

PRINCIPLE OF DIFFERENCIATION IN TEACHING PROFESSIONAL ENGLISH

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Abstract. The paper focuses on the peculiarities of teaching professional English to law students. It is stressed the necessity of coordination in teaching particular issues in law courses with teaching the English language.

Key words: professional English, teaching foreign languages, law.

ПРИНЦИП ДИФФЕРЕНЦИАЦИИ В ПРЕПОДАВАНИИ ПРОФЕССИОНАЛЬНОГО АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье анализируется вопрос об особенностях преподавания профессионально-ориентированного английского языка студентам-юристам. Подчеркивается необходимость дифференциации и координации в преподавании дисциплин, относящихся к профессиональной сфере, с преподаванием английского языка.

Ключевые слова: профессионально-ориентированный английский язык, преподавание иностранных языков, юриспруденция.

Teaching foreign languages to the students of non-philological specialties is objectively different from the training of future philologists due to lower motivation for language learning. The aim of teaching professional English to law students is mostly the improving foreign language competence but also the motivated learning, which, in our opinion, lies in the professional orientation and taking into account the specific characteristics of each specialty.

Our teaching practice can make conclusion that learning a foreign language by the students of philological or technical have some specific features: the need for motivated learning a foreign language; the culture of communication in both foreign and native languages; interdisciplinary coordination aimed at training professional foreign language and professional disciplines; simultaneous learning of the language and speech competencies etc.

In our view, the specificity of differentiation in teaching is the selection of primary and secondary foreign language materials in accordance with professional orientation, practice of professional and academic foreign language communication, as well as use a number of technologies, methods and techniques and to enhance motivation for learning a foreign language, the formation of individual strategy

learning foreign languages throughout life and acquiring knowledge of the cultural features of the foreign states.

The specific feature of future lawyers is a tendency to exact wording and the validity of the statements.

Future specialists usually do not believe in the word, seeking to specify the source of information. In their responses in English there are almost no qualitative adjectives and comparisons. Thus teaching a foreign language is aimed at developing skills of describing facts and events, comparing situations, court proceedings and laws of English-speaking countries and Ukraine. Law students often operate the facts taken from detective films and online publications that do not always correspond to reality, that's why language teacher must select didactic material so as to form the critical thinking and adequate treatment to all kinds of information.

Students should be able to select, compare, sort, summarize the information and make appropriate conclusions; they should form skills of critical assessment of the situation, and the ability to express their thoughts. That's why language teacher directs students to study professional vocabulary and regulations of our country, differentiating self and search tasks, so that additional experience enhance motivation for language learning and willingness to use the knowledge gained while working in international companies, banks and other institutions.

Unlike general vocabulary, special vocabulary is no broad general use and often understandable only to those who are engaged in a particular field. Many technical terms are formed by borrowing from other languages, and these borrowings are not included in the common language, unlike such legal terms as franchise, legalese, etc. to which people have become accustomed through the media and in most cases know their value and use in his speech.

Often special legal language contains the words that have come out of general vocabulary use, such as so far used the word (herewith, heretofore, thereafter), which are no longer found in the common language. In addition, the widespread abbreviations and acronyms are widely used in the legal language while these terms can't be easily understood by general users of the English language (eg, LC-letter of credit, BL-bill of lading) as well as Latin expressions (modus operandi, Actus Reus, ex officio).

Professional terminology is a dynamic system that develops intensively expanding the scope of operations. The current law, and therefore the terminological law is complex, which is constantly being improved; the new fields and spheres of law are formed. The basis of this process is the development of public relations subject to legislative confirmation. The legal term is considered as a unit of language that expresses a specific concept, which belongs to the theory and practice of law, characterizes and identifies it.

But high-quality mastery of professional vocabulary can only be achieved through the implementation of a number of exercises and tasks as learning tools. These are exercises aimed at formation of language skills: the more a student uses them, the better the speech language operations and actions will be performed.

Mastering the English professional vocabulary is important not only for students of a specialty but also for the teachers of English who have to adapt to

teaching foreign languages for specific purposes. If the teacher does not know the basics of specialization, students' knowledge of English will not be strong because of lack of interest. In this case the teacher will use and train the terminology unconsciously. Students will lack links between law and the language and won't be able to express their thoughts fully.

A foreign language teacher must be aware of professional concepts, important for the student of respective speciality. Interdisciplinary link can be considered on two levels. On the one level: there is a necessity for a foreign language teacher to master a special vocabulary and legal concepts. On the second level, students should be able to use professional knowledge acquired at the time of special professional training in the study of professionally directed speech in a foreign language. Interdisciplinary link provides cooperation of foreign language teachers with teachers of special disciplines in order to avoid duplication of educational material, and formation of students' productive thinking and maintaining a steady interest in learning a foreign language.

Interdisciplinary coordination requires compliance with certain rules and procedures at the relevant departments and individual teachers such as determining educational content of professional disciplines and identifying common points for teaching a foreign language; primary studying professionally directed material in their native language for a foreign language teacher not to teach special disciplines in which he is not an expert; adjusting curriculum for the proper sequence of study of professionally significant themes in native and foreign languages; conducting integrated classes in core subjects in their native and foreign languages.

Interdisciplinary coordination in learning professional subjects and the English language should take place at different stages. For example, during the course of theory of state and law students gain knowledge on the issues of "Sources of law", "Legislature of Ukraine", "Local authorities" etc. Students will be offered to prepare reports on the relevant topics concerning the law of Great Britain and the United States and sub-topics related to the action of certain laws in English-speaking countries.

In their responses students use materials from the Internet reporting on the English-speaking countries, and lectures and materials Codes when answering questions concerned Ukraine. It should be noted that due to the comparative analysis and a deeper study of some issues, students admitted that they expanded their knowledge and learned a lot of interesting and sometimes even better understood the concepts given at lectures in law.

In the 3-5 years of study students have an opportunity to take part in international conferences and webinars in law and use their knowledge from the course of English for law. Besides, students can present a mock trial in English to other students and teachers of law disciplines.

Thus the specific tendency of teaching professionally oriented English to law students presupposes creating some conditions: improving curriculum regarding the consequence of teaching particular law issues, creating modern textbooks, engaging students to participating in international programmes and studying abroad, and increasing motivation to foreign language learning by means of professional focus.

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