

На последующих этапах исследования были сформированы учебные студенческие группы по принципу принадлежности к когнитивным стилям и подобраны учебные задания с учетом особенностей работы этих студентов с текстом, что способствовало преодолению трудностей каждой когнитивной группы и повышению эффективности чтения иноязычного текста.

Литература

1. Брудный А. А. Понимание как философско-психологическая проблема // *Вопр. Философии.* – 1975. – № 10. – С. 109-117.
2. Гальперин П. Я. Введение в психологию. Изд. Моск. ун-та, 1976. – 150 с
3. Дридзе Т. М. Текстовая деятельность в структуре социальной коммуникации. – М., 1984. – 268 с.
4. Жинкин Н. И. Механизмы речи. – М.: Изд-во АПН, 1958. – 370 с.
5. Зимняя И. А. Психология обучения иностранным языкам в школе. – М.: Просвещение, 1991. – 222 с.
6. Каспарова М. Г., Коптева Н. В. Психологическое содержание слова и обучение лексике иностранного языка. Научн. тр. Московского гос. пед. ин-та иностр. яз. им. М. Тореза. – М., 1979. – Вып. 142. – 73 с.
7. Сметаниникова Н. Н. Стратегии и тактики понимания иноязычного текста. Материалы Всесоюзной научно-практической конференции «Психолого-педагогические проблемы обучения технике чтения, смысловому восприятию и пониманию текста» 12-15 мая 1988 г. – М.: Знание, 1989. – 185 с.
8. Чепелева Н. В. Влияние смысловой организации текста на его понимание / *Психосемиотика познавательной деятельности и общения.* – М., 1983. – С. 51-52, 59
9. Kline L. M., Bell P. A., Babcock A.M. Field dependence and interpersonal distance // *Bulletin of Psychonomical Society.* – 1984. – V. 22. – № 5. – P. 421-422.
10. Witkin H.A., Goodenough D.R. Field dependence and interpersonal behavior // *Psychological Bulletin.* – 1978. – V. 84. – № 4. – P. 661-689.

Бордюк Л. В.

INTERCULTURAL FRAMEWORK FOR BUSINESS EDUCATION IN UKRAINE

Ability to speak a foreign language is often mistaken for the ability to function in a speech community, but speaking ability can be a mechanical skill devoid of cultural competence
(Richard Swiderski)

The globalization process has a strong impact on a conceptual and pragmatic framework of Business English and Business Communication curricula in countries with transition economies. The ways of bringing an international and, thus, intercultural perspective into business language education in Ukraine will be discussed in this paper. My experience of an English lecturer at School of Economics & Management and the Department of Applied Linguistics at Lviv Polytechnic National University, West Ukraine, a higher school with a good reputation in research and training students, as well as my intercultural experience in American and European exchange programs and joint projects, may be relevant.

Current challenges of teaching and learning Business English in Ukrainian schools of business

Political changes in the world, and within Europe, mean that people, while still retaining their national identities, are getting involved into the globalization process. Broadening an international understanding is critical for Ukraine. Under new political and economic conditions, today's Ukrainian university graduates may have a chance for international job opportunities. Higher education should respond to the changes in the need of the society of which it is a part. To better equip students to meet the challenges of the 21st century, university education should emphasize international aspects, language and culture competence, the development of social and communicative skills and give an entrepreneurial orientation. Nowadays, there is a great demand for advanced economic and business professions in Ukraine. Besides, a growing number of students majoring in applied linguistics seek future employment outside of the educational system as translators/interpreters or office managers with international companies and joint ventures. The multinational companies (Coca-Cola, Pepsi, Kodak, Procter & Gamble, Nestle, and McDonalds) have arrived in Ukraine. In major Ukrainian cities there a network of business people engaged in the US-Ukraine business relationship (Peace Corps business consultants, Business incubators, Consortium for Enhancement of Ukrainian Management Education /CEUME/ and others).

In the marketplace of today's business world strong linguistic skills and communicative competence – covering grammatical, discourse and strategic aspects – are crucial factors for advance professional performance. A sociolinguistic perspective on language as a powerful means of communication may be found in Lemke's research on discourse and social dynamics :» When we think of power in the social world, we imagine power to do things: to buy and sell, to command obedience, to reward and punish, to do good to others or to do them harm, both physically and emotionally. In all of these, *language* can and often does play a crucial role» [8, p.].

All business activities – leading, motivating, decision making, dealing with colleagues, customers and suppliers – involve communication in the variety of its forms: verbal, non-verbal, internal/external, operational and personal [1]. Managers are communicators by definition. Communication is part of their profession.

Foreign language/s proficiency is a valuable asset for those searching competitive job opportunities. Today, English is the most powerful member of «language ecology» . American English is internationally accepted as the language of business and technology. But business communication requires more than the standard vocabulary and trade jargon. The goal of language education is not to learn the target language code only but to develop cross-cultural perception of similarities and differences and arrive at a shared meaning. Cultural strategies are an integral part of business communication and business transactions. Foreign language learners acquire various aspects of American culture via the target language – English. Scollon, an expert in intercultural communication, claims that «many aspects of western culture, especially western patterns of discourse, are carried within English» [10, p.4].

Incorporating culture into the Business English curriculum in Ukraine

Culture, in a broad sense, is viewed as a process, that is a way of perceiving, interpreting, feeling and being in the world [Robinson]. Nimgade maintains that «for all its faults and weaknesses,, American business still forms a key model for much of the world» and «an important force in disseminating the American style of management is the role of the US as the world's largest manufacturer of contemporary culture»[9, p.299]. Numerous studies on what makes America

American [1, 6, 11] emphasize that the most valued traits in American culture are: individualism, success-orientation, pragmatism, efficient use of time, action perseverance, assertiveness, mobility, hope, optimism and opportunity. Thiderman claims that American culture is almost unique in its belief that change is always equated with growth, improvement and progress [11].

It is central to intercultural education that cultural issues of values, beliefs and attitudes are the most difficult to teach [2].

The U.S., as a low context culture, that is an individualistic, pragmatic society [Victor] and Ukraine, as a used-to-be collective, closer to a high context, Slavic society, employ different linguistic codes and culturally predetermined strategies to achieve their communicative goals. They use different conceptual filters in the process of perceiving and interpreting reality. They, naturally, have different assumptions, expectations and employ different patterns of social behavior. Ukrainian and American businesses develop and operate in different cultural frameworks. Wierzbicka claims that representatives of different cultures are different people not only because they speak different languages but because they think differently, feel differently and relate differently to other people [14].

The general tendency typical of Ukraine and other post-Soviet states is that there has never been a systematic study of culture in the framework of language courses. The teachers' own experience of western cultures was rather limited. Like other professional groups of Soviet people they used to live and work in an isolated society, separated from the rest of the world by the iron curtain. Thus, cultural instructions covered some sporadic facts on monuments, cities, festivals, traditions, literary characters and national heroes but the focus on patterns of western values, beliefs and attitudes was few and between. Such a conventional approach has been strongly criticized by Kramschi: «Culture is commonly seen as making the study of a foreign language more attractive and providing a welcome relief from grammar and vocabulary exercises. Learning about a foreign culture is not expected to require any intellectual effort since it is generally conceived only as the tourist's view of the foreign ways of life» [7, p.221].

Bridging the gap between language and culture is critical for those who plan to be engaged in global competitive activities. Cross-cultural competence implies an awareness of one's own cultural heritage and understanding of the culture of another country in addition to knowledge of the language.

The Business English course thoroughly elaborated and designed by the Ukrainian Academy of Banking (IATEFL-Ukraine Bulletin 2003) lays emphasis on developing general language knowledge as well as oral and written professional communication skills. It is sketched (in one sentence only), but not specified, in the course description that «cultural awareness is also developed throughout the course» [6, p.22]. In the English Business Communication course developed at the Thunderbird School of Management (1999), promoting cross-cultural understanding and developing cross-cultural communication skills are central.

To make Ukrainian business students successful and effective in their future careers an insight into the culture of the target language should be emphasized in the re-designed model of Business English curriculum. Cross-cultural training provides a necessary framework for understanding the ways of doing business in another culture and international milieu. The socio-economic content of the Business English classes gives a plenty of possibilities and is an extremely beneficial area for linguistic and cross-cultural guided exploration and discoveries. An updated Ukrainian interdisciplinary Business English curriculum should integrate and international perspective and cross-cultural professional content. To accomplish this task it is necessary: 1) to elaborate an efficient strategy for integrating language and culture instruction; 2) to select an appropriate cultural content; 3) to apply effective methods and techniques of bringing the real business world into the classroom.

The strategy of cross-cultural instruction is to make business students linguistically and culturally competent. To comprehend culture-specific differences in English and Ukrainian business contexts a comparative-contrastive analysis is efficient along with the following methods and techniques: a balanced integration of cognitive and communicative approaches, a content-based approach with the focus on acquiring the target information via a foreign language, discourse patterns analysis, role-play, brainstorming and case studies.

Acquiring culture via language

Culture can be effectively taught when practicing new vocabulary, grammar and discourse patterns.

Lexicon. It should be emphasized that the interlocutor should know not only about a lexical equivalent of a certain semantic formula but also be aware of its functional and contextual appropriateness. So, when a Ukrainian speaker says «May I take your pen?» he/she means «May I borrow your pen?», meanwhile *take* and *borrow* are not synonyms.

Semantic, pragmatic and culture-specific functions of the attribute *aggressive* in American and Ukrainian discourse is a dramatic example of language and culture interaction. In Ukrainian, the adjective *aggressive* and everything related to it is viewed in various negative ways as «belligerent». A somewhat different situation is characteristic of an American socio-linguistic context which reflects the peculiarities of the national spirit and culture. In the above list of American national traits [Thiede] a special emphasis is laid on *assertiveness*. Considerable illustrative data have been accumulated to argue that the adjective *aggressive* may function as a synonym of *assertive* in business-related and general context gaining a positive connotation. *Aggressive* candidates in an American interpretation mean self-starters, i.e. ambitious and initiative people. Analyzing an intercultural aspect of *assertiveness* Dodd [4, p.259] maintains that «assertiveness is defined as the ability to state clearly what you expect or want and to work toward achieving that goal». In his insightful observation of the American character, Nimge concludes that sometimes «there is more bark than bite» [9, p.298].

Numerous business terms and concepts contain an attribute *aggressive* as a component of their semantic structure, e.g. : *aggressive bank management*, *aggressive investment policy*, *aggressively trained managers* etc. Most of these terms in a transliterated Ukrainian version are currently registered in Ukrainian professional business discourse as well. But in different patterns of general Ukrainian discourse the adjective *aggressive* is used with a strong negative connotation only. Dodd argues that «beyond using language, the study of intercultural communication recognizes how culture pervades what we are, how we act, how we think...»[4, p. 3].

Grammar.

Culture-specific differences between English and Ukrainian speakers in their inborn attitude to privacy, private property and quality service can be grammatically traced in the following examples:

| English usage | Ukrainian usage |
|---|---|
| <i>The manager's office</i> (a possessive attribute in preposition) | <i>The office of the manager</i> (the owner is not emphasized) |
| <i>He changed his mind</i> (a possessive pronoun is peculiar) | <i>He changed mind</i> (a possessive pronoun is never emphasized) |
| <i>I want my car repaired</i> (the passive role of a customer is implicit) | <i>I want to repair my car</i> (the passive role of a customer is semantically implicit) |
| Every student may use the Internet at his/her convenience (a gender aspect is explicit) | Every student may use the Internet at his convenience (a gender aspect has always been neglected) |

Discourse patterns

Clyne maintains that variation in discourse and pragmatics results from differences in pragmatic formulae and ways of structuring information [3]. Culture-specific patterns of business discourse, both written and oral, can be effectively analyzed in various genres: presentations, meetings, negotiations, business letters, getting through an interview, resume writing etc. A resume genre may serve a vivid illustration of specific cultural assumptions which differ in the choice of layout, content and language across cultures. The pragmatic goal of the resume genre to promote, «to sell oneself», is much less explicit in Ukrainian as compared to English which reflects Ukrainians' national peculiarities and attitudes. It is worth mentioning that the genre of cover letter has never been employed in Ukraine.

Sources of cultural content

The criteria for selecting authentic texts for cross-cultural analysis depend on the pragmatic goal of learning. Allens maintains that linguistic communication is always carried out in a context which is in large parts culturally constituted [2]. An appropriate cultural content may be found in prominent business publications : Trompenaars [11], Adler [1], Hofstede [5] which have become available in Ukraine partly due to donations from Sabre Foundation (USA), business periodicals (Harvard Business Review, The Economist, The Wall Street Journal, Business Week etc), mass media, and practical business textbooks providing a wide range of issues as well as excellent comprehensive dictionaries on business, finances and commerce.

Источники и литература

1. Adler N. (1997). International dimensions of organizational behavior. Cincinnati, Ohio: South-Western College Publishing.
2. Allens, A. (1990). On the Role of Cultural Context in Language Instruction. Gothenburg Papers in Theoretical Linguistics. 60, University of Gotheborg Dept. of Linguistics, 1990, P. 1-11.
3. Clyne, M. (1994) Intercultural communication at work: Cultural values in discourse. Cambridge: Cambridge University Press.
4. Dodd, C. (1985). Dynamics of Intercultural Communication. Brown & Benchmark.
5. Hofstede, G. (1994). Cultures and Organizations: Software of the Mind. London: HarperCollins.
6. IATEFL-Ukraine Newsletter 2003. British Council. Kyiv.
7. Kramsch, C. (1991). «Culture in Language Learning: A View from the United States». Foreign Language Research in Cross-Cultural Perspectives. John Benhamin's Publishing Company. P.217-239.
8. Lemke, J. (1995). Textual Politics. Discourse and Social Dynamics. London: Francis & Taylor.
9. Nimgade, F. (1989). «American Management as Viewed by International Professionals». Business Horizons/November-December. P.293-300.
10. Scollon, R. & Wong Scollon. (1995). Intercultural Communication : A Discourse Approach. Cambridge, VF: Blackwell Publishers.
11. Thiederman, S. (1991). Profiting in America's Multicultural Marketplace: How to Do Business Across Cultural Lines. N.Y.: Lexington Books.
12. Trompenaars, F. (1993). Riding the Waves of Culture. Understanding Cultural Diversity in Business. London: Economist Books.
13. Victor, D. (1992). Intercultural Business Communication. N.Y.: HarperCollins.
14. Wierzbicka, F. (1999). Emotions across languages and cultures: Diversity and universals. Cambridge. Cambridge University Press.

Борисенко О. А.

ВІДТВОРЕННЯ АНГЛІЙСЬКИХ МОДАЛЬНИХ ДІЄСЛІВ ЯК КОМПОНЕНТІВ УСТАЛЕНИХ ВИРАЗІВ ЗАСОБАМИ УКРАЇНСЬКОЇ МОВИ

Англійські модальні дієслова, що входять до складу фразеологічних одиниць різного рівня усталеності, ще не були об'єктом окремого дослідження у перекладній лінгвістиці та перекладознавстві. Завдання даної статті провести кількісний і якісний аналіз англійських та українських фразеологічних зворотів з модальними дієсловами та їх еквівалентами. Об'єктом дослідження **служать** понад 500 ідіом з англійськими модальними дієсловами і така ж кількість їх українських **відповідників**, описаних в «Англійсько-українсько-російському словнику усталених виразів» Л. І Медведевої та Н. Ю. Медведевої, «Фразеологічному словнику української мови» в 2-х томах під редакцією

Л. С. Паламарчук, «Англійсько-російському фразеологічному словнику» А. В.Куніна, «Chambers Dictionary of Idioms» **Гандс** та «Longman Dictionary of English Idioms».

Найчастіше англійські модальні дієслова входять до складу прагматичних ідіом типу: *You may rest assured – Будьте певні/ можете бути певні* [1, 299], *Can you beat it – Це такі/та що ви! ось тобі й маєш!* [1, 90], *It will never do – Це нікуди не годиться/ це неприпустимо, так не можна, це не пройде* [1, 332] – у 315 зворотах від загальної кількості (518 досліджуваних ідіом). У решті випадках вони зустрічаються як конститuentи прислів'їв та приказок: *What's done can't be undone* [2, 217] – *Що з воза впало, те пропало*; *He that is afraid of wounds must not come near a battle* [2, 843] – *вовків боятися – в ліс не ходити*; *What is bread in the bone will not come out of the flesh* [2, 97] – *Горбатого і могила не випрямить*.