

The analysis of the problem-solving discussion evaluation questionnaires revealed positive attitude of the students, participating in the discussion and desire to continue this kind of work.

The purpose of the present research to elaborate a set of interactive tasks within the problem-solving discussion method of work with poetic text was attained, the discussion pattern which consists in total group representation proved to be effective.

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**INTONATION AND PRAGMATICS IN BUSINESS DISCOURSE:
DIDACTIC ASPECT**

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Abstract. *The article outlines the problem of intonation in business discourse in the framework of its pragmatic potential and suggests some didactic priorities in this regard. Business discourse being determined as goal and addressee-oriented, with the Principle of Cooperation subservient to that of clarity, employs in achieving the goal language means of all levels – lexical, grammatical, phonetical. Intonation can be used as a complementary to lexico-grammatical means device or can act as an independent instrument of expressing speaker's intentions. The main function of intonation in business discourse is providing an unambiguous inference of the illocutionary act so that it would produce an adequate perlocutionary effect. The functional-pragmatic role intonation plays in business discourse necessitates accounting for it in teaching foreign students English intonation. Teaching English intonation should embrace informational segmentation (chunking, the new-given expression), turn-taking and expressing speaker's intentions.*

Keywords: *intonation, pragmatics, business discourse, teaching intonation*

There is a long tradition of research on the role of prosodic variation in the expression and interpretation of a wide variety of linguistic phenomena. Since the interpretation of intonational variations (at expressing, for instance, topic-focus, new-given etc. relations) is dependent upon contextual factors and the factor of addressee in particular, intonational meaning is defined as essentially pragmatic in nature. Business discourse, being addressee-oriented, i.e. being pragmatically oriented, employs intonation in communicating both basic and additional information when, in terms of G.Yule, 'more communicated is than said'. The problem of pragmatic nature of intonation, the correlation of the prosodic structure of propositions and their pragmatic characteristics have been elaborated in researches of such linguists as J.Hirschberg, P. S. Stoliarova, R.G. Filchenko. They argue that intonation plays a paramount role in interpretation of syntactic (chunking, part of speech determination), semantic (topic-focus relations) and discourse (theme-rheme distinctions, new-given status) phenomena. Intonation in business discourse from the functional point of view was the theme of PhD theses of T. V. Chrdilelli, V. L. Romaniuk. But all these works are of descriptive rather than prescriptive character; the problem of teaching intonation (both production and interpretation aspects) in business interaction regarding its pragmatic aspect hasn't been paid enough attention. Nevertheless, the role of intonation in business communication, especially in its cross-cultural sphere, is crucial, since "when interacting with someone who is not a native speaker of English, they (native speakers – *authors*) make allowances for segmental errors, but they do not make allowances for errors in intonation. Speakers of English assume that – when it comes to intonation – you mean what you say." [2, p.2].

Therefore, the given paper *aims at* defining on the basis of literary sources analysis the pragmatic function of intonation in business discourse and emphasizing the necessity to take into account the pragmatic side of intonational phenomena in teaching English intonation to foreign students.

There has been much interest among linguists in defining the pragmatics of various kinds of discourse. Some researchers state that discourse can be considered pragmatic only provided it has explicit expression of persuasive intentions (V. G. Kostomarov, Ye. M. Vereschagin); but others argue that every discourse being addressee-focused is pragmatic (I. P. Susov), while the intensity of this pragmatic orientation may vary (L. G. Belichenko). In spite of the variety of

approaches to this problem, all linguists agree that some kinds of discourse are particularly pragmatic in nature. Business discourse is a case in point. The main aim of this kind of discourse is achieving agreement which requires keeping to the Principle of Cooperation. On the other hand, the more formal the discourse is, the more speakers feel a need for explicitness (M. Bülöw), which often leads to violation of this principle. Thus, the prima-facie principle of business discourse becomes that of clarity [1, p. 14], with even Principle of Cooperation and Principle of Politeness being subservient to it. The necessity of one-to-one interpretation of what was said determines the explicitness of all language means – grammatical, lexical and phonetical. So the role of intonation in business discourse is also to provide an unambiguous inference of the illocutionary act so that it would produce an adequate perlocutionary effect.

In the light of the above said, one of the main functions of intonation in business discourse which provides clarity is that of informational segmentation which includes chunking and the new-given expression [4, p.43]. Chunking, or tonality, plays in speech a role similar to the role of punctuation in writing. Chunking varies considerably according to the style of speech, context in general and linguistic context (“co-text, in terms of Halliday) in particular [5, p.87]. Corpus-based studies and laboratory experiments (Crystal, 1969, Hirschberg 1997) have proved that the discontinuity indicated by a phrase boundary may serve to favor various differences in the interpretation of syntactic attachments ambiguity and their semantics. Consider the following examples from business negotiations:

1(a) *Then, you should consider expanses, | you know.*
(*you know* is interpreted as a parenthesis).

(b) *Then, you should consider expanses you know.*
(here *you know* is an attributive clause to *expanses*).

As it can be seen, utterances with the same proposition in different options of chunking can have different presupposition or implicature.

Chunking, being intuitively correctly used by native speakers of English, may cause a problem for foreign learners. For instance, for representatives of stressed-timed languages, such as Turkic languages, the difference between utterances 1(a) and 1(b) can be not so evident which may lead to errors in production and interpretation as well.

Intonation is important in expressing the newness-giveness, which often coincides with such notions as focus and topic (in limits of this article we won't fall into detailed discussion on the issue of informativeness of

various parts of intonational contour). It is a common generalization that speakers typically deaccent items that represent old, or given information in a discourse. But as Hirschberg claims, mere repeated mention in a discourse is, however, clearly an inadequate definition of givenness and thus a fairly inaccurate prediction of deaccentuation [3, p.515]. Other linguists argue that an expression may be deaccented if the information conveyed by the expression is situationally or anaphorically recoverable on the basis of the prior discourse or it is in the listener's consciousness (M. A. K. Halliday, T. Chafe). Leaving this problem to be investigated in further special narrow researches, we'll focus our attention on the role intonation plays in expressing the new in business discourse. In the following examples

2 (a) *Yeah, I suppose that is the main problem.*

(b) *Just for the sake of the argument, let's say we covered all the freight charges.*

(c) *We do still stock the old system.*

the underlined words express the new information, intonationally realized as contrastive focus with appropriate temporal, melodic and accentual modifications. In the example 2 (a) *is* contrasts with the preceding utterance *This will be a problem*; *all* is the new in 2 (b) which contrasts with the given information of the prior discourse, and *old* is the new in 2 (c) against the common shared knowledge of participants (supposing that they both know some variants of systems).

In case we shift the focus domain of these phrases to the position of syntactic stress, i.e. to the last notional word, the semantic meaning of the utterance will not change, while its pragmatic meaning will be completely different and, as a result, addressor's intentions will be misinterpreted by his addressee.

Although, the association between prosodic prominence and focus-topic/the new-given has been shown to hold in a variety of typologically and genetically diverse languages, and is widely believed to be universal (A. Geritsen, F. Nickerson, P. S. Stolarova), the problem for foreign learners of English may be not in its perception and interpretation, but the production, and, in particular, finding it in an utterance. So the attention in teaching intonation should be paid to the correct realization of what is given and what is new in the context, which lexical items are contrasted; it should be also kept in mind that the field of contrast can be rather wide (adjacency pair, prior discourse, common shared knowledge).

The next aspect we'll focus our attention on is functioning of intonation in the process of turn-taking in business discourse. As a form of social action, turn-taking operates in accordance with a local management system that conventionally known by members of a given social group. Business discourse, belonging to institutional sphere has a strictly regulated norms of turn-taking. According to the results of corpus-based studies of official discourses, turn-takings here are smooth, without frequent overlaps [4, p.44]. The transition relevance place (TRP) in turn-taking may be regulated explicitly, by nominating or addressing the next speaker (e.g. questioning, which supposes answering,) or implicitly, when the next speaker understands only due to intonation that the previous turn has finished. The second option is a case in point in the given study. Usually the intonational signals of TRP in business discourse are those that frame the topic structure - the (L*, L%) tone in ToBI notation, slowing tempo, long pause.

Turn-taking can vary in aspects such as time, overlap, and perception of silence in different cultures, but can, however, have universal similarities as well. Cross-examination of ten various languages across the globe discovered that all the languages had the same avoidance of wanting to overlap in conversation and wanting to minimize the silence between turn-taking, but also there were found some culturally-bound differences (T. Stivers, 2009). In Japan, for instance, interlocutors invite backchannels (such as yeah, um-huh) in order to legitimize their right to speak, and in the US, interlocutors rush through completion points in order to maintain the floor. Thus, when the Japanese speaking English use the (L%) tone and a pause, they just signal an interlocutor a point for backchanelling, while English speakers can interpret it as a transition relevance place. Thus, teaching foreign learners English intonation in the process of turn-taking should include clear explanation of which intonational contours stand for finality, i.e. marking the TRP, and which may imply continuation or giving room to backchanelling.

The role of intonation in expressing various speech acts in various discourses is evident, and in business discourse it is crucial since a lot is at stake. Misproduction and following misinterpretation of meaning expressed by intonational means may turn business conversation into negative side. For instance, the utterance

3 (a) If you could be a little more flexible on that, you could bring the competition date forward?

even in context can be interpreted in two ways. If it is pronounced with (L-H%) intonation it is interpreted as a proposition, seeking an agreement speech act. When uttered with (H-L%) intonation it sounds as a reproach. Consider one more example.

4 (a) *Well, could you explain what you mean by deferred payment?*

This utterance of English businessman realized with (H* L-H%) intonation was misinterpreted by his Spanish colleague as the act of displeasure, which led to embarrassment expressed in his following reply: *Well...Err... So... We didn't mean to exploit your interests...* Nevertheless, it was only information-seeking act.

In these examples intonation helps to actualize speaker's intentions into an adequate illocutionary act which minimizes failure of cooperation and thus provides communicative success.

Although there are various attempts to elaborate the intonation typology of concrete speech acts, with others arguing that it is hardly possible, in teaching foreign learners English intonation of business-discourse, we regard it is not necessary to teach all cases of intonational framing of various speech acts, but advise students on the main tendencies of intonational modifications in expressing pragmatic meaning (for instance, which tones are used to express approval, criticism, etc.)

So, as it was observed, there exists a strong correlation between intonation and pragmatics of business discourse. Intonation can be used as a complementary to lexico-grammatical means device or can function as an independent instrument of expressing speaker's intentions.

Revising what was said, the priorities of teaching English intonation in business discourse can be summarized as follows:

- intonation in informational segmentation (chunking, the new-given expression);
- intonation in turn-taking;
- intonation in expressing speaker's intentions, i.e. intonation and speech acts.

The perspective of further research is in developing effective methods of teaching foreign students English intonation in the sphere of business.

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**THE NECESSITY OF THE CULTUROLOGICAL TRAINING IN
THE PROCESS OF EDUCATION OF THE CADETS AT THE
HIGHER EDUCATIONAL ESTABLISHMENTS OF THE
SYSTEM OF THE MINISTRY OF INTERNAL AFFAIRS OF
UKRAINE**

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Abstract. *The present demands improving and rebuilding the academic and educational process at the higher educational establishments of the system of the Ministry of Internal Affairs of Ukraine in the direction of forming, extending, broadening and renewing professional knowledge, skills and habits of the cadets in the sphere of the interpersonal and international communication, that is rising their general cultural level by means of the culturological training. The culturological training of the cadets at the higher educational establishments of the Ministry of Internal Affairs of Ukraine foresees forming not only a highly qualified specialist, but the specialist who can, using the cultural, historical and personal potential and acquired knowledge, carry out his/her professional activity at the high professional and cultural levels. Taking into account the needs of the state in the sphere of the intercultural and international communication, forming the content of training the cadets on the basis of their former education, experience of activity, individual interests and needs, abilities to acquire new knowledge and possession of culture of thinking, improving the content of the culturological training, using modern educational technologies, etc. are among the main tasks of the culturological training.*

Keywords: *culturological training, culture, professional training, cadet, higher educational establishment, personality.*

The successful development of any country and any society in many cases is defined by the level of providing its economy, science, social sphere with the highly qualified personnel and their new understanding the