

дозволили б йому інтегруватись в європейський освітній простір і витримати конкуренцію на міжнародному ринку праці.

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MANAGING ACTIVITIES IN THE CLASSROOM

Анотація. У статті підкреслено актуальність ролі викладача ділової англійської мови в аудиторії. Пояснена важливість рольових ігор та симуляції. Визначені ідеї щодо створення необхідного зворотного зв'язку, який допомагає

студентам зрозуміти важливість їхніх зусиль на шляху до життєвих ситуацій.

Ключові слова: ділова англійська мова, програма курсу, навички, спілкування, рольові ігри, симуляція, взаємодія.

Анотація. Автор підкреслює важливість ролі преподавателя делового англійського языка в аудиторії. Представлены возможные пути создания необходимой обратной связи, помогающей студентам понять важность их усилий на пути к жизненным ситуациям.

Ключевые слова: деловой английский язык, программа курса, умения, общение, ролевые игры, симуляция, взаимодействие.

Abstract. The author underlines the importance of the role of the Business English teacher in the classroom. The teachers should mostly concentrate on the course syllabus, preparing their students to acquire the necessary language skills in different areas. The author dedicates much effort to creating possible ways of developing communicative environment in the classroom. The importance of role-plays and simulations has been stressed and explained. Many ideas on creating the necessary feedback helping the students to understand the importance of their efforts on the way to real life situations have been outlined.

Key words: Business English, course syllabus, skills, communication, role-plays, simulations, interaction.

We have always been interested in the question “What is the role of a teacher in the classroom? It becomes obvious that the management style of a teacher heavily depends on his or her personality, background and experience. But equally we, teachers should be ready to make some modifications to our style in accordance with the needs of our students. Some students expect their teachers to play a dominant role in setting objectives and tasks, in controlling their learning behavior. Most students are happier if they themselves are able to take part in the organization of the course. And there is a heated debate in what cases the teacher should correct every language mistake and when emphasizing a student’s mistake may lead to a «loss of face» causing embarrassment and resentment.

The teacher’s activity may include: 1) group tuition, 2) individual tasks (with obligatory feedback), 3) role-play and simulation, 4) putting everything together (course design). We face many advantages and disadvantages if to speak about the first two ideas.

If we take group tuition, let’s remember that some groups may be competitive, others-cooperative. In a competitive atmosphere, shy students will need encouragement, while strong personalities will dominate. In cooperative groups, all students will be able to participate effectively. So, we try to use team-building activities to develop their skills. The pace of such activities is usually faster. It is important to involve the students by varying the types of interaction;

teacher-student or student-student or use of audio or video or some additional printed material as stimulus. A lot of stimulus can come from the collective ideas and teacher's experience. It is very stimulating to encourage contributions and group interactions. If we focus on group tuition, we should remember that time allocated for individuals is usually limited by the size and patience of the group. If we employ the student-student activity, then we increase the time that each student can speak. Role-plays and simulations are very important constituents of the course. Discussions are crucially important if they add dynamics. Our role is usually the role of the observer. Brainstorming elements are useful as they involve everybody and are very encouraging. In all above-mentioned activities the teacher need to be well-prepared with materials for each lesson. Of course, we need to search a lot of supplementary materials as they help to create variety and are helpful for changing the pace.

If to focus on individual tasks, it brings a lot of stress to the student due to his or her long concentration, it brings tiredness. Many students may find it difficult to contribute a lot of ideas without stimulus from other students. If the student expects the teacher to be dominant, he or she may be shy and defensive, and will need encouragement to speak out.

We'd like to emphasize the importance of role-plays and stimulation. It is essential for the teacher to control the dominant speakers and to encourage some shy participants. Before we start role-play we should stress that active participation involves developing good listening skills. We should always reinforce it and at some point in the middle of the discussion, it's appropriate to stop the discussion and ask individual students: «What was X's point of view?»; «Who else agreed?»; «Who put forward the idea that..?». Once the students get used to the idea that they will be asked such and similar questions, they get used to listening to each other more carefully. Another distinct difficulty is that some students may have poor pronunciation and cannot be understood by the others. Sometimes it helps if we encourage students to be supportive and cooperative, but it does not always solve the problem completely. We should make sure that the students have plenty of practice in the use of language for clarification. We should deal with different attitudes to role-plays as they clearly reflect the real situations. We should teach the students to understand that successful discussions will benefit them and bring higher levels of adaptability in future business situations.

To complete the picture, it is necessary to mention most important supplementary materials. They are:

1) newspapers and specialized journals. According to the relevance and interest we select single items or articles, while studying marketing and advertizing it's proper to select advertisements (for products or jobs);

2) TV: The BBC World Service has for many years provided an opportunity for our students to listen to authentic English. Particularly important are news programs;

3) we need to make use of company-specific materials. This is a very broad category and covers many different types of materials. They are: the annual reports, product information, PR materials, company videos, as many companies produce videos for PR purposes, and it can provide useful classroom material. Some give general information about the company and its products, some describe the company's history, focus on its concerns for the environment, or show episodes on production, supply of materials, etc.;

4) correspondence. We should concentrate on different types of writing, as letters can be routine, formal, and informal.

5) reports and memos. The memos are mostly short notes, sometimes they can be expressed not even in sentences. Reports are sometimes written by completing a form, or only presented in electronic mail. On the contrary, some reports contain a lot of detailed information if we take as examples financial reports or marketing ones;

6) contracts. They can be standard and non-standard and they can have different degrees of complexity and obscurity. American contracts are the most lengthy and detailed, and the British ones may use more difficult legal vocabulary.

It is easy to deal with standard insurance, hiring and purchasing contracts relating to financial transactions, buyer-supplier relations, joint venture relations, etc.

People around the world conduct business meetings in English even though English may be a foreign language to the participants. So the teacher's task is to encourage the students to do their best to acquire the necessary communication skills. Businesspeople do not always need to know the full complexities of English grammar and idiom. On the other hand, in a Business English course some structural areas may require more attention than in a conventional course: for example, conditionals in negotiating, or modality for expressing possibility or politeness. There is consequently a need for syllabus designers to be selective when addressing the needs of Business English students.

The Business English syllabus is likely to be defined primarily in relation to business performance skills such as meetings,

presentations, socializing, or report-writing. Within these skills areas, certain concepts are typically discussed and expressed: for example, describing changes and trends, quality, product, process and procedures, strategy. These concepts can be broken down into the more linguistically powerful functional areas such as comparing and contrasting, expressing cause and effect, recommending, and agreeing. The language defined in the syllabus may include grammatical or lexical items, elements of spoken or written discourse, including, for instance, cohesive devices and stress and intonation patterns, as well as organizational features such as introducing a new topic or turn-taking in interactive sequences.

We'd like to stress that teachers, who are engaged in teaching Business English, usually work with highly-motivated students, who are mostly disciplined and rather intelligent. It is highly motivating experience even for us teachers as it is more than simply teaching language. Business English training combines professional and general language skills. So, Business English is rather challenging and a possibility to develop a career. But it is important to stress that Business English teachers are primarily language teachers. We do not need to be experts in some particular area. Even when working with first or second year students, it is not our role to teach the subject matter. Rather important for Business English teachers is to be experts in presenting and explaining the language and in defining the language problems in the classroom. A good teacher will work with effectiveness and the key to that effectiveness is being able to ask the right questions and make good use of the answers. One type of advantage, which is very useful, is to have some interpreting experience abroad, to have learned at least one other language and to have used the language in real situations (not just in the classroom).

The right balance of personal skills of the Business English teacher is even more important than qualifications. So, what are these personal skills?

First, it is essential to like contact and interaction with a wide variety of people, to think of less talented students as a challenge rather than a hindrance. Students are very sensitive to the teachers who are really interested in them.

A second skill of a good Business English teacher is to be a good negotiator. This, in some cases, will also require tact and diplomacy.

A third, vitally important skill is to be continuously interested in all aspects of doing business. The teacher can be more persuasive if he or she is competent in many problems: the way the companies perform, in marketing strategies, financial issues, products, etc.

Summarizing the above-mentioned, it's necessary to ask yourself whether you really like students and your work in the classroom, whether you try to be open-minded, whether you are good at handling people, and finally the question whether you are really interested in business topics.

It is important that our students should not feel embarrassed if they do not know something, or do not understand. They should be encouraged see in you a resource: to be open about their problems and to ask for help rather than peeping. When students are asking questions they are practicing the vital skills of checking and clarifying information-skills they will frequently need in real business situations. The Business English teachers should provide full information on the course. It is valuable to explain the goals of each lesson and the reason why certain types of activities and materials have been chosen. Most important in Business English teaching is deciding on the balance of training time to be spent on introducing the target language and opportunities for practice and skills development. If we are tempted to introduce long lists of words and expressions, to carefully explain the finer details of a grammar point, or on the detailed reading in class of lengthy written texts, then the time left for practicing speaking will be much reduced. It is important to stress that the part of course time needed for input will be a small fraction of the whole. A much larger proportion of the course time will be needed for output.

Practice tasks may be long or short. They may include, for example: asking the students to describe some companies' products, or to compare two different products; asking two students to imagine they are business partners meeting for the first time; setting up a telephone role-play or a simulated meeting; getting the students to prepare a short presentation defending a certain point of view. In the classroom, the task will be much more closely defined so that the students know exactly what the setting is, who they are supposed to be, what sorts of things they are supposed to communicate, and what is expected of them in performance terms.

Setting up the task thoroughly is essential in order to get maximum value from it- much time can be wasted if students do not know what they are supposed to be doing. The selection of appropriate tasks will depend on the course.

It is also essential that students should get helpful and constructive feedback on their performance. It may be interesting for the students to know what mistakes in the verb tenses they made, and we should inform them whether these mistakes actually affected the success or failure of the task. In other words, the feedback should be, first and

foremost, on the task as a whole. The teachers should tell the students whether they communicated effectively, whether they were easy to understand, whether they managed to clarify misunderstandings, whether they were using appropriate politeness forms. Whatever method the teacher is using, the students should be fully involved in work in the classroom. The Business English teachers should take into account fluency and general communicative ability. Informally assessing the lesson we should focus on the success of communication.

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ТЕКСТ ПРОФЕСІЙНОГО СПРЯМУВАННЯ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

***Анотація.** У статті розглянуто деякі проблеми викладання української мови як іноземної, зокрема ті, з якими стикаються студенти при опрацюванні тексту професійного спрямування. Обґрунтовано необхідність розпочинати формування мовних і мовленнєвих компетенцій на матеріалі тексту професійного спрямування вже на початковому етапі вивчення мови.*

***Ключові слова:** текст професійного спрямування, початковий етап навчання, логіко-сміслові прийоми роботи над текстом.*

***Аннотация.** Статья посвящена некоторым проблемам преподавания украинского языка как иностранного, в частности противоречиям, возникающим при работе над текстом по специальности на разных этапах обучения. В качестве одного из эффективных методических приёмов для снятия противоречий предлагается работа над текстом по специальности как основы для формирования языковых и речевых умений и навыков уже на начальном этапе изучения языка.*

***Ключевые слова:** текст по специальности, начальный этап обучения, логико-смысловые приёмы работы над текстом.*