formulating management culture head today makes it impossible to truly assess the impact on the theory and practice of management. However, we can already say that his conceptual position will find great practical value in the management culture.

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TEACHING ENGLISH WITH POETIC TEXT IN PROBLEM-SOLVING DISCUSSION GROUPS
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Abstract. *The article considers the use of problem-solving discussion technique as an interactive method in teaching English as a major with poetic text in higher school. Poetic text was chosen as a rich source of emotional appeal and the carrier of the deepest author's implications to students-future philologists.*

A set of interactive tasks within the problem-solving discussion method of work with poetic text was elaborated. The work was carried out within three stages: pre-discussion, discussion and post-discussion stages, the tasks for the each stage were described. The total –group representation pattern, where not only group representatives but each group member was involved in the discussion was used and proved to be

effective, inspiring students' active participation in problem-solving, encouraging further discussions, thinking and investigations as a joint-venture. The evaluation questionnaires given to the students after the discussion, revealed positive attitude of the students, participating in the discussions and desire to implement this interactive method in their prospective work.

With the English language being the main mean of international communication today a special attention should be given to the education of prospective English teachers. Such education is always focused on language itself, on the abilities to perceive and create. Even though teaching methods and techniques swiftly change and develop the lack of interactive techniques in teaching, where students and the teacher will be real collaborators can still be found. Apart from working over vocabulary, grammatical and phonetic aspects of the language (that are given enough consideration) prospective English teachers should be also taught to work with text as a unity, to see the deeper meaning and to understand the author's emotional appeal to the reader. It should be mentioned that the brightest representation of such emotional message of the writer, his/her deep feelings and worrying can be found in poetical texts.

Poetry is a rhythmical composition of words expressing a message, designed to impress and delight, and to arouse an emotional response in reader and hearer. Poetry is primarily governed by idiosyncratic forms and conventions to suggest differential interpretation to words, or to evoke emotive responses. The meaning of a poem consists in every element that can be perceived: the poem's sound, its rhythms and intonation. Thanks to the effective phonetical context words in poetry may express more than they usually signify in ordinary language. The supreme power of diction in a poetic text makes it an excellent language teaching aid. It is especially useful for the development of the learner's elocution in a foreign language.

The methods of work with text (poetic one in particular) can be various. A very interesting one is described by Tony Lynch. He asserts that in order to understand the text you may need any or all 3 types of information: knowledge of English, the context and background knowledge. The relation between these 3 sources of information is shown as following:

Background knowledge + Context + Language = COMPREHENSION

The routes taken to comprehension are sometimes called "bottom-up" and "top-down", depending on the way they work with information. In the bottom-up processing the smallest units of information in the text (sounds, letters) are recognized and then built up into words, phrases, text. Lynch states, that this process is quite uncommon and takes place only when there are some problems with the way the text is represented (bad printing, handwriting etc.). The top-down processing on the other hand is driven by one's expectations, based on background knowledge (scientific fact, historical events, individual experience etc.).

The third route to comprehension is, in fact, the combination of previous two. The comprehension is realized through "integrating top and bottom information, shuttling between the different sources of knowledge as we pick up clues in the text, and gradually clarifying our understanding of the message". Lynch also calls this route *interactive processing.* As the relationship between the simplicity of language and the accessible meaning is not straightforward extremely basic language can express highly complex messages. "…being an effective listener/reader involves 'going beyond the text', using the clues and hints to recover the speaker's intended meaning" [3].Teachers should not only help learners to cope with the linguistic difficulties of a text, but also teach them to use contextual cues and background knowledge.

Comprehending poetry a special attention should be given to the choice of stylistic devices. Devices such as assonance, alliteration, onomatopoeia, etc. and rhythm are used to achieve musical or incantatory effects in poems. The use of ambiguity, symbolism, irony, and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations. Similarly, metaphor, simile, and metonymy create a resonance between otherwise disparate images—a layering of meanings, forming connections previously not perceived. Kindred forms of resonance may exist, between individual verses, in their patterns of rhyme or rhythm.

The visual representation of the poem is another feature greatly contributing to the deep structure of the text. Graphical stylistic means (punctuation marks, means of paragraphemics) are used to highlight the additional meaning of lexical units, show the logico-grammatical relationship in the poem and help to understand the author's emotional state and given implication better. I. Arnold states, that the interaction between the elements of different levels is extremely important: stylistic function is realized not only with the help of verbal elements, but also with

the help of prolongation and peculiar placement of lines and paragraphs, punctuation marks, capital letters and cursive. [2]. Punctuation divides paragraphs into sentences and sentences into component parts; signalizes about the nature of the sentence; uncovers not only logical but also its emotional meaning.

The education of future philologists, teachers of English requires not only understanding of the words and grammatical constructions, used by author, but also realization of the deepest author's implications. As Mortimer J. Adler said, "Imaginative literature primarily pleases rather than teaches. It is much easier to be pleased than taught, but much harder to know why one is pleased. Beauty is harder to analyze than truth." [1]

The purpose of the present research was to elaborate a set of interactive tasks within the problem-solving discussion method of work with poetic text. By problem-solving discussion we mean one in which the group meets to accomplish a particular task or to arrive at a solution to a common problem. Discussion implies interaction. If the participants make their speeches short enough representation can be interesting and stimulating. In terms of meeting goals of discussion, a good representation is quite difficult, however it may be very beneficial. Rather than solving a problem, a representation is more effective in shedding light on or explaining various aspects of a problem.

There are three patterns of group discussions: leader-dominated pattern, more spontaneous group and total-group representation, which was used in our research. Graphically it can be represented by the given scheme [5].

The given model of work was used within the English language course for master degree students, who were chosen for this kind of work as they possess proper background knowledge and are able to work with the given material. In addition to competence in the use of fundamental speech principles, effective problem-solving discussion requires from students knowledge of the forms of discussion, an understanding of the problem-solving method, and guidelines for leadership and participation in problem-solving discussion.

Students were asked to work with the poem of Roger McGough "40-love". The main characters are a middle-aged couple playing tennis. On an emotional level they are strangers, partners in life, but not a couple. Structural and graphic organization fully reflect the situation. Each row contains only two words separated graphically. Such text structure mimics the game of tennis and demonstrates emotional estrangement between

partners, being on opposite sides of the barricades. The title is also interesting. The main meaning of the word "love" – is love as a feeling, however, in tennis "love" means 0, that is one gets everything, and another one - nothing.

The second poem, chosen for analysis was written almost 200 years ago by Emily Dickinson, one of the greatest poets in American literature. "Why do I love" You, Sir?" is a poem about a deep affection. The poem itself is an answer to the question "Why do I love?" And the answer is simple. How the laws of nature are indisputable, so the love doesn't require any reason to exist. Dashes are used instead of other punctuation signs and show that there is no direct answer to this question, as love exists beyond reasons and explanations.

It should be emphasized that the teacher's main responsibility within interactive paradigm was to facilitate the implementation of tasks, aimed at disclosure of concepts and phenomena, reflected in the poetic text. Besides, the teacher needs to carry out a great preparation work. Problems for discussion may be drawn from any subject area and should be of interest to the group. Discussion requires that the topic should be controversial. Even if a problem is interesting and controversial it should not be considered for discussion unless it can be discussed within the time available. Besides, there is value of coping with the problem regardless of whether the consensus can be reached: if the problem is so broad that discussion can only begin to scratch the surface, then a more limited aspect should be considered.

Our work covered three stages: pre-discussion stage, discussion stage proper and post-discussion stage. At the pre-discussion stage students were asked to do the following tasks on the topic "The Concept "Love":

1. Study the meaning of the concept "love". What explanations can you find?
2. What emotions are connected with the concept "love"?
3. Think of your favourite love story (book, movie, song). Does it have a happy/ sad ending?
4. Do the stylistic analysis of the poems "40-love" by R. McGough and "Why do I love" You Sir?" by Emily Dickinson.

Doing the tasks the group members only share their knowledge on the topic analyzed without evaluating the information. As a result of this stage a single sentence describing the topic called "problem statement" was suggested. In our case the problem statement was "The concept "Love".

Following the tasks given at the pre-discussion stage, the teacher drew the students' attention to the concept "Love", asking them to dwell upon the nature of the concept and its various meanings, importance and topicality. The class was divided into 5 groups (4 members each). Each student was given a particular role (manager, checker/recorder, skeptic, and energizer/summarizer). The roles were selected and given to correspond to the planning and monitoring strategies individuals must perform independently when solving problems - the manager designed plans of action; the skeptic questioned premises and plans; the recorder organized and wrote what has been done so far; and the summarizer kept track of decisions and reasons for different actions. In addition, each person had a responsibility to make sure the group functions effectively: the manager ensured that everyone in the group participated and contributed, the checker/recorder made sure that all group members could explicitly explain how the problem was solved, the energizer/summarizer ought to energize the group when motivation was low. The class was told when (at what time) they needed to stop and managers were reminded to keep track of time. Next, the following tasks were suggested for consideration:

1. Consider the poems by Roger McGough and Emily Dickinson.
2. What do you think the titles mean?
3. What are the poems about – love, distance, separation, routine, loneliness, marriage, middle age, or anything else? Compare the meaning of the concept "Love" in both poems. Explain your opinion.
4. Why do you think there are no punctuation marks in "40-love"? What does it express?
5. Why do you think there are no punctuation marks in "Why do I love" You, Sir?" What does it express?
6. In what way does the typographical layout contribute to the meanings of the poems?
7. Dwell upon the possible future of both couples.

While the groups were working, a significant fraction of time was spent monitoring (observing and listening to group members) in order to see what they were doing what difficulties they experienced, and what problems they were working together at cooperatively. It was important for the teacher not to answer the questions for the group. If you begin intervening too soon, it is not fair to the last groups. A special care was taken not to make another common teaching error of providing too little time for students to process the quality of their cooperation. Students do

not learn from experiences that they do not reflect on. As the work had been finished one person from each group was selected to put their results on the board. Each group representative shared his group's point of view and was encouraged to get help from other group members if necessary. Besides, the groups were prompted to comment on other groups' decisions, creating the total group-representation pattern. Following group-by-group presentation a whole-class discussion was held to help the students consolidate their ideas and make sense out of what they had been doing.

The class discussion was finished evaluating the group functioning.

Basing on our investigation, the following purposes were elaborated and realized in the problem-solving group discussion:

• to summarize what the students have discussed;

• to help the students find out what their peers learned on the same problem;

• to evoke interest in the topic which stimulates further discussions, thinking and investigations.

At the post-discussion stage our students were asked to do the following tasks:

1) Make a poem poster. Individually read the poem and try to condense its message into one picture. Give a prose summary underneath.

2) Find the key words in the poems. Change them to words of opposite meaning. Searching for the words of opposite meaning gives students an opportunity to enrich their vocabulary.

3) Find the proverbs and sayings, quotations to illustrate different implementations of the concept "love".

At the end of the discussion the students' were suggested to fill in the questionnaire on how effective such kind of work was. The questionnaire contained such questions:

1) Was I really interested in the topic?
2) Did my purpose meet the assignment?
3) Was this topic one that would provide new information, insights or reason for a change of my opinion?
4) Was I active enough?
5) Did I perform my role in problem-solving discussion positively?
6) Would you personally use this method in your future work?

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*