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РОЛЬ УЧЕБНОГО АСПЕКТА «ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК» В ФОРМИРОВАНИИ ЯЗЫКОВОЙ И ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ МЕНЕДЖЕРОВ

Знание иностранного языка становится все более актуальным и востребованным. Данная работа посвящена проблеме обучения менеджеров деловому английскому языку. При обучении большое внимание уделяется мотивации сотрудников с целью достижения более высоких результатов. Также преподаватели отмечают важность знания культур разных народов и дают рекомендации по проведению деловых встреч с восточными и западными бизнесменами. В работе приведены примеры межкультурных недоразумений, которые повлекли за собой негативные последствия для всемирно известных компаний. По итогам работы сделан вывод о том, что знание делового английского языка не только дает преимущества при устройстве на работу, но и развивает коммуникативные способности, учит работать в группе, находить компромисс, быть толерантным к противоположной точке зрения и выбирать неформального лидера.

Nowadays the knowledge of business English is regarded as being one of the most essential managerial skills in business. This fact is especially stressed while training students in Polytechnic University.

Almost every respectable company has fluent English criteria as a prerequisite for candidates when applying for all the prospective positions. Apart from that, competence in business English is becoming more and more significant these days due to the process of globalization. The number of mergers and alliances of different companies on an international level increases every year, so the heads of big Russian holdings, such as “Lenta” supermarkets, “Motorola” and “Mylton”, that has recently merged with the Coca-Cola company, regard fluency in English as being not an additional skill, but one of the most important ones, when selecting employees. These companies practice all the meetings and presentations for foreign partners to be held in English only [1].

At present a great number of companies that integrate into international market sign agreements with educational organizations in terms of business English trainings. It is known as well, that top-managers are usually trained individually; for middle managers the groups of 2-4 students are normally developed, and it can be up to 6 people per group for supervisory managers.

Great attention is paid to the motivation of the students being trained. Specialists in this area have come to a conclusion that the best way to motivate the managerial staffing to obtain a necessary level of knowledge is to persuade them pay 50% value of the training course. Another advice is to schedule the lessons after work. Moreover the specialists instruct the heads of the companies not to control the attendance of the classes, but to check the results only. Before starting a training course, each student should be tested so that the initial level of his knowledge and the desirable one are determined. At the end of the training course another uninterested educational company is invited to examine the results and progress of each student. Once the test shows that the desirable level is not achieved the student compensates the rest 50% course value, paid from the company budget. The target remains the same – to orient the staff to achieve appropriate results. Even if the system seems to be a bit rigorous and tough at first glance, the practice shows that it really works [1]. Another thing to stimulate the interest of the staff is to delegate more prospective and serious projects to the managers with skills in business English, so that to encourage the others

to train with enthusiasm.

In most of the cases the educational programme is elaborated thoroughly. Then certain groups, with the students being selected of one age group and meeting each other's psychological features are formed. The students may even be relocated from group to group during the trainings according to teachers' recommendations.

While business English trainings are held, great attention is paid to cross-cultural business etiquette and communication. Professional advice is given in the sphere of organizing business meetings. Moreover, peculiarities of meeting preparations in different countries are considered. For instance, it could be very helpful to know that while holding a business with the Japanese, you should exchange business cards with both hands and remember that they enjoy receiving beautiful presents of a prestigious brand. Apart from that you should notice that it is important to trade on personal level, when dealing with Japanese businessmen and to avoid middlemen. As for Chinese business culture, you should have in mind that they appreciate a lot when a written agenda of meeting is available, when you appear dressed in formal business attire and address to anybody using his full name. To compare this with Australian and American ways of conducting a meeting, they prefer developing a relaxed and direct means of communication [2].

It is stressed as well, that nowadays it is very important to be familiar with and to be able to distinguish between major customs, traditions and cuisine of Asian, European, Australian and American people, so that to avoid having terrible cultural misunderstandings, which have already taken place in history of some world wide famous companies. For example, Braniff Airlines (the USA) formulated their slogan which bragged about the upholstery, "fly in leather", it was translated into Spanish by a non-native speaker as "fly naked". Another example is that when "Pepsi" started marketing its products in Taiwan, the slogan "Pepsi brings you back to life" was literally translated into "Pepsi brings your ancestors back from the grave", obviously a marketing claim that can not be substantiated. These cases from business practice show that it is very important to scrutinize into all language peculiarities carefully, so that to be a really professional manager and entrepreneur on an international level [3].

To summarize everything, it is essential to mention that during business trainings, along with the classical ones, teachers present innovative methods of running a business, such as hot-desking and open-plan offices. Students have a great chance to learn on the examples of the worldwide famous companies and find out some helpful and curious facts from business practice.

To my mind, a great benefit of business-English classes in Polytechnic University is that teachers try to concentrate on practice rather than on theory. Various imagined cases are involved in every lesson, so that to let managers feel themselves more confident and know how to act in real life situations. On the other hand, one of the disadvantages is the lack of motivation. This means that the only thing that can motivate students to attend classes and achieve knowledge is their desire to have a good mark and to have fewer problems with the exam; though not everybody really cares about that.

To conclude, business English trainings are not only helpful in order to achieve competence in professional English knowledge, but also allows the students to reveal and develop their communicative abilities, obtain experience in working in a group, learn to be tolerant to the opposite point of view, be able to find a compromise, to choose a leader and to formulate their ideas.

ЛИТЕРАТУРА:

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3. "Top Manager" magazine, №9, 2005.