risk of firing, risk of position's/promotion lost. During such case studies the students have opportunity to try themselves as the opponents, allies and mediators.

We offer them the scheme of the Managing Conflict which must be taken into account during the realisation of the given tasks. (Fig. 3).

Task 7.

1. Choose the case-study of the conflict via the WEB for your team.
2. Distribute roles.
3. Each participant has to write his/her own speech in the pretended situation/case study which has to include nearly 15 sentences.
4. Prepare additional arguments for the strengthening your point of view on ncards.
5. Choose examples of the similar conflicts' solution via the WEB.

Reflection position: Try to check whether you conducted the task correctly

Due to this we improve the students' critical thinking skills, including analysis, synthesis, comparison, conclusion, etc. This is the scheme which was given to our students during the Business English teaching.

(Figure 3. The Sheme "Managing Conflict")

Work on writing techniques involves the development of calligraphic skills, graphics and spelling. The formation of calligraphy skills during the learning process of a foreign language is associated with learning the correct depiction of letters and legible writing. Graphic skills are associated with mastering the set of basic graphic properties of the language being studied (letters, letter combinations, diacritical marks). The third group of skills, orthographic, is based on a system of ways of writing words that is inherent in each specific language. To develop technical writing skills, a whole set of exercises is provided, which, on the one hand, contribute to the development of skills in calligraphic writing of letters and letter combinations that coincide with the native language, and on the other hand, which are absent in the native language or partially coincide with the elements of letters and letter combinations in the native language. It should be noted that work on spelling skills takes a significant place. At the initial stage of writing even simple words, difficulties may arise. At the same time, the easiest way to learn to write words that are written according to the phonetic principle (as you hear, so you write), and more difficult - those words that have grapheme-phoneme differences. The formation of these skills is facilitated by all written exercises (primarily lexical and grammatical).

But, in addition, it is advisable to use special exercises, namely: rewriting words, sentences, texts; writing letter combinations, words corresponding to what was heard; letter-sound and syllabic analysis (primarily in cases of discrepancy between the graphic and sound images of words); constructing words from letters; filling in gaps in words and sentences; dictations (pre-emptive, visual, auditory, self-dictations). All the exercises listed above can be performed in a playful way, but it should remembered, that working on writing techniques is intended to develop in students a linguistic attitude to the word, the ability to differentiate language graphic elements, observation and attention.

Completely different requirements are put forward when it comes to the second aspect of teaching writing. Namely, the development of the ability to convey any information. This aspect is associated with a certain level of preparedness of students who already have both writing skills and certain knowledge of lexical vocabulary. At this stage, we can talk about communicatively oriented teaching of students' written speech, as an integral part of teaching writing in general. For students, during the period of formation of their professional interests, a foreign language, in particular teaching Business English writing, should become a reliable means of involvement in scientific and technological progress, a source, an impulse for self-education. As one of the most attractive ways of teaching our students mentioned the Flipped classroom according to which the students have to work independently on the given tasks. During the work with the theme "Communication at Work" we suggested them to work with certain links and to prepare the collective projects on the certain aspects of the issue.

https://www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/

https://www.atlassian.com/blog/teamwork/the-importance-of-teamwork

https://www.atlassian.com/blog/teamwork/toxic-work-culture

Each group had to find nearly 6 additional resources via the WEB, to evaluate its relevance and to prepare the multimedia presentation in Canva. We have used Animaker, asking students to create small videos on the basis of the given information on the theme Business communication

https://app.animaker.com/animo/FTT34Ql9pKynF41v/?paymentGate=free

Also, we proposed our students to create their own business plans on the given templates. All business plans included the required aspects:
1. Business Concept
2. Business Goals and Vision
3. Product Description and Differentiation
4. Target Market

5. Marketing Strategy
6. Current Financial State
7. Projected Financial State
8. The Ask
9. The Team

Working with the theme "Business Letters" we have created the small presentation and suggested our students to create their own.

https://www.canva.com/design/DAGiFS7nyB4/Q3z4C-Zhpv713Rls2W0LEQ/watch?utm_content=DAGiFS7nyB4&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h3873cc025b

After watching the material, they had to write down the samples of each type of business letters. We gave our students the opportunity to pretend that they are clients/representatives/owners/stakeholders/lawyers/employers/emloyees of various firms who want to maintain/upgrade/limit/increase/decrease/prove their business communication with the help of business letters:

- Acknowledgment Letters
- Apology Letters
- Appreciation Letters
- Complaint Letters
- Confirmation Letters
- Cover Letters
- Inquiry Letters
- Order Letters
- Payment Request letters
- Recommendation Letters
- Sales Letters
- Standard Letters
- Resignation Letters

There are many useful resources which could be found in the Internet and adapted for your educational goal.

Task 8.:

1. Check the link:

https://venngage.com/blog/business-letter-templates/#Official_letters_template

2. Choose one of the templates and download it.
3. Translate the letter in written form.
4. Write your own letter
5. Exchange with your groupmate
6. Check the letter and correct the mistakes.

Reflection position: Try to check whether you conducted the task correctly.

Practice of oral speech involved the creation of the video material of their

speaking on camera at least for 3-5 minutes. Usually they chose the Canva service due to its free platform which is really easy to work with and rather friendly interface for the users. Some students preferred to make video on the ZOOM platform because it offers the whiteboards which could be used during the presentation of the material. Also, there are various applications which could be installed within the ZOOM, which could be used for the group or individual work.

Working out the case studies oriented on the oral speech development we suggest students to work with the links and compose their own dialogues. After that they have to act these dialogues with their groupmates.

https://loveyouenglish.com/english-business-conversation/

https://mark-bridges.medium.com/12-case-studies-showcasing-effective-conflict-management-in-the-workplace-dbdc3ee1140a

The diversity of communicative approaches in teaching a foreign language contributed to the intensive development of written communication. In our opinion, two groups of exercises can contribute to the development of communicative competence. The first group can conditionally include exercises related to lexical and grammatical material (imitating a sample, filling out a questionnaire, substitution exercises, transforming a given sample, completing a paragraph, phrases, answering questions posed to the text).

Exercises that contribute to the development of written speech skills at the level of mastering written expression can be: simplifying sentences, narrowing or expanding sentences, composing sentences using word combinations, performing exercises based on a cliché, annotating the text, drawing up a plan for the read text, highlighting the main idea of a paragraph, choosing professionally-oriented vocabulary in the text, searching for supporting words in the text, translating sentences, retelling the text, writing a work.

Conclusion. Thus, with these creative tasks and changed approach to teaching students, Business English is transformed from an object into a means of communication, contributing to the development of language skills, soft skills, involving all types of language activity in the act of communication. More attention should be given because of its close connection with other forms of language and speech competences which will be the field for our future research work.

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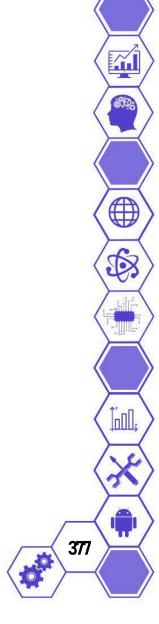4. Marry Ellen Guffey, Dana Loewy. Essentials of Business Communication, 2018, Cengage Learning, 610p.

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