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SOME ASPECTS OF TEACHING GRAMMAR IN BUSINESS ENGLISH TO MASTER'S DEGREE STUDENTS IN PUBLIC MANAGEMENT AND ADMINISTRATION

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Business English is designed to help prepare students to function adequately in specific professional situations. To achieve this goal, it is necessary to understand how to balance the needs of society to train qualified professionals with a high level of foreign language proficiency, the requirements of university curricula, and the limited number of academic hours available for language instruction.

In the field of public administration, effective communication is crucial, as managers are responsible for leading and influencing large teams and communities. Proficiency in business English grammar is essential for these professionals because leaders are expected to communicate clearly, accurately and professionally. The ability of managers and administrators to express themselves accurately and persuasively in English can have a significant impact on their credibility and the effectiveness of their leadership.

The article presents grammatical topics from the Business Foreign Language program for students of the second (master's) degree of higher education and the types of exercises used to consolidate students' knowledge of grammar. Only authentic materials are used in the classroom, not fictionalized abstract speech situations. The vocabulary on which grammar teaching is based should be familiar to students and should encourage them to communicate effectively on professional issues.

The English grammar studied at university is not too different from what they learned at school, but students should focus on automating the skills of using grammatical structures in a new professional context. Emphasis on understanding and extracting information from authentic professional texts is a key factor in the selection of grammar material for study.

Key words: Business English, Master's degree students, grammar skills, grammar exercises, public management

Бойко Л. М. Деякі аспекти викладання граматики в курсі ділової англійської мови для магістрів публічного управління і адміністрування

Ділова англійська мова покликана допомогти підготувати студентів до адекватного функціонування в конкретних професійних ситуаціях. Для досягнення цієї мети необхідно зрозуміти, як забезпечити відповідність між потребами суспільства у підготовці кваліфікованих фахівців з високим рівнем володіння іноземною мовою, вимогами навчальних планів університетів та обмеженою кількістю академічних годин, відведених на викладання мови.

У сфері державного управління ефективна комунікація має вирішальне значення, тому що управлінці відповідають за керівництво та вплив на великі колективи та спільноти. Володіння граматиною ділової англійської мови є важливим для цих фахівців, оскільки від лідерів вимагається чітка та професійна комунікація. Здатність управлінців і адміністраторів точно та переконливо висловлювати свої думки англійською мовою може суттєво вплинути на довіру до них та на ефективність їхнього керівництва.

У статті наведено граматичні теми з програми дисципліни «Ділова іноземна мова» для студентів другого (магістерського) ступеня вищої освіти та подані типи вправ, що використовуються для закріплення знань студентів з граматики. На заняттях використовуються виключно автентичні матеріали, а не вигадані абстрактні мовленнєві ситуації. Лексика, на якій ґрунтується навчання граматики, має бути знайома студентам та повинна спонукати їх до ефективного спілкування з професійних питань.

Грамматика англійської мови, яка вивчається в університеті, мало відрізняється від вивченої у шкільному курсі, проте студенти повинні зосередитися на автоматизації навичок використання граматичних структур у новому професійному контексті. Наголос на

розумінні та вилученні інформації з автентичних професійних текстів є ключовим фактором при відборі граматичного матеріалу для вивчення.

Ключові слова: ділова англійська мова, студенти-магістри, граматичні навички, вправи з граматики, публічне управління

Formulation of the problem. The current social and economic situation opens up new opportunities for future professionals to achieve self-realization, which can occur not only through individual cases of communication with foreign colleagues and partners, but also through professional activities in a foreign-speaking environment. Part of the skills required for a successful career as a modern professional is the ability to use a foreign language, the usage of words and expressions typical for the global business environment, and a generally accepted understanding of international business etiquette.

Business English aims to help prepare students for adequate functioning in specific professional situations. To achieve this goal, it is necessary to understand how to ensure compliance between the needs of society in training qualified specialists with a high level of foreign language skills, the requirements of university's curricula, and the limited number of academic hours allocated for teaching the language.

In the sphere of public management, effective communication is crucial, particularly for future managers who will be responsible for guiding and influencing large teams and communities. Mastery of Business English grammar is essential for these specialists, as their roles require clear, precise, and professional communication. The ability of public managers and administrators to convey ideas accurately and persuasively in English can significantly impact their credibility and the effectiveness of their leadership. That is why the training necessitates a student to be a fruitful participant in intercultural communication, have the necessary skills and abilities of professional, business, and situational communication in oral and written forms, and be ready to grasp the latest professional information through foreign sources. All these requirements increase the demand for qualified graduates, who are fluent in a foreign language and necessitate study at the second (master's) degree [1].

The discipline "Business English" is taught to students pursuing a second (master's) degree. There have been some researches in teaching Business English to students of Economics, Law, Management, Marketing and other specialties. However, some aspects of teaching grammar in the course of Business English to Public Management students are still not adequately studied.

Analysis of recent research and publications. The issue of Business English teaching methods has always been of interest to researchers. The following scientists have contributed to the development of Business English teaching methods: O. Tarnopolskii investigated the general issues of Business English teaching [8], forming foreign language socio-cultural and communicative competence in the process of professional training in a higher education institution was studied by R. Hryshkova [5], teaching Business English to the non-philological students was investigated by N. Dido [6], the peculiarities of Business English teaching to future specialists of agriculture and teaching English grammar peculiarities to the non-philological students were the focus of L. Baidak's research works [3; 4].

Still, there are some issues that have not been covered by those studies. That is why the problems of forming foreign language grammar competence of Public management students during the process of learning Business English are in the centre of the given study.

The purpose of the article is to investigate some peculiarities in teaching grammar in the course of Business English to students obtaining the Master's degree in Public Management and Administration.

Presentation of the main material. It is possible to teach a student to communicate to obtain professional information and to understand the speech of native speakers within a limited period of study, combining traditional and innovative methods, among which the principle of communicative approach to teaching and the use of teaching materials and teaching aids is in the foreground.

To organize successful teaching of foreign language grammar in a non-linguistic higher education institution, it is necessary to compile a list of basic grammatical elements necessary for mastering various types of speech activities; to develop a methodology for getting acquainted with grammatical structures; to identify techniques for developing grammatical skills [7]. The English grammar at university is almost the same as the grammar they studied at school, but university students should focus on automating the skills of using these grammatical structures in a new professional context. Students must recognize the phenomena they studied in school within entirely different contexts and situations. Emphasizing the comprehension and extraction of information from authentic professional texts is a key factor in selecting grammar material for learning.

Grammatical skills should ensure communication without distortion of meaning in written and oral communication within the scope of professional needs. The grammar themes that are central to the Business English Master's degree program are as follows: Tenses (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous, Past Simple, Past Continuous, Past Perfect Simple, and Past Perfect Continuous, Future Tenses); Past with "used to" and "would"; other ways of talking about the future; Modals 1 (talking about possibility, ability, asking, offering and giving permission); Modals 2 (making suggestions and giving advice); Modals 3 (saying what people have to do); Modals 4 (speculating and saying how certain you are) [1].

As you can see students do not acquire new grammar material; instead, they review and reinforce grammar concepts previously learned during their school and bachelor's education. This review is undertaken at an advanced level and is specifically adapted to a professional context.

The principal issue in choosing a grammar aid is selecting the right textbook. One of the valuable textbooks for teaching grammar within the realm of Business English is "Grammar for Business" by M. McCarthy, J. McCarten, D. Clark, R. Clark [2]. The authors used a large database of business texts from newspapers, magazines and recordings of spoken business language at meetings, negotiations, presentations and other business events in companies from different countries.

The textbook is well-organized, having a presentation page in every unit to give the crucial information about the grammar of the given unit, a few pages of practical tasks, where the exercises and activities of practicing the grammar relating to work situations are offered, the extension sections focus on speaking and writing that are common in business.

The authors also offer Speaking strategies that business people need, for example, conversations and polite ways of disagreeing or checking information. The Review section is given to check and review what a student learned in the previous units. The Practice section consists of different types of exercises and activities, for instance:

- Read the extract from a leaflet. Match the word with the rest of the sentence;
 - Complete the sentences using the forms of the verbs from the box;
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- Write the questions to the given answers;
- Read the article. Change the verbs to emphasize that the article is describing a current trend (while studying the Present Continuous Tense);
- Tick the most suitable response to each comment;
- Complete the sentences so that they are true for you;
- Match each pair of the sentences with the suitable responses;
- Look at the table. Make true sentences by using the verbs needed;
- Match the two halves of the sentences;
- Finish the sentences so that they are true for your company;
- Rewrite the words so that the email sounds more impersonal;
- Make the extracts from a job application letter more formal. Rewrite the verbs using a passive form;
- Compose the questions using the words given;
- Find and correct mistakes in the emails;

In the Business talk section there are different assignments that teach:

to be polite (make the requests less direct; make the telephone conversation more polite by changing verbs into a suitable form);

to give background information (decide which is the main event or action and complete the sentences; change one of the verbs into an appropriate form to give the background information);

to show regrets and intentions (rewrite the sentences using the correct forms of the verbs and make any other necessary changes);

to organize presentations and workshops (look at the slides and notes from a presentation; complete the spoken presentation using these phrases);

to make informal suggestions (compose advice you would give to a manager who wanted to motivate staff in the company);

to respond to other people (think of good and bad things that have happened to your colleagues, friends or family recently; show surprise, happiness or sympathy for them);

to negotiate (complete the extracts from negotiations using your own ideas);

to persuade and give opinions with negative questions (write negative questions to persuade the others of their view; change the comments so that your partner wouldn't be upset);

to talk about the news (write an informal email to a close friend at work about some news that you have heard at work recently using reporting verbs);

to use verbs and objects in typical business situations (which of the verbs in this section would you be likely to use in your job? Think of a context in which you would use three of them and make sentences using them without an object);

to give reasons and views (write a self-assessment for yourself or a description of what you said last time you had a performance review, using five verbs from the unit).

In the Speaking strategies section one can find the typical phrases for conversations as for giving opinions, agreeing and disagreeing. After listening to conversations the students are offered to decide whether or not to agree with the comments and write a suitable response.

Managing conversations section presents the rules of starting conversations and meetings, managing and ending conversations, handling conference calls.

Emphasizing and softening section gives the ways to soften or emphasize the phrases. The tasks include assignments to emphasize the comments using the words in brackets; soften the criticisms by underlining the most suitable words; add expressions to emphasize or soften the manager's words.

Making your meaning clear and avoiding misunderstandings section offers to study rewording what one says, correcting yourself and other people, avoiding misunderstanding and getting things clearer.

Checking information section considers repeating words and phrases, using statements as questions, using echo questions.

Especially valuable activity is the Make it personal section. Here the students are asked to write an advertisement for a event their company is having or to make a list of frequently asked questions about their company and the products or services it provides, using the material from the exercises above or compose a paragraph about their company for its website and then check for errors, using a checklist of some common mistakes one should always check for.

In this section one can meet real-life situations when the students are asked to answer the questions about their company situation right now, about the issue everyone is talking about, the topic people in the company gossiping about etc.

One of the tasks includes searching online for texts about the future, for example, business forecast in the industry the students are interested in. Or they can be asked to find a job on the internet that they could apply for and write an application letter.

The authors suggest to think of something someone did at work recently which could be done better or something that must get done within a few next months.

After every four units there is a test to check and review what the students learnt. According to our Business English curriculum there are two tests a semester. The teacher can choose when to give those tests to students, what grammar material should be included into the tests, etc.

The textbook's primary feature is the exclusive use of authentic materials, avoiding abstract speech situations. The vocabulary on which the grammar instruction is based should be familiar to students. Furthermore, the vocabulary must be engaging, encouraging students to communicate effectively.

Conclusions. Managers and administrators who can express themselves correctly in English greatly enhance their leadership effectiveness. Thus, understanding grammar is crucial for mastering a foreign language in general and Business English in particular by the master's degree students in Public Management and Administration. Teaching grammar enhances foreign language proficiency, thereby improving the quality of communication, which is essential for future management professionals.

It is essential to use a vast database of business texts from authentic newspapers, magazines, and recordings of spoken business language at meetings, negotiations, presentations, and other business events in companies from different countries. The exercises in "Speaking strategies", "Business talk", and "Make it personal" sections of the considered textbook are highly valuable for acquiring the necessary grammar skills. The teacher is responsible to choose and implement grammar exercises and activities that develop and sustain strong grammatical competencies.

Future research on this topic could cover listening, speaking, reading, and translation competencies as Public Management students acquire Business English.

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