

language:

- Use short, precise words that say exactly what you mean.
- Rely on specific terms to explain your points. Avoid abstractions, or illustrate them with concrete examples.
- Stay away from slang, jargon, buzzwords. Also avoid idioms and figurative expressions because such words are rarely translated well. Abbreviations, acronyms and product names used in your country may also lead to confusion.
- Use short paragraphs (not more than eight to ten lines).
- Help readers follow your train of thought by using transitional devices. Precede related points with expressions like "in addition," and "first," "second," "third."
- Use numbers and visual aids to clarify explanations.
- Be a bit more formal than you would be in writing to people in your own culture. In many other countries people use a more traditional style (this is so more in Britain than in Canada, though). However, do not carry formality to extremes.

You will notice that people in other countries use different techniques for their correspondence. Remember: their approaches are not good or bad, just different.

When preparing forms, pay particular attention to the method you use for stating weights, measures and money values, so that the other country's system of measurement and currency values is used.

Perhaps the most important differences in international written communications can be found in tone. The reasons for these differences are cultural. Differences in tone can be most obvious in business and technical communications such as requests, good and bad news letters, and reports.

Our notion of courtesy differs from that of our colleagues in foreign countries. Whereas Canadian writers use a courteous but direct and concise manner, writers in Japan, Brazil, or India may be rather indirect, providing all sorts of seemingly unnecessary background information or burying their "no" so thoroughly in the language that it becomes difficult to find.

In the introductory sections, North American writers signify enclosure of a document with words such as, "Here is the report you requested" or "Attached is a copy of the most recent agenda." In contrast, writers from other countries use such expressions as "We have the pleasure to enclose...", "Enclosed please find...", "Herewith....".

Skilled business writers for whom English is the native language write crisp, economical prose. By our standards and by standards of countries where English is a main but not native language, such a style may seem blunt and terse. Translators into English would also probably use scholarly writing styles, employing longer sentences and painting more vivid pictures.

So we can make a conclusion that it is hard for us to imagine our business without handling written communication.

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The Problem of Teaching Non-verbal Component of Socio-cultural Competence in Secondary School

According to the School Curriculum (FlporpaMa 2001) pupils should master a foreign language alongside with forming intercultural communicative competence. The Draft of School State Project in the brunch of "Foreign Languages" also presupposes pupils' obtaining socio-cultural competence, that is, an ability to realize intercultural communication. Besides, pupils should also be aware of specific verbal and non-verbal means of communication, which are conventional in a definite culture.

Many research papers in socio-cultural competence are devoted to clarification of its contents. Among the scientists who work in this field we can mention such names as: B.Street, M.Nemni, D.Bultjes, M.Byram, K.Adaskou, M.Lessard-Cluoston, A.Tarnopolsky, N.Sklyarenko, M.Ishkhanian, M.Yakhnuk, L.Dimova, V.Topalova. The

foreign researchers are mainly characterized by some general outlook on the problem. As for the works of Ukrainian methodologist, we find them more concrete and detailed. For example, Z.Nikitenko and O.Osiyanova suggest that the content of socio-cultural competence should contain lingua-cultural knowledge, some awareness of national culture, skills and habits of verbal and non-verbal means of communication. Besides, V.Topalova and O.Khvedchenya focus on realisation of socio-cultural competence through the knowledge of cultural background and of words with lingua-cultural meaning. The most important from our point of view is the conclusion which was made by A.Tamopolsky and N.Skiyarenko, which emphasises the necessity of studying a foreign language through standard true-to-life situations. So, the majority of researches in socio-cultural competence are either too abstract and general or they concentrate on its verbal component only.

Lack of theoretical research on the problem of non-verbal component of socio-cultural competence leads to neglecting it by school teachers. Our questionnaire showed that up to 90% of the teachers are sure that non-verbal component plays an important role in intercultural communication; 80% are certain that non-verbal means of communication are identical in both cultures (Slavic and English); 80% state that they have never come across any information about the peculiarities of non-verbal behaviour.

So, we devote our research to the problem of studying a non-verbal component of socio-cultural competence - defining the aims (final and intermediate); selecting its content (skills and habits); working out effective methodology and developing facilities for teaching it in basic secondary school.

In our opinion, this is the only way to successfully overcome the so-called "cultural shock", so typical of our pupils when they find themselves in the country of the target language or when they have to communicate with a native speaker.

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The Problems of Teaching/ Studying Conditional Moods

One of the most difficult problems of teaching English is teaching and studying The Conditional Moods because the question of which forms of English grammar should be considered to be conditional and whether they should be considered to be different or not is very complicated and contradictive. The variety of the forms of Conditional Moods makes it difficult to summarize the topic and thus make it easier for understanding. Despite the difficulties we tried to draw a general conclusion from our knowledge of Conditional Moods and as a result of our investigation we got a table that includes all the types of Conditionals. This table, as we think, may come in handy to all the learners of English.