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INTEGRATING CULTURE INTO THE ENGLISH LANGUAGE TEACHING

“Cultural communications are deeper and more complex than spoken or written messages. The essence of effective cross-cultural communication has more to do with releasing the right responses than with sending the “right” messages”.
(Hall, Edward T.)

The process of globalization seems to be impossible without relevant cross-cultural communication, which requires an entire set of higher-order social and cultural skills that have never been as important before in human history as now. Moreover, success in today’s competitive, diverse, and global business environment requires flexible attitudes and special sensitivity to the effects of culture. This is a central objective in preparing professionals who have a sense of cultural diversity, and are used to the kind of flexibility that is needed for people to adapt to one another; that is the human side of the global business.

Teaching a language does not mean just teaching grammar, pronunciation or vocabulary. It means teaching a culture, literature and history. It implies having access to the behavior and attitudes of others. We need to understand that others may think in a different way. These are the sorts of skills that are needed to do business in other places. So, while English will continue to be essential, companies will continue to be on the lookout for the graduates with a good command of English, other foreign languages, intercultural skills, and other abilities in order to become more competitive. The significance of the linguistic and intercultural competences, and international business communication for the economic development of the European Union countries in a period of globalization of trade is recognized, and the implications for individuals and their careers are emphasized [1].

One of the main aims of foreign language teaching today is to develop learners’ ability to communicate with each other across linguistic and cultural boundaries [2, 5]. According to Galloway (1981) “The ability to communicate in another language requires knowledge of the patterns of living, acting, reacting, seeing, and explaining the world of the target

country as well" [3, 68]. The study of culture must be integrated with the study of the language if students are to derive lasting benefits from their language-learning experience. [4, 359]. Seelye (1984) asserts that it is critical to acknowledge that to understand another culture, knowledge of the foreign language is imperative [5, 14].

Culture not only dictates who talks with whom, about what, and how the communicating proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent. So understanding of the local culture and business environment can give business people an advantage in competitive industries. This cultural awareness enables them to develop appropriate policies and determine how to plan, organize, lead, and control in a specific international setting. It also leads to effective interaction in a workplace of increasing cultural diversity across the globe [6, 5].

The way language is used for communication within a given social group is of particular interest to university language teachers, because the development of higher levels of communicative proficiency requires a growing awareness of the most effective and appropriate means of communicating with native speakers in various social settings and circumstances. Students can learn relatively early in their language courses what linguistic formulae are culturally acceptable in everyday situations, such as in extending greetings, taking leave, making introductions, asking for information, and the like. Students also need to develop a sense of level of language, and learn to use it appropriately with consistency in their conversational exchanges. They need to be sensitive to the way language use reflects and implies the kind of relationship understood to exist between communicators.

Thus, effective communication, and therefore collaboration in alliances across national boundaries, depends on the informal understanding among the parties that are based on the trust that has developed between them. When there is trust between parties, implicit understanding arises within communications. This understanding has numerous benefits in business, including encouraging communicators to overlook cultural differences and minimize problems [7, 129].

In preparing our students to communicate with people from other cultures, the English language teachers at Poltava University of Economics and Trade pay considerable attention to the differences among cultures. For cultural differences are at the root of the exceptions. For example, body positions and movements, time and space considerations, frankness, body odors, intimacy of relationships, values, and expressions of emotions vary

from culture to culture. In addition, they look at the special problems that English presents to those who use it as a second language. These may involve a lack of language equivalency, two-word verbs, slang expressions, and idioms. It is around these problem areas that cross-cultural communication is organized.

To make learners more responsible for their own learning, we create a learner-centered classroom environment with several subjects taught in English for students who major in International Management and International Economics. Together we plunge into the English-language learning books, such as the English language textbooks on management, marketing, economics, international business, business ethics and other business disciplines. Activebooks provide interactive, online and digital experience that integrate multimedia resources with the books to greatly enhance student learning and take full advantage of the online learning. Active Concept Checks allow students to test their understanding of the material at the end of major sections. Chapter Wrap-Ups include a practice quiz, which gives students a chance to test their knowledge. Working with authentic materials of these books, students cannot avoid the obvious truth that if they intend to get involved in international business, they have to be aware of the cultural differences among the nations. Because different nations have very different ways of conducting business, customers around the world have varying needs, they use contrasting choice criteria, and are influenced by different social norms.

For a graduate planning to do business in a foreign country a question of considerable importance is *how does a society's culture impact on the values found in the workplace?* The question matters because it points to the need to take different culturally determined work-related values into account. To be prepared to cope with the challenges posed by the new work environment, students learn very much from the cases presented in the textbooks published by The McGraw-Hill Companies, Inc. Authentic classroom experiences engage the students and provide them with invaluable situations that take place in real global companies and involve real people. Particular attention is given to developing such business skills as gathering and interpreting data from a variety of sources; using culturally appropriate negotiating strategies; making intelligent business decisions based on data, experience, and cultural sensitivity. Stimulating issues and tasks raised in a case develop natural communicative skills so that students feel confident using the language. When functional language is presented in a cross-cultural context that offers a wealth of practical ideas and brings the exciting world of business into the classroom, it helps students to avoid communication breakdown. As a result, work with such

cases that incorporate real-life experiences compels students to develop cross-cultural literacy, appreciate not only that cultural differences exist, but also to appreciate what such differences mean for the practice of international business.


English is the language of world business; it is quite possible to learn a lot about cultures of other countries using it. Language and culture work together. At the same time, understanding a target country's culture enhances students' effectiveness in learning its language. To help learners to deal with a new culture and anticipate what people's reactions might be in different situations, we focus on particular cultural issues, such as the way how people think and behave in different countries. In order to encourage students to realize the importance and relevance of English and intercultural skills to be successful in the workplace, we provide our students with opportunities to explore both culture and the language in a realistic and provocative way. Along with the structured material presented in the textbooks on intercultural communication, students also take advantage of the literature in English available in the university resource center. By reading books, students not only meet their personal interests in the subject but look into the typical examples that form social norms for behavior and in business they form the way of doing business in a foreign culture; the would-be managers gain the right mindset with which to approach potential partners; they get global awareness and cross-cultural understanding. As a result, they can also evaluate how difficult it may be to do business in a country culturally distant from their own. The knowledge of the clients' language to better communicate and the knowledge of the clients' culture to better answer their needs are the key skills that add valuable advantage for intercultural citizens capable of interacting across linguistic and cultural boundaries. Besides, extensive reading helps students become more confident, independent and active readers of English.

To develop students' knowledge of the world beyond the classroom and practice communicative language in realistic contexts, the teachers of English actively use computer and IT-based language learning technologies. Among a variety of them, we would like to concentrate on Blogging. Our experience proves that blogs are very efficient tools used for educational purposes and allow study to take place outside the classroom environment. Blog communities provide students with perfect flexibility in choosing extra activities to create more meaningful out-of-class assignments. For example, both students and a teacher have agreed on reading *The Firm* by John Grisham. Our intent in analyzing chapters of this book was the following:

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1. To get at the meaning(s) the author intended and negotiate meaning in a broad context.
 2. To become emotionally involved in the narrative or argument.
 3. To develop an insightful sensitivity to cultural similarities and differences.
 4. To learn the organizational structures and strategies of good writing.
 5. To fulfill all of the above goal statements.

To fulfill these goals, students are given the assignment to read a chapter of this book per week. They are also asked to send their opinions to the questions based on the chapter to the blog community at the time that is convenient for them, but they are to meet the deadline. The teacher checks students' responses and sends comments to the blog community. This interactive technology allows both the teacher and students to add comments, edit content any time; share ideas in discussions, and foster further dialogues among bloggers. Students are able to learn from the book that opinions and even strategies vary based on location and culture. This raises students' awareness of beliefs that govern their values, attitudes and actions. Learners' involvement in such educational format is crucial, as they have become the center of the educational process that develops students' creative thinking and the ability to acquire knowledge at their own pace. In this case the process of an activity is as important as the outcome itself. By all means, blogs offer students invaluable opportunity as they increase exposure to the language; expand their ideas how language and culture work together; develop their interest to the language and motivate students to work with it extra time.

When students wishing to pursue a career in international business using English as the medium of study, they are more intrinsically motivated to learn more of the language and set new goals for themselves. One of the ways for students to use time more rationally and go extra mile in their personal growth and professional development, they are offered to take on-line courses with the American professors. On-line learning is a form of distance learning which uses a computer with an Internet connection to create a learning environment in cyberspace. We will focus only on one side of this experience -- cross-cultural learning environment. Taking online course is a lot of work and requires self-discipline and motivation. It is also rewarding as it gives students the opportunity to hone their language skills, gain new learning strategies, and good study habits. In an online course students learn by reading the lectures and having class discussions. Reading leads to writing, and writing is an important skill in an online course because students will not meet face to face with their instructor and



classmates. The whole process of communication goes in writing e-mail and bulletin board messages, and by using the chat. The most essential part of the on-line course is the fact that our university students learn together with American students. This activity puts students at the center of the decision-making process. It calls on them to use all of the information, vocabulary, and skills to discuss and make decisions regarding such major business issues as entering foreign markets, responding to environmental concerns, and paying employees fairly. These issues may present strong cultural differences for some students. At the same time, they provide students with a rare opportunity to identify and discuss these differences. First, it is an exceptional situation when students from different countries learn from each other in a cross-cultural setting. Second, students are able to see different approaches in addressing a problem. Next, it is a good way to learn about cultural values and ways of thinking. Besides, weekly chats held to discuss pre-defined topics build rapport and create a sense of community among the students. Then participation in the online course really grabs the students' attention and they acquire new strategies for maximizing their learning. Finally, students not only become autonomous learners and work cooperatively with others, but they communicate more effectively in English at the practical level. The need to achieve has a powerful effect on students. Such practice yields results in terms of many students are becoming more intrinsically motivated to learn independently than in the case with total teacher-led classroom.

Our experience proves that culture is better understood in the cultural setting. Having insight into the cultural dynamics of a country or region can be very helpful to understand why people act the way they do and the appropriate way students should act while in that country. As language and culture are closely linked together, the teaching of culture is seen as an integral component of the process of teaching English in a systematic and organized way.

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ОСОБЕННОСТИ ОРГАНИЗАЦИИ ДИДАКТИЧЕСКОЙ РАБОТЫ НА УРОКАХ РУССКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ (НА ПРИМЕРЕ 1 КЛАССА)

Изменение в содержании образования в первую очередь затрагивают процессы обновления технологической стороны обучения. Это касается и изучения русского языка. Современное языковое образование включает в себя языковой, личностно-развивающий, речевой аспекты, которые обуславливают взаимосвязь языкового образования учащегося и воспитания его как языковой личности. В обозначенном направлении становится важным выявление качества языкового образования. Перед учителями стоит задача поиска новых способов обеспечения качества.

В первую очередь – это качество использования языка в речи. Этот аспект очень важен для развития детей-билингвов, у которых русский язык является вторым. В обозначенном направлении важным является овладение теорией языка, имеющее образовательное, развивающее и воспитательное значения, оказывающее существенное влияние на качество применения языка в различных условиях общения.

Поэтому обучение русскому языку своим конечным результатом имеет формирование у учащихся умений грамматически правильно, стилистически точно, содержательно, интонационно выразительно высказывать свои мысли в устной форме и орфографически верно передавать их на письме.

Однако в современных условиях интеллектуальная деятельность, успешное овладение определенной отраслью знаний немислимо без