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THE EVOLUTION OF BUSINESS COMMUNICATION THROUGH STUDENT RESEARCH ACTIVITIES

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Abstract:

The relevance of the study is due to the growing need for practice-oriented training of specialists for whom effective mastery of business communication strategies is becoming a key condition for professional success. In modern educational strategies, student research activities are of particular importance, as they allow academic knowledge to be integrated with practical tasks in the business environment. However, the impact of such activities on the transformation of business communication strategies has not been sufficiently studied.

The purpose of this article is to analyse the dynamics of business communication development under the influence of student research activities and to determine its role in the formation of new approaches to teaching.

The research methods include questionnaires and surveys of students participating in research projects, which made it possible to identify their subjective perception of the influence of research practice on the development of communicative, analytical and creative competencies.

The results showed that student participation in research activities contributes to increased confidence in professional communication, the development of critical thinking, the formation of a creative approach to solving business problems, and the strengthening of analytical skills. Taken together, this provides a deeper understanding of the nature of business communication and its evolution in the modern world.

The conclusion emphasises the uniqueness of the study, which highlights the transformative potential of student research as a tool.

The conclusion highlights the uniqueness of the study, which emphasises the transformative potential of student research as a tool for shaping business communication strategies. The results obtained can be used by teachers in developing innovative methods based on the active inclusion of research practices in the educational process.

Keywords: Student research activities, business communication, communication strategies, practical skills, experimental learning.

Introduction

In today's rapidly changing business world, effective communication plays a key role in the success of organisations. As businesses strive to adapt to evolving technological advances, globalisation and changing market dynamics, the need for skilled professionals who can effectively navigate the intricacies of business communication is becoming increasingly acute. While educational institutions have long recognised the importance of preparing students with strong communication skills, there is growing recognition of the role that research can play in improving students' understanding and practice of business communication.

Effective communication is critical to business success in today's dynamic and interconnected global environment. As higher education institutions increasingly emphasise the importance of practical skills and experiential learning, students are engaging in research activities that provide

valuable opportunities to develop and apply their knowledge in real-world settings. However, the specific impact of student research activities on the evolution of business communication practices remains understudied. The purpose of this article is to fill this research gap by examining the impact of student research on the development and evolution of business communication strategies. It explores various ways in which research activities can shape students' knowledge, skills, and perspectives, ultimately influencing their ability to communicate effectively in professional settings. By examining the intersection of research activities and business communication, this study seeks to shed light on the potential benefits of integrating research-based learning experiences into business education curricula.

The article is based on a comprehensive review of the existing literature combined with empirical data collected through surveys conducted among students. By analysing the experiences and perspectives of various stakeholders, the study aims to identify specific ways in which student research activities can contribute to the evolution of business communication practices.

The findings of this study are important for educators, curriculum developers, and business professionals involved in talent development. Understanding the impact of student research on business communication can help in the development and implementation of innovative pedagogical approaches that better meet the needs of the evolving business world. Furthermore, it can provide insight into the skills and competencies that students need to acquire for successful future careers.

As business continues to face dynamic challenges and demands, examining the role of research activities in shaping students' understanding of business communication is of paramount importance. This article contributes to the growing body of knowledge in this area by revealing the potential impact of student research activities on the development of business communication and serves as a valuable resource for researchers, educators, and professionals seeking to enhance communication competencies in the business sphere.

Communication and business communication are two different but interrelated concepts. Communication, in the broadest sense, means the exchange of information, ideas and thoughts between individuals or groups. It includes various methods, such as verbal, non-verbal, written and visual communication. On the other hand, business communication focuses on communication processes in the context of a business or organisation. It includes the transfer of information both within and outside the organisation to achieve specific business goals. Business communication often includes elements such as professionalism, persuasion, negotiation, and the use of specialised terminology related to the business field. Although the fundamental principles of communication apply to both areas, business communication involves a strategic and goal-oriented approach, with an emphasis on effective communication methods adapted to the business environment.

According to various scholars and researchers, business communication refers to the exchange of information, ideas, and messages in a business or organisational environment. It includes a wide range of communication activities, both internal and external, that contribute to the functioning and success of a business. Scholars offer different perspectives and definitions of business communication, emphasising its importance and impact on the effectiveness of an organisation. Here are some perspectives from well-known researchers:

Peter Little defines business communication as "the process of creating and exchanging information, ideas and knowledge within and between organisational structures to achieve business goals" [Little, P., 1965; 259].

James O'Rourke describes business communication as "the transmission of information and meaning in a business environment to achieve organisational goals" [O'Rourke, J., 2023; 528.].

According to John Till and Cortland Bovee, business communication is "the process of exchanging information and ideas, both within and outside an organisation, to establish and maintain relationships and achieve organisational goals" [Bovée, C., Thill, J., Schatzman, B., 2003; 606].

Carol Lehman and Debbie Dufren define business communication as "the process of conveying information and ideas between people or organisations to achieve mutual understanding and coordination of activities" [Lehman, C., DuFrene D.,2010; 656].

Effective communication is fundamental to successful business, enabling organisations to develop cooperation, build relationships and adapt to changing conditions. As the business landscape continues to evolve under the influence of technological advances, globalisation and changing market dynamics, the importance of strong communication skills for professionals cannot be overstated. Recognising this need, educational institutions have long placed a special emphasis on developing communication skills in their students. However, there is a growing body of literature suggesting that incorporating student research activities into business education curricula can significantly improve the understanding and practice of business communication. This section provides an overview of the existing literature on student research, business communication, and their interrelationship. A systematic review of relevant articles and publications is conducted to identify trends, patterns, and emerging themes related to the impact of student research on business communication. The theoretical foundations and conceptual frameworks related to student research activities, the development of practical skills, and the evolution of business communication practices are examined. The existing literature emphasises the significant role of student research activities in the development of innovation and the promotion of effective communication strategies. A number of studies have examined how involving students in research activities contributes to the development of innovative thinking, problem-solving skills and communication competencies. Here are some key findings from the literature:

- Increased innovation: Research activities provide students with the opportunity to explore new ideas, think critically, and develop innovative solutions. They contribute to the development of a culture of creativity and experimentation, fostering entrepreneurial thinking in students [Morris, T. H.,2019; 1064-1077]. Participation in research projects allows students to solve real-world problems and apply theoretical knowledge in practice. Such practical experience enhances their ability to generate new ideas and implement innovative approaches [Byrne, M.,2015; 217];

- Development of communication skills: Student research activities contribute to the development of effective communication skills, including oral and written communication, presentation and collaboration skills. Students often have to communicate the results of their research to their peers, mentors and a wider audience. By participating in research projects, students engage in discussions, debates, and knowledge exchange with fellow researchers and mentors. Such interaction enhances their ability to formulate ideas, provide constructive feedback, and collaborate effectively [Jeyaraj, J.,2018; 29-59];

- Building bridges between academia and industry: Student research activities build bridges between academia and industry, providing opportunities for collaboration and knowledge exchange. Students working on research projects often interact with industry professionals, gaining insight into current business practices and industry trends [Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P.,2017; 1156–1171]. Joint research projects between students and industry partners promote the development of effective communication strategies. Students learn to adapt their communication styles and formats to industry expectations, bridging the gap between academic and professional communication. Building professional connections: Student research activities open up opportunities for networking, allowing students to interact with peers, faculty, and professionals in their field. These connections facilitate the exchange of ideas, resources, and feedback, promoting effective communication within the research community [Vaganova, O., Lapshova, A., Kutepov, M., Tatarnitseva, S.,2020; 369-375.];

- Building professional connections through research activities helps students develop interpersonal skills, expand their professional networks, and gain access to future career opportunities;

- Promoting personal and professional growth: Participation in research activities contributes to students' personal and professional growth. Through research experience, students develop self-

confidence, independence, and critical thinking skills that can be used to communicate effectively in a variety of contexts. Student research activities provide a platform for developing leadership skills, working in diverse teams, and managing complex projects. These skills contribute to the development of effective communication strategies in professional settings.

Overall, the existing literature supports the idea that student research plays a crucial role in the development of innovation and the promotion of effective communication strategies. By participating in research, students develop critical thinking, problem-solving skills, and effective communication competencies.

A review of the literature shows that student research activities have a significant impact on the development of business communication. By developing content knowledge, critical thinking skills, information literacy, and communication competencies, these activities prepare students to navigate the complexities of communication in the evolving field of business.

Student research contributes significantly to the development of innovative communication approaches in business organisations and the implementation of new communication technologies and strategies. By studying new technologies, experimenting with new strategies, combining academic and practical activities, generating fresh perspectives, conducting user-centred research, and promoting a culture of innovation, students bring fresh perspectives and ideas that contribute to the evolution of business communication practices. Organisations that recognise the value of student research can leverage their contributions to stay ahead in the dynamic landscape of business communication.

Taking into account the work of authors and scholars, we were able to identify the competencies that students studying business communication should develop in order to effectively solve communication tasks in a business environment. Here are some key competencies they should strive to acquire:

- Written communication: Students should have strong written communication skills, including the ability to compose clear and concise business documents such as emails, reports, proposals, and presentations. They should have good grammar, spelling, and proofreading skills.

- Oral communication: Students should have excellent oral communication skills, enabling them to express ideas effectively, participate in discussions and give presentations with clarity, confidence and persuasiveness.

- Interpersonal skills: Students must have strong interpersonal skills to build and maintain positive professional relationships. This includes active listening, empathy, conflict resolution, the ability to collaborate and work effectively in a team.

- Intercultural competence: Given the global nature of business, students must develop intercultural competence to navigate cultural differences and communicate effectively with people from diverse backgrounds. This includes understanding cultural norms, adapting communication styles, and demonstrating cultural sensitivity.

- Digital literacy: In the digital age, students must be digitally literate and able to use a variety of communication technologies and platforms. They should be familiar with email etiquette, online collaboration tools, video conferencing, and social media platforms used in a professional context.

- Critical thinking and problem solving: Students should develop critical thinking and problem-solving skills to analyse complex business communication scenarios, identify problems, and propose effective solutions. They should be able to think critically, evaluate information, and make informed decisions.

- Professionalism and ethics: Students should demonstrate professionalism and ethical behaviour in their communication practices. This includes honesty, respect, confidentiality, and adherence to ethical standards in business communication.

- Adaptability and flexibility: The business environment is dynamic and constantly changing. Students must be adaptable and flexible in their communication approaches, willing to learn and adjust their strategies according to the specific needs and challenges of different situations.

These competencies form a solid foundation for students who have studied business communication to succeed in their professional careers, effectively solve communication tasks, and

contribute to the success of organisations. Although no specific individuals or organisations are credited with these competencies, they are widely recognised and emphasised in the field of business communication. These competencies align with the expectations of employers, educational institutions, and industry professionals who value effective communication skills in a business context. Various academic sources, industry reports, and professional organisations emphasise the importance of these competencies for success in business communication. It is important to note that specific educational institutions or scholars may have slightly different views on exactly which competencies are necessary, but the competencies listed are widely recognised and valued in the field.

Description of materials and methods

To study the impact of student research activities on the development of business communications, researchers can use a combination of quantitative and qualitative research methodologies. This mixed-methods approach allows for a comprehensive study of the topic, capturing both measurable outcomes and the nuances of stakeholder perspectives. In our research, we used surveys. Surveys are a valuable tool for collecting quantitative data on students' perceptions, experiences, and outcomes related to their participation in research activities. We can develop structured surveys to collect data on specific aspects, such as the perceived impact of research on communication skills, career readiness, and confidence levels. Likert scale questions and multiple-choice questions allow us to obtain quantitative data for statistical analysis. Surveys were conducted among a representative sample of students, which allowed us to take into account different points of view. The use of surveys is extremely important for studying the impact of student research activities on the development of business communication. They provide a systematic and structured approach to the effective collection of data from a large number of participants. The empirical basis of this study includes data obtained as a result of careful observation and systematic analysis of responses obtained using surveys designed by the authors. The basis of the study is the Lingua Discovery scientific club at the Saginov Karaganda Technical University, whose goal is to promote scientific research and academic activity among students focused on various aspects of language and linguistics in a technical context. According to the schedule of the Lingua Discovery scientific club at the Department of Foreign Languages for the 2024-2025 academic year, the main topics of the club's meetings are "Start-Ups" and "Business Communication". In this regard, it was decided to conduct a study on the impact of research activities, especially in the field of start-ups, on the business communication skills demonstrated by students. The data for our research work was carefully organised in tabular format to facilitate a comprehensive study of the various groups of participants, including control group 1 and control group 2 from the Lingua Discovery science club. The two groups of participants, consisting of 20 and 18 students respectively, meet weekly every Wednesday from 3:00 p.m. to 4:40 p.m. Throughout the study, we conducted two paper surveys, namely: an initial survey in October 2024, prior to the start of classes in the study group, and a follow-up survey in May 2025, marking the end of the academic year. In order to study the impact of research work, particularly in the field of start-ups, on students' business communication skills, a comparative study was conducted. The study involved students who were actively involved in research activities related to start-ups, with the aim of assessing their knowledge and skills before and after participating in the research work.

First, an assessment was conducted to establish the baseline level of knowledge and skills of the participating students in the field of business communication. This initial assessment served as a baseline for measuring any subsequent changes or improvements observed as a result of their participation in the research work. The assessment covered various aspects of business communication, including oral communication, written communication, presentation skills, and interpersonal communication in a business context. Following the initial assessment, students actively participated in research projects and start-up-related activities. These activities were designed to deepen their understanding of the start-up environment, the business communication strategies used in such contexts, and the challenges and opportunities associated with effective

communication in the start-up ecosystem. Students were asked to conduct literature reviews, participate in group discussions and seminars, and interact with industry professionals to gain practical knowledge.

When conducting a survey related to our research work, the following questions were used to identify the students' initial knowledge:

- Reference information

1. How old are you?

2. What is your gender?

1) Male

2) Female

3) I prefer not to say

3. What is your current academic level?

1) First-year student

2) Second-year student

3) Third-year student

4) Fourth-year student

5) Fifth-year student

Knowledge assessment

Please indicate your level of knowledge on the following topics related to business communication before proceeding with your research:

- Fundamentals of business communication: Rate your level of knowledge on a scale of 1 to 5 (1 - low, 5 - high) regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.

- Technological advances in business communication: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding the impact of technology on business communication, including tools such as email, video conferencing, and collaboration platforms.

- Business communication in a global context: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding intercultural communication, global business etiquette, and the impact of cultural differences on effective communication in the business world.

- Research methods and skills: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding research methodology, data collection, and analysis methods applicable to the study of business communication.

- Research experience

Have you participated in research activities related to the topic "Studying the impact of student research activities on the evolution of business communication"?

a) Yes

b) No.

During the work of the scientific club with students, work was carried out on the following topics:

Communication strategies in startup pitches: We explored the communication strategies used by successful startup founders during pitch presentations. Students analysed the elements of effective storytelling, persuasion techniques, and overall communication style that contribute to a compelling startup presentation.

Team communication dynamics in startups: We explored the dynamics of communication within startup teams, focusing on factors such as team cohesion, information sharing, decision-making processes, and conflict resolution. Students also assessed the impact of effective communication on team performance and overall startup success.

Communication challenges in cross-functional startups: Studying communication challenges that arise in startups with diverse cross-functional teams. We explored how effective

communication practices can be implemented to bridge the gap between different functional areas, such as technology, marketing, and finance.

Communication strategies for investor relations: A study of the communication strategies used by startups to interact with potential investors. The key elements of effective investor presentations, pitch decks, and communication techniques that influence the investor decision-making process were examined.

Communication and customer acquisition in startups: Study the role of communication in attracting and retaining customers for startups. Explore effective marketing communication strategies, including digital marketing, social media engagement, customer support, and brand messaging in the startup ecosystem.

Communication in startup ecosystems: Examining communication networks and ecosystems that support startups, such as startup incubators, accelerators, and coworking centres. The study assessed how communication practices in these ecosystems contribute to knowledge sharing, collaboration, and the overall growth of startups.

Communication and leadership in startups: Studying the relationship between effective communication and leadership in startups. We explored the communication styles and strategies used by successful startup leaders and examined how leaders' communication affects team motivation, productivity, and overall startup success.

These research topics can help students develop a deeper understanding of the dynamics of communication in a startup environment and equip them with the knowledge and skills to communicate effectively in such contexts.

In addition, the research club organised joint teams of five students to actively participate in a startup project. The students will participate with their startup projects in the GCIP - Kazakhstan startup acceleration programme, and several projects were submitted to the Business.enbek.kz portal to participate in a competition for government grants.

Upon completion of the research work, a post-assessment was conducted to evaluate the impact of participation in the startup research on business communication skills. This assessment included the same evaluation parameters as the initial assessment, which allowed for a direct comparison of students' knowledge and abilities before and after their participation in the research work.

By comparing the pre- and post-assessment results, it is possible to analyse the progress made by students in developing their business communication skills. The aim of the study is to identify any significant improvements observed after their active participation in research work related to start-ups. In addition, qualitative feedback was collected to gain a complete picture of their perceived development in the area of business communication competencies.

Ultimately, this study aims to shed light on the potential positive impact of research work, particularly in the field of start-ups, on the development of students' business communication skills. The results of this study may contribute to the development and implementation of future educational initiatives and activities aimed at developing effective business communication skills among students interested in the startup ecosystem.

The following questions were used in the post-assessment survey:

- Impact of research work

Please answer the following questions based on your experience and knowledge gained from participating in research activities related to business communication.

- Did your research work broaden your understanding of business communication concepts?

a) Yes, significantly

b) Yes, to some extent

c) No, not at all

- How would you rate the impact of your research work on your knowledge of technological advances in business communication?

a) It has significantly expanded my knowledge

b) It moderately expanded my knowledge

c) It had a minor impact on my knowledge

d) It had no effect on my knowledge

- Did your research work broaden your perspective on business communication in a global context?

a) Yes, significantly

b) Yes, to some extent

c) No, not at all

- To what extent has your research work contributed to the development of your research methods and skills?

a) It has significantly improved my research methods and skills

b) It has moderately improved my research methods and skills

c) It had a negligible impact on my research methods and skills

d) It had no impact on my research methods and skills.

- Please indicate your level of knowledge on the following topics related to business communication after participating in research activities:

- Fundamentals of business communication: Rate your level of knowledge on a scale of 1 to 5 (1 - low, 5 - high) regarding fundamental concepts of business communication, such as effective writing, interpersonal skills, and professional etiquette.

- Technological advances in business communication: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding the impact of technology on business communication, including tools such as email, video conferencing, and collaboration platforms.

- Business communication in a global context: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding intercultural communication, global business etiquette, and the impact of cultural differences on effective communication in the business world.

- Research methods and skills: Rate your level of knowledge (1 - low, 5 - high) on a scale of 1 to 5 regarding research methodology, data collection, and analysis methods applicable to the study of business communication.

Results

In this article, we will delve into the analysis of valuable responses obtained from a survey conducted among students. By carefully examining the collected data, we aim to present insightful observations that shed light on the level of influence of students' research activities on their business communication competencies.

Our study, which involved 38 respondents, covers a range of demographic information, including age, gender, and level of education. By carefully examining the survey responses, we aim to identify intriguing correlations and draw meaningful conclusions (Table 1).

Table 1. Demographic Information

Values	Variables	Frequency	Percentage
Age	**17**	**11**	**28.94**
	18	**9**	**23.68**
	19	**8**	**21.05**
	20	**8**	**21.05**
	21	**2**	**5.26**
Gender	**1. Male**	**24**	**63.1**
	2. Female	**14**	**36.8**
	3. Prefer not to say	**0**	**0**
Level of education	**1) First-year student**	**14**	**36.8**
	2) Second-year student	**12**	**31.5**
	3) Third-year student	**7**	**18.4**
	4) Fourth-year student	**3**	**7.8**
	5) Fifth-year student	**2**	**5.2**

The data shows that most respondents are in the 17-18 age range, with 17-yearolds making up the largest group. The distribution shows a downward trend as age increases from 17 to 21. The data shows that the majority of respondents are male, accounting for about two-thirds of the total. Female respondents make up the remaining third. The distribution shows that the largest number of respondents are in their first and second years of study, followed by third-year students.
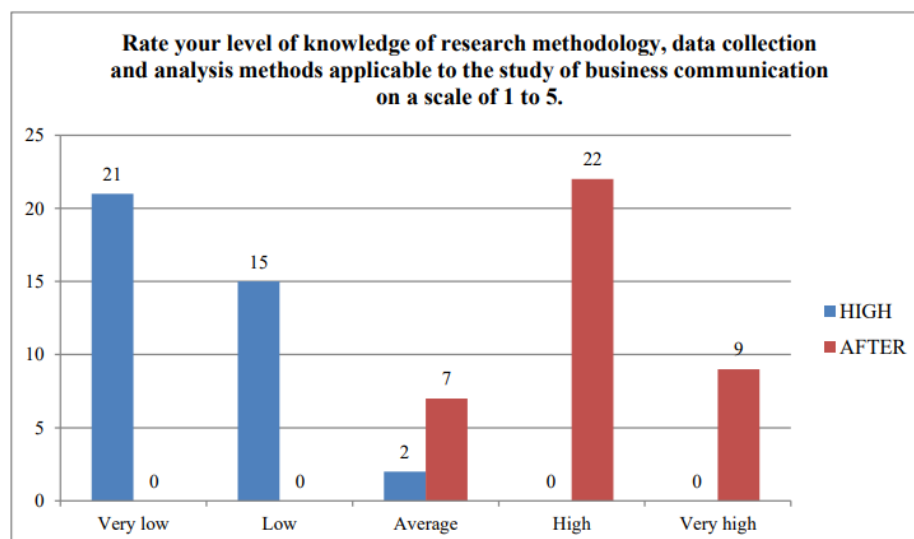
Below is an analysis of the following question:

Diagram 1. Results of the pre-assessment and post-assessment surveys.

Comparing students' answers to the question "Rate your level of knowledge (1 — low, 5 — high) regarding research methodologies, data collection and analysis methods applicable to the study of business communication on a scale of 1 to 5" before and after classes at the Lingua Discovery science club, we can observe the following changes (Diagram 1):

The number of students who rated their knowledge as "very low" decreased from 21 to 0 after attending the classes. Similarly, the number of students who rated their knowledge as "low" decreased from 15 to 0. This indicates that the classes had a positive impact on students' understanding and knowledge of research methodologies, data collection and analysis methods.

The values for "average," "high," and "very high" levels of knowledge increased significantly after attending the science club classes.

Overall, the histograms clearly show the positive impact of attending the classes on students' level of knowledge in the areas of research methodology, data collection and analysis methods applicable to the study of business communication. The diagrams show a decrease in the lower knowledge ratings and an increase in the higher knowledge ratings (average, high, and very high). This indicates that the classes effectively expanded the students' understanding and experience in this area.

Table 2. Results of pre-test and post-test surveys

Rate your level of knowledge on a scale of 1 to 5 (1 - low, 5 - high) of intercultural communication, global business etiquette and the impact of cultural differences on effective business communication				
Values	Pre-assessment results		Post-assessment results	
	Frequency	Percentage	Frequency	Percentage
1. Very low	17	44.7	0	0
2. Low	18	47.3	0	0%
3. Average	3	7.9	12	31.5
4. High	0	0	13	34.2
5. Very high	0	0	13	34.2
Total	38	100.0	38	100

.Comparing the responses before and after attending the Lingua Discovery science club, we observe the following changes (Table 2):

The proportion of respondents who rated their knowledge level as very low and low decreased from 92% to 0% after attending the classes. This indicates that the classes had a significant positive impact on students' understanding of intercultural communication and related topics.

The proportion of respondents who rated their knowledge as high and very high increased to 68.4% after the classes.

Overall, the survey results indicate a significant improvement in students' knowledge of intercultural communication, global business etiquette, and the impact of cultural differences on effective communication in the business world after attending the classes. The classes successfully increased their skills and confidence, which led to an increase in the proportion of respondents who rated their knowledge level as high or very high and a decrease in the proportion of respondents who rated their knowledge level as very low or low.

Discussion

The literature review provided a theoretical framework for understanding the importance of business communication in academic and professional settings. It highlighted various aspects, such as effective communication strategies, interpersonal skills, and the significance of cultural differences in the business environment. This literature review served as a starting point for developing research activities and assessing their impact on student development in the field of business communication.

In determining the competencies required for students studying business communication, several key skills were identified, including effective writing, interpersonal communication, professional etiquette, intercultural communication, global business etiquette, and technological proficiency. These competencies formed the basis for assessing students' knowledge levels before and after the research activity.

A survey conducted before the start of the research activity provided valuable information about the students' initial level of knowledge. It was found that a significant proportion of students rated their knowledge as very low or low in various aspects of business communication. This baseline assessment provided a foundation for measuring the impact of the research activity on student development.

A post-assessment survey conducted after the students had engaged in research activities with the assistance of start-ups was designed to evaluate the effectiveness of this approach to learning. The survey results demonstrated noticeable improvements in students' knowledge levels, as evidenced by increased average, high, and very high ratings across all assessed competencies. In particular, there was a significant decrease in very low and low ratings, indicating a positive impact on students' development in the field of business communication.

Overall, the data obtained indicate that the inclusion of research activities in the educational process has a significant impact on the formation of students' knowledge and competencies in the field of business communication. Interaction with start-ups provided practical experience that improved their understanding of the subject and facilitated the application of theoretical concepts in real-life scenarios. These results confirm the effectiveness of research activities in promoting the acquisition of the basic skills and competencies necessary for successful business communication. Further research and exploration in this area may contribute to the continuous improvement of teaching methods in the field of business communication.

Conclusion

In conclusion, this article examines and analyses the impact of student research activities on the development of their business communication skills. Identifying the competencies required of students studying business communication provided a clear framework for assessing the impact of research activities. These competencies cover various aspects, such as effective writing, professional etiquette, intercultural communication, and the use of technological tools.

Surveys conducted before and after the research activities played a crucial role in evaluating the effectiveness of this approach to learning. The initial survey showed that students had limited knowledge in the assessed areas of business communication, highlighting the need for intervention. The subsequent post-assessment study demonstrated a significant improvement in students' knowledge levels with a noticeable decrease in low scores and an increase in high scores across all competencies.

The survey results indicate that the integration of research activities, especially those involving start-ups, has a positive impact on students' mastery of business communication. Participation in practical research allowed students to apply theoretical concepts in real-world settings, promoting a deeper understanding of the subject and increasing their level of competence.

Overall, the results of this study confirm the effectiveness of research activities in promoting the acquisition of the basic skills and competencies necessary for successful business communication. The inclusion of such activities in the learning process can significantly improve students' knowledge, skills, and confidence in this area.

Moving forward, further research is needed to continue improving teaching methodologies and exploring innovative approaches to teaching business communication. By continually adapting and utilising practical experience and research activities, teachers can better prepare students to navigate the dynamic and evolving environment of business and business communication in the modern world.

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