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**FORMATION OF CROSS-CULTURAL COMPETENCE IN
TEACHING BUSINESS ENGLISH**

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Abstract. The article reveals the problems of teaching students cross-cultural interaction in the process of studying Business English. For this purpose the classification of cultures based on the complex system of indicators that affect business conduct is presented. The characteristic features of the representatives of mono-active, poli-active and reactive cultures were identified.

The article centres around linguistic differences in international business communication. Difficulties with a language fall basically into three categories: gross translation problems, the problems in conveying subtle distinctions from language to language, and culturally-based variations among speakers of the same language. The educational material substantial for formation of professional and cross-cultural competence necessary for the effective intercultural business discourse is presented. The main source of cross-cultural knowledge is the authentic text which reflects the specifics of the scope of business communication and can be used for the formation of cross-cultural competence and intercultural business communication skills.

Keywords: cross-cultural competence, business communication, linguistic differences, authentic materials, Business English, communication skills.

As business has turned more and more to an integrated world market to meet its needs, the difficulties of communicating at a global level have become increasingly widespread. Lack of understanding deriving from ethnocentrism or ignorance of culturally based assumptions erroneously believed to be universal can readily escalate to unproductive conflict among people of differing cultural orientation.

When conducting international business, it is extremely important for business representatives to be aware of different cultural beliefs and behaviour. After all, behaviour which might be considered normal in a UK boardroom could be radically different to behaviour expected in the USA, Ukraine and other countries. As a result, failure to understand foreign business practices and customs can create insurmountable barriers to successful business relations.

Scholars gave different definitions of culture. Geert Hofstede [4], an expert on cross-cultural differences, defines culture as "the collective programming of the mind which distinguishes the members of one category of people from another". Geert Hofstede sees culture as a system of values and norms that are shared among a group of people and that when taken together constitute a design for living.

The most detailed model of the process of cross-cultural learning was offered by B. Saandhaas [6, p.117]. He finds it necessary to develop student's personality in his culture and make them study the differences and similarities among cultures. Being aware of the differences that exist between cultures and knowing how to act when we are faced with cross-cultural problem situations are important skills for harmonious intercultural relations.

One of the attempts to classify cultures based on the complex system of indicators that affect business conduct, belongs to R. Lewis. R. Lewis identified three types of cultures. [5, p.42].

1. Mono - active culture. Their representatives are focused on the task. They are actively involved in the planning of life and do not do several things at the same time (each case is given a certain period of time). This group includes the Germans, British, Americans, Australians, New Zealanders, Scandinavians (except the Finns).

2. Poli - active culture. The representatives of the people-oriented culture. They are sociable, doing several things at once and not necessarily those that are planned. They can do what they like at the moment. This group includes the Spaniards, Italians, Latinos, Arabs.

3. Reactive culture. A characteristic feature of this type of culture - a greater emphasis on courtesy, ability to listen. Its typical representatives – the Japanese, Chinese, Finns.

Edward Hall [3] introduced the concept of low- and high-context cultures which he argued reflect the way in which people in any given culture communicate with one another. "Context" is the information that surrounds an event. High-context cultures are those where messages have a high degree of meaning attached to stimuli around them. Messages have little meaning without the context. In high-context communication the listener does not need to be given much background information. High context cultures can be found in East Asia (Japan, China, Korea, Vietnam), Mediterranean countries (Greece, Italy, Arabic, Spain, to lesser extent France), the Middle East, and to a lesser extent Latin and South America. In a low-context culture information focuses on the word, sentence or gesture. Many of the stimuli are excluded and the message communicates everything. In low-context communication the listener knows very little and should be told practically everything (the UK, the USA, Germany, Scandinavia).

The aim of the article is to give an overview of the cross-cultural problems the people are faced when conducting business with foreign clients and analyze the educational material substantial for formation of professional and cross-cultural competence of students learning Business English.

It is important to teach the students cross-cultural values and attitudes and their impact on how we communicate across cultures when conducting business with foreign partners. In the UK, for example, meetings are often business-like and tend to follow a rigid time-based structure where points are debated at given times. However, in Japan and other Asian countries, there is great importance attached to courtesy and hospitality which can cause delays and prevent keeping to a strict schedule.

Certainly, in many parts of Asia, forming a personal relationship in your business dealings is very important. Although it can take time to build, once a relationship has been developed, it tends to last for a very long time and can be advantageous over the more 'shallow' relationships found in Europe and the United States. In some business cultures, establishing friendships can be a potent business tool, so it is important to take the time to establish such relationships with prospective clients.

Another important cultural difference to observe is the difference in greeting business counterparts. In the UK, a firm hand-shake is considered

polite as is making brief eye-contact. In China, bowing or nodding is the common greeting, and although shaking hands is becoming a popular form of greeting, this should be initiated by the host.

Personal space should also be observed according to the dominant culture. In the UK and Europe, personal space is valued and an acceptable distance should be kept. However, in some southern European countries and Asia, personal space is much decreased so that what could be perceived as intimate in the north is akin to normal conversational distance in the south.

Among the most often cited barriers to conflict-free cross-cultural business communication is the use of different languages. It is difficult to underestimate the importance that an understanding of linguistic differences plays in international business communication. Difficulties with language fall basically into three categories: gross translation problems, the problems in conveying subtle distinctions from language to language, and culturally-based variations among speakers of the same language.

Each culture has its own approach to communicating and collaborating to solve problems. High-context communication, which is a normal means of communicating in some cultures, relies on previous knowledge and a high level of context for the communication to make sense. On the other hand, low-context communication is common in other cultures and supplies a great deal of information that listeners are expected to interpret as meaningful to the main point of a statement. The meaning of phrases and gestures also varies from one culture to another, increasing the chance for misunderstanding.

National prejudices and class distinctions are often reinforced thorough sociolinguistics—the social patterning of language. For example, due to regional prejudice and racism certain accents in the United States associated with urban areas (e.g., a Bronx accent), with rural regions (e.g., an Appalachian accent), or race (e.g., black English) may reinforce negative stereotypes (usually erroneously) regarding business ability, education level, or acumen among certain U.S. subgroups. Similarly, some cultures use sociolinguistics to differentiate one economic class from another. Thus, in England, distinct accents are associated with the aristocracy and the middle and lower classes. These distinctions are often unknown by foreigners.

Students often have to deal with the idioms that reflect the realities of today's business relationship, for example, 'glass ceiling' – an intangible

barrier within the hierarchy of a company that prevents women or minorities from obtaining upper-level positions, 'pink-collar' – a person engaged in the service sector, 'golden handshake' - dismissal with great compensation. To understand the interpersonal relationships of English speakers and their relation to the case, it is necessary to know the emotional and evaluative idioms that characterize workers in terms of their personal and professional qualities and have a positive or negative meaning : 'a whizz-kid' –child prodigy , 'a self-made man '- a person raised from poverty or obscurity by one's own efforts , ' an idea hamster '-' a man, offering a lot of ideas', 'a digithead' - someone who is good in numbers, but does not get along with people, 'a Man Friday' - a valued efficient helper or employee, 'a goldbricker' – a person who habitually shirks assigned work, 'a moonlighter' – a man who holds a second usually night-time job in addition to a regular one.

The source of cross-cultural knowledge is the authentic text which reflects the specifics of the scope of business communication and can be used for the formation of cross-cultural competence, and, therefore, intercultural business communication skills. It is characterized by:

- a) non-equivalent vocabulary. For example: Hit Me I Need The Money (the name of car insurance company);
- b) business terminology;
- c) professional slang. For example Blue Chips – A stock issue that commands a high price because of public faith in its worth and stability (from the high value of blue chips in games of chance).

Using authentic professionally-oriented materials has a number of positive points.

1. such texts have pragmatic significance;
2. authentic texts are full of socio-cultural facts and realities taking place in the professional field and illustrate verbal behaviour of specialists within a particular lingvosocium;
3. such texts are varied in style and genre and function in business communication. It helps to stimulate cognitive activity of students and increase their motivation to master business communication in English.

It is important to teach the students cross-cultural values when conducting business with foreign clients. It is difficult to underestimate the importance that an understanding of linguistic differences plays in international business communication. Difficulties with language fall basically into three categories: gross translation problems, the problems in

conveying subtle distinctions from language to language, and culturally-based variations among speakers of the same language. The source of cross-cultural knowledge is the authentic text which reflects the specifics of the scope of business communication and can be used for the formation of cross-cultural competence. Authentic professionally-oriented materials will provide the students with knowledge and basic attitudes different cultures have towards cultural value dimensions, so that they could apply this knowledge in activities that require them to decide how to act in cross-cultural business situations.

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**SPECIALIZED CLASSES IN V. O. SUHOMLYNSKIY WORKS
AS A MEANS OF SUPPORTING THE DEVELOPMENT OF THE
TALENTS OF STUDENTS**

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Abstract. The article focuses on providing of specialized classes. The author proposed using scientific heritage of V. O. Suhomlynsky in the teachers' work. Today in the school course there is a very large amount of scientific knowledge from different fields of human professional activity. Speaking of own talents of students, then they do not have a