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ORAL BUSINESS COMMUNICATION IN THE CONTEXT OF TEACHING THE RUSSIAN LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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Abstract
This article examines the theoretical and methodological aspects of developing oral business communication skills among students of non-linguistic universities in the process of learning Russian as a foreign language. Particular attention is paid to the role of professional communication in preparing future specialists for effective interaction in a multilingual and multicultural professional environment. The article analyzes the main components of oral business communication, including linguistic competence, communicative competence, professional vocabulary, speech etiquette, dialogic interaction, and the ability to conduct negotiations and presentations. It also considers effective teaching methods, such as role-playing games, case studies, problem-based learning, simulations, and communicative exercises. The study emphasizes the importance of integrating professional situations into Russian language instruction to develop students' ability to use the language appropriately in real-life business contexts. The findings suggest that a professionally oriented communicative approach contributes significantly to improving students' speaking skills, confidence, and readiness for future professional activities.

Keywords: Oral business communication, Russian language teaching, non-linguistic universities, communicative competence, professional communication, speaking skills, business etiquette, interactive teaching methods, professional vocabulary.

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Introduction

In the modern world, the development of international economic, scientific, cultural, and educational relations requires specialists to possess not only professional knowledge but also effective communication skills. Foreign language proficiency has become an essential component of professional competence, particularly for graduates of non-linguistic universities whose future careers may involve cooperation with international partners, participation in business meetings, negotiations, conferences, and professional discussions.

In this regard, teaching Russian to students of non-linguistic universities acquires particular importance. Russian continues to serve as an important means of intercultural and professional communication in many countries, including Uzbekistan. Its practical significance is especially evident in business, economics, engineering, tourism, medicine, information technology, and other professional fields.

One of the central objectives of Russian language instruction in non-linguistic higher education institutions is to develop students' ability to communicate effectively in professional situations. In particular, oral business communication requires a combination of linguistic knowledge, professional terminology, communicative strategies, speech etiquette, and the ability to respond appropriately to different communicative situations.

However, traditional approaches to language teaching often concentrate primarily on grammar, vocabulary acquisition, and reading comprehension. Although these components are essential, they do not always provide sufficient opportunities for students to develop practical speaking skills. Therefore, modern language education should focus on the formation of communicative competence through professionally oriented and interactive learning activities.

The purpose of this article is to analyze the theoretical foundations and methodological approaches to developing oral business communication skills among students of non-linguistic universities in the process of learning Russian.

1. The Concept and Specific Features of Oral Business Communication

Oral business communication is a purposeful process of exchanging information, ideas, opinions, and professional decisions between individuals within an

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organizational or professional environment. It is characterized by a specific communicative purpose, an appropriate language style, adherence to speech etiquette, and the use of professional terminology.

Unlike everyday communication, business communication is generally more structured, formal, and goal-oriented. Participants are expected to express their ideas clearly, logically, accurately, and respectfully. The effectiveness of communication depends not only on grammatical correctness but also on the speaker's ability to select appropriate linguistic means according to the communicative situation.

The main forms of oral business communication include:

business conversations and professional discussions;

telephone conversations;

business meetings and consultations;

negotiations and presentations;

interviews and job-related discussions;

reports and public speaking;

professional consultations and conferences.

Each form has its own communicative characteristics and requires specific language skills.

For example, participation in business negotiations involves the ability to formulate proposals, express agreement or disagreement, clarify information, justify opinions, and reach mutually beneficial decisions. Similarly, delivering a professional presentation requires logical organization of information, appropriate terminology, clear pronunciation, and effective interaction with the audience.

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From a linguistic perspective, oral business communication involves several interconnected components:

1. Linguistic competence. This includes knowledge of phonetics, grammar, vocabulary, and the structural rules of the Russian language.
2. Sociolinguistic competence. It involves the ability to use language appropriately according to social roles, communicative situations, and levels of formality.
3. Discourse competence. This refers to the ability to organize statements logically and produce coherent oral texts.
4. Strategic competence. It includes the ability to overcome communication difficulties through clarification, reformulation, explanation, and the use of alternative expressions.
5. Professional communicative competence. This involves the ability to use language effectively in situations related to a particular professional field.

These components demonstrate that successful oral business communication requires an integrated approach to language learning.

2. The Importance of Developing Oral Communication Skills among Students of Non-Linguistic Universities

Students of non-linguistic universities study Russian primarily for practical and professional purposes. Unlike students specializing in philology, they do not necessarily need an extensive theoretical understanding of linguistic structures. Their main objective is to acquire sufficient language proficiency to communicate effectively in situations connected with their future professions.

For instance, economics students may need to discuss financial issues, explain economic indicators, participate in business negotiations, and prepare professional reports. Engineering students may be required to describe technical processes, discuss production problems, and exchange information with specialists. Tourism students need to communicate with customers, provide information about services, and resolve organizational issues.

Consequently, the content of Russian language instruction should be closely connected with students' academic specializations and future professional requirements.

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The development of oral business communication skills contributes to several important educational outcomes.

First, it increases students' confidence in using Russian in professional situations. Regular participation in discussions and simulated business activities helps learners overcome psychological barriers and reduce their fear of making mistakes.

Second, it expands students' professional vocabulary. The systematic acquisition of specialized terminology enables learners to understand and discuss issues related to their fields.

Third, it develops independent thinking and decision-making abilities. Professional communication activities encourage students to analyze information, formulate arguments, express opinions, and defend their positions.

Fourth, it promotes intercultural awareness. Students become familiar with the norms of Russian-speaking professional communication, including forms of address, politeness strategies, and appropriate verbal behavior.

Thus, oral business communication should be regarded not as an additional element of Russian language instruction but as one of its fundamental objectives in non-linguistic higher education.

3. Methodological Approaches to Teaching Oral Business Communication

The effectiveness of teaching oral business communication largely depends on the selection of appropriate methodological approaches. Modern language pedagogy emphasizes the importance of active student participation, practical language use, and the creation of communicative situations that resemble real professional activities.

3.1. The Communicative Approach

The communicative approach is one of the most effective methods of developing oral communication skills. Its central principle is that language should be learned through meaningful interaction rather than through the memorization of isolated grammatical rules.

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Within this approach, students participate in dialogues, discussions, interviews, and group activities. They learn to use Russian as a practical instrument for exchanging information and achieving communicative goals.

For example, students may be given the following task:

Situation: You are representatives of two companies. Discuss the possibility of establishing business cooperation. Present your proposals, discuss the terms of cooperation, and reach a final agreement.

During this activity, students practice professional vocabulary, polite expressions, negotiation strategies, and the ability to formulate arguments.

3.2. Role-Playing Games

Role-playing is an effective technique for simulating professional communication situations. Students are assigned different professional roles and are required to communicate according to specific tasks.

Possible role-playing activities include:

employer and job applicant;

manager and employee;

business partners discussing a contract;

customer and company representative;

hotel administrator and tourist;

university representative and international guest.

For example, in a simulated job interview, one student acts as an employer while another plays the role of an applicant. The participants discuss professional experience, qualifications, responsibilities, and working conditions.

Such activities develop students' ability to ask and answer questions, use appropriate forms of politeness, and communicate spontaneously.

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3.3. Case-Based Learning

Case-based learning involves the analysis of professional situations that require discussion and decision-making. Students receive a description of a particular business problem and work individually or in groups to identify possible solutions.

For example:

Situation: A company has received a complaint from an international customer because a product was delivered later than expected. Discuss the problem, identify its causes, and prepare an appropriate response.

This activity helps students develop analytical thinking, professional vocabulary, argumentation skills, and the ability to communicate in challenging situations.

3.4. Discussion and Debate

Discussions and debates are useful for developing students' ability to express opinions, support arguments, and respond to alternative viewpoints.

Possible discussion topics include:

The importance of communication in business.

The advantages and disadvantages of online meetings.

The role of foreign languages in professional development.

The influence of digital technologies on business communication.

The importance of teamwork in modern organizations.

The teacher should encourage students to use appropriate expressions, such as:

Я хотел(а) бы отметить, что...

На мой взгляд...

Позвольте выразить своё мнение.

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Я полностью согласен(на) с этим утверждением.

Я хотел(а) бы уточнить данный вопрос.

Позвольте предложить альтернативное решение.

These expressions help learners develop linguistic accuracy and professional speech etiquette.

4. The Role of Professional Vocabulary and Speech Etiquette

One of the most important conditions for successful oral business communication is the appropriate use of professional vocabulary. Students of non-linguistic universities need to acquire lexical units related to their future occupations and understand how these expressions function in professional discourse.

Professional vocabulary should be taught systematically and in context. Memorizing individual words without understanding their communicative functions does not guarantee successful language use.

For example, economics students may study terms such as договор, инвестиции, прибыль, расходы, поставка, финансовый отчёт, and сотрудничество. Engineering students may focus on оборудование, производственный процесс, технические характеристики, безопасность, and эксплуатация.

However, vocabulary acquisition should be combined with practical speaking exercises. Students should learn to use professional terms in sentences, dialogues, presentations, and discussions.

Another important component is speech etiquette. Business communication requires respect, politeness, clarity, and an appropriate choice of linguistic expressions.

The following expressions are particularly useful in Russian business communication:

Communicative function

Russian expressions

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Greeting

Добрый день! Рад(а) Вас видеть.

Introducing oneself

Разрешите представиться.

Requesting information

Не могли бы Вы уточнить...?

Expressing an opinion

На мой взгляд...

Making a proposal

Предлагаю рассмотреть следующий вариант.

Agreeing

Я полностью поддерживаю Ваше предложение.

Disagreeing politely

Позвольте не совсем согласиться с Вами.

Clarifying

Правильно ли я Вас понял(а)?

Thanking

Благодарю Вас за сотрудничество.

Ending a conversation

Спасибо за встречу. До свидания!

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The systematic practice of such expressions helps students develop appropriate communicative behavior and avoid misunderstandings in professional interactions.

5. Interactive Exercises for Developing Oral Business Communication Skills

The practical development of oral business communication requires a well-organized system of exercises. These exercises should gradually progress from elementary language practice to complex professional communicative tasks.

The following stages can be distinguished.

Stage 1. Preparatory exercises

At this stage, students become familiar with professional vocabulary, standard expressions, and grammatical structures.

Examples:

Matching professional terms with their definitions.

Completing business-related sentences.

Selecting appropriate expressions for different communicative situations.

Practicing pronunciation and intonation.

Transforming informal expressions into formal ones.

Stage 2. Reproductive and semi-productive exercises

Students use previously learned language material to construct dialogues and short professional statements.

Examples:

Preparing a dialogue between a manager and an employee.

Asking and answering questions about professional responsibilities.

Describing the activities of a company.

Presenting a short report about a professional topic.

Reproducing a business conversation using key expressions.

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Stage 3. Productive communicative exercises

At this stage, students independently use Russian to solve professional communication tasks.

Examples:

Conducting simulated business negotiations.

Organizing a professional meeting.

Presenting a business project.

Discussing a workplace problem.

Participating in a professional interview.

Stage 4. Reflective and evaluative activities

Students analyze their communicative performance, identify difficulties, and evaluate their progress.

Examples:

Self-assessment of speaking performance.

Peer evaluation of oral presentations.

Analysis of recorded business dialogues.

Identifying mistakes in professional communication.

Preparing individual improvement plans.

The proposed sequence allows students to move from controlled language practice to independent professional communication.

The effectiveness of this system can be evaluated according to the following criteria:

Linguistic accuracy: correct use of grammar, vocabulary, and pronunciation.

Fluency: the ability to speak without excessive pauses.

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Communicative appropriateness: the ability to select suitable expressions according to the situation.
Professional relevance: the correct use of terminology related to the student's specialization.
Interaction: the ability to maintain dialogue, ask questions, respond, and participate in discussions.
Strategic competence: the ability to clarify information and overcome communication difficulties.

6. The Use of Digital Technologies in Teaching Oral Business Communication

The development of digital technologies has created new opportunities for improving foreign language instruction. Digital educational platforms, video conferencing applications, online dictionaries, and multimedia resources can significantly expand students' opportunities for practicing oral communication.
For example, video conferencing platforms allow students to participate in simulated business meetings, conduct interviews, and present professional projects. Audio and video recordings can be used to analyze pronunciation, intonation, fluency, and speech organization.
Artificial intelligence-based educational tools can also support the development of oral communication skills by providing additional opportunities for dialogue practice, vocabulary development, and feedback.
Teachers can organize virtual business negotiations, online professional consultations, and collaborative projects in which students communicate in Russian.
Nevertheless, digital technologies should not replace direct teacher-student interaction. They should serve as supplementary instruments that increase the frequency, diversity, and effectiveness of communicative practice.
The integration of traditional and digital teaching methods creates a flexible educational environment in which students can develop both linguistic and professional communication skills.

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Conclusion

Oral business communication represents an essential component of professionally oriented Russian language education in non-linguistic universities. In contemporary professional environments, specialists are expected not only to possess subject-specific knowledge but also to communicate effectively, participate in discussions, conduct negotiations, present ideas, and establish professional relationships.

The analysis demonstrates that the development of oral business communication skills requires an integrated methodological approach combining linguistic preparation, professional vocabulary acquisition, speech etiquette, and practical communicative activities.

The communicative approach, role-playing games, case-based learning, discussions, and professional simulations provide effective opportunities for students to use Russian in realistic professional situations. In addition, the systematic organization of exercises into preparatory, reproductive, productive, and reflective stages contributes to the gradual development of communicative independence.

Particular importance should be attached to the professional orientation of educational materials. The selection of texts, vocabulary, dialogues, and communicative tasks should correspond to students' future professional fields. Such an approach increases motivation and demonstrates the practical value of learning Russian.

In conclusion, the successful formation of oral business communication competence among students of non-linguistic universities depends on the integration of communicative, professionally oriented, interactive, and digital teaching methods. Their effective implementation can improve students' speaking abilities, develop their professional confidence, and prepare them for successful participation in multilingual business and professional environments.

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