

IMPLEMENTATION CULTURAL AWARENESS COMPONENT INTO TEACHING BUSINESS ENGLISH IN HIGH SCHOOL

Business English teachers understand how important it is to learn business language because it is necessary to participate in increasingly international work environment. They also recognize the need to learn about not only business concepts, developments in business but, moreover, how business works in different cultures.

So, when we select topics for our lessons we should include not only general business areas such as advertising and banking, more complex issues such as consulting and project management. We need to learn about energy and technology, economic perspective and competition. Business today gives students both an opportunity to understand language in context and to expand their business knowledge for the future profession.

The task must be the following: the exercises, developed around the central theme, give opportunities to review and practice important grammar and vocabulary in both spoken and written contexts. Communicative language is necessary to succeed in today's work environment. It means that we need authentic business material as a source of real information about cross – cultural business world.

In our country, nowadays, the demand for Business English is greater than ever. As a result the teaching – learning process is playing powerful role in business studies and everyday corporate life. Unfortunately, learning circumstances are very different according to the type of educational establishments.

For Ukrainian students at a business school, the main challenge is often to understand business itself. Fortunately education environment usually provide enough classroom hours to deal with these challenges in Ukrainian, native tongue. So, for students studying business full time the key is to learn business through the elementary English language. Sometimes it is enough to work successfully in inner business areas but they feel lack of knowledge for international horizons.

For Ukrainian businessmen who are active in workplace as a rule the most difficult task is to find time to learn Business English because they did not learn it at school and did not receive specific education. Such kind of businessmen need to employee such approach which leads to plenty of written and spoken language practice. Managers with a very good business knowledge are communicative in Business English to reflect their business practices into reality of multicultural world.

No doubt, any Business English materials today need to draw on authentic sources and achieve a high degree of validity in the eyes of the learners and teachers who use them. Furthermore, these authentic materials must be developed in collaboration with periodicals, national and international business press, newspapers and magazines and include topical articles on the business world.

As to Ukrainian press, the challenging task is to find magazines and newspapers in English about business issues and business industry in Ukrainian inner market. That is why interpretation from native tongue into English, speaking about business events in Ukraine

can be used as controlling, consolidation and highlighting previous knowledge of vocabulary and functional language/ career skills.

These communicative skills are supplemented by culture feature that raises students' awareness of how cultural differences can effect communication between people of different nationalities.

Teachers of Business English should personalize more actively the content of exercises to bring them into life. For example, incorporate the names famous people and places for our country to avoid the distance between real business life and business theory given into course books. In addition, there is the practical aim to edit the format of exercises so that they are consistent with our exams that we use.

We need the syllabus for grammatical accuracy required to pass exams with the need for functional language demanded to develop fluency and communicative competence quickly. Surely, the main presentation of grammar in high school should be done as review but students are often asked to demonstrate their knowledge before rules are given. After each grammar presentation there is necessity of both written and spoken practice with varying degrees control. It means that grammar is then highlighted and reviewed.

Students need to be encouraged to activate the vocabulary through speaking and writing activities. Some types of writing s are not urgent for those students who learn Business English being the students of grammar (advanced) schools. For example, receipt of contract, receipt of package, complaints (damage in shipment). Bearing all things in mind the presentation of key vocabulary, models and communicative phrases are better practiced interactively and throughout the classroom material. They can be introduced in keynotes, defined, used in context and tested.

A language is used for communication. It is not enough to know the material. The most natural and effective way for learners to practice free speaking is to think out some problems or situations together. Discussion is the process of examining, arguing and talking about cultural differences, for example, seriously and deeply. A successful discussion is one in which participants concentrate this attention on the speaker and react to what is said. It is obviously that full participation and high motivation are keys to a successful discussion.

People do business in the global market place. That is why equally important as linguistic competence as the ability to understand and deal with the cultural differences in polite and proper ways. Building business relationships coming across international borders. The main idea is a cultural aspect which should be learnt and taught according to students' needs and world knowledge.

The research is devoted to cultural awareness and habits practical value in suggested lessons and theoretical background. After of reviewing of related literature the objectives of this material are to develop important ideas into classroom activities for advanced students of the secondary education. Discussions about multicultural world are very popular among students because they need them for the general knowledge and to broaden their minds. They are invited to discuss how different attitudes could cause confusion and possibly conflict between people from different cultures. Too often, culture conflicts are personality clashes are part of the reason why business alliances end in failure. As Steven Barrett, head of Mergers and acquisitions said, "When they don't work, the two key management groups do not blend well together" [1, p.10].

It is now widely understandable that simply learning a common language is no longer efficient to prepare people and students to do business. The research aim is without naming

nationalities or giving them for practical purposes, describing the opposing behaviours and attitudes to motivate students to use Business English to cover target topics.

High school students with good knowledge feel lack of experience of cultural differences and, moreover, practice of the working world. Teachers of Business English must show differences in values, attitudes and outward behaviour for discussion in greater depth. What is more important, as students consider each cultural aspect, they are motivated to plot their own culture.

Dozen lessons on the topic could be enough for providing further discussion and comparison and easily integrated in any business course of the advanced secondary school, gymnasia. Focus on cultural awareness will create a culture curve plotting the values and behavior of the students` native culture.

Finally, presentation of the mentioned material and examples how business works in different cultures has keen interest among students and teachers in Ukraine because our country needs to be integrated into world market system. From one hand, it is impossible to do business internationally without proper Business English. From the other hand, we should not forget that cultural differences cause misunderstanding in multicultural teams besides the knowledge of it. How to avoid conflict or embarrassment is better to understand beforehand in classroom speaking situation. At least teachers of Business English should pay students` attention to cultural awareness.

To sum up, the act proves the intention. Multicultural business makes a truly contemporary world of business. Whatever the level of business knowledge we are going to make this school subject both enjoyable and beneficial to users to complete our tasks.

REFERENCE

1. T. Trappe, G. Tullis. Intelligent Business Coursebook. Upper Intermediate Business English. Pearson Education Limited 2006. - Режим доступа: www.longman.com