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**Chapter V. Psychological Background of Teaching  
Foreign Languages to Students Majoring in Law**

Psychology is the science that explains the laws and rules of the real psychic reflection in human consciousness, explores a person's spiritual properties, mental activity, and psychological condition of the individual. Knowledge of psychological principles facilitates the processes of personal formation, adaptation to the social environment, and the creation of a self-sufficient personality with a strong life position, broad outlook, and highly-developed professional skills. Nowadays one of the most important requirements for a modern specialist in the field of law is the ability to have effective and complete professional foreign language communicative competence. The needs of contemporary society, its spiritual and material domains assess the problem of communication extremely relevant. Communication makes a great impact on the formation of the human psyche, its development, and the formation of an intelligent and educated personality with reasonable and adequate behavior. The intensity and depth of communication determine the diversity of its content, while communicative aims and means determine the development of a personality as well as highly-qualified professional in the legal sphere.

## **5.1. Psychological Principles of Mastering Foreign Languages through Communication**

English as a subject has always been an essential part of any curriculum in higher educational institutions and universities of our country, but today it has gained even more importance. Since the latest reforms in higher education are aimed at preparing highly qualified professionals in the legal field, it provides for the development of students' linguistic competence since the first years of learning. It presupposes the capability to use the linguistic system for communication in a general context as well as in specific professional situations. Today, the requirements for lawyers to master foreign language are changing substantially, and practical skills and competences are primarily required since they are the prerequisites for a high level of professional-speaking culture in the field of oral and written business communication. The problem of language "barrier" has always existed throughout the period of human communication and it still remains the one of current interest. It comprises both internal and external issues of the structure, perception and transmission of information by means of one or more languages. The development of scientific and technological progress leads to the internationalization of cultures, knowledge, systems of training. That's why the number of languages of international communication is determined by the number of countries leading in the scientific, technical, technological and cultural aspects. The problem of language "barrier" can partially be solved by the system of linguistic identification, but the achieving of full unambiguousness can hardly be reached. The desired result might be achieved exceptionally within the range of ongoing educational and learning processes in the appropriate linguistic environment. Considering the fact of the Ukraine's integration with European Union and the further development of international communication, the problem of language learning and acquisition is determined to be extremely relevant. The factors contributing to the successful study of a foreign language have become a subject of the study in many scientific areas such as linguistics, pedagogy, semiotics, physiology, psychology, cybernetics and others.

The growth of the effectiveness in language learning significantly contributes to the organization of relationships at various levels of communication. It makes them more affordable and economical, that in its turn accelerates the development of scientific knowledge and information exchange and provides a better understanding between the representatives of different societies within any sphere of interaction.

Various kinds of research devoted to learning a language as a sign system, determine the mentioned above problem as a generally theoretical. It is closely related to the theory of learning and self-organization, psychology as well as the problem of adaptation to the environment. The learning and acquisition of a native language in general, and foreign language in particular, occurs precisely through communication since communication has always been one of the most important prerequisites and conditions for common humans' activity.

The purpose of this chapter is to define general psychological principles of learning foreign language as a sign system as well as to determine the most effective conditions and environment for efficient communication in the process of foreign language acquisition.

Nowadays the term "communication" has become widely used along with the term "communion", the one that existed in psychology and other fields of science long ago. The introduction of this term into the conceptual apparatus of psychology has led to a different interpretation of two mentioned above concepts. Conceptual and terminological differences remain vague up to day.

The term "communication" is of a Latin origin and means "general", "unifying", "common". To a certain extent the notions "communication" and "communion" can be described by similar characteristics and regarded as equivalent terms or synonyms. Since the term "communication" has originated from the theory of information and communication, communication as a scientific concept is considered as the mere exchange or transmission of information or messages (Bulygina, 1967: 97-103). Within the interactive framework of western social psychology, the term "communication" has obtained a different meaning. Communication is rather a characteristic of behavioral interaction between people

than simply the transfer of information from one person to another. In its broad sense, the term “communication” refers to connections between people in the general sense, the whole variety of existing means of social ties, and interlinks. From this point of view, the term “communication” is more general in comparison with “communion”, in a case when the latter denotes only direct forms of humans’ interaction. At the same time, the representatives of the modern psychological school (Andreeva, 2014; Bodalev, 1999; Vygotskiy, 1999; Lomov, 1984) often refer the notion of "communication" to all forms and levels of social interaction, and thus both concepts of "communication" and "communion" in their broad sense turn out to be identical.

It is important to note that a specific feature of communication is an interaction, which requires participation of at least two people; both of them turn out to be the subjects of communication. In the analysis of subject-object relations there can be revealed the activity of a subject or the impact of one subject on the other as well as the process of their interaction, where we can trace the common activity or counteraction, agreement or contradiction, empathy and so on. Contrary to the substantive activity, communication has its own structure, which includes the sender of the message, its recipient, form, topic (content), code or message. All these elements together create the situation of communication, which in its functional terms consists of a system of combination of cycles; they express the point of view, attitude, communication partners. According to another model, the process of communion or communication includes the following elements: the sender (the sender of the message), the content of the message (transmitted information), and the message transfer channel, the recipient of the message, the purpose of the message and the result of the transmission (Abramova, 2019).

The communion process is multidimensional and multileveled, this fact can be proven by the various forms and varieties of communication: direct and indirect, business and personal, interpersonal and intergroup communion.

In order to properly organize the educational process due to the immediate needs for communion there appears the demand to meet such requirement as the efficient perception of speech depending on the situation, affective strength, semantic

content, its complexity, and its length. The effectiveness of communion depends on the meaningful depth of the information transmitted. At the initial stage of language learning, a person having obtained certain language skills should get used to a classic standard of foreign speech pronunciation, and only then in a case when he perceives the greater amount of information efficiently, varied sources of information at a higher level of frequency, timbre, speed, intonation, and accents (Lomov, 1980; Litvinenko, 2019).

One of the most important oral communication skills which is formed in the process of language learning is the ability to get involved in the act of communication, be able to keep the conversation going, to build a dialogue with one or more individuals (Sajanova, 2016). In the process of translation from one language into another, the interpreter acts as an intermediary, thus it is quite important for him to correctly evaluate each of the participants in communion, have the ability to rephrase sentences and phrases stylistically and lexically to avoid long pauses, misunderstandings, and translation inaccuracies. In the transmission of information through the intermediary there might be traced a certain "distortion" of the interpretation of the opinions.

Thus, it is necessary to pay particular attention to the importance of subjective, interpretive characteristics of communication. Having defined the communication as the exchange of informational messages between people, we emphasize that the information presented there always plays the role of a subjective-interpreted content. The content of any message is repeatedly mediated under the influence of a variety of psychological characteristics and personal peculiarities of a communicator as well as the recipient.

The communicator forms his message under the impact of personal attitude towards the recipient and creates the situation of a certain social and psychological communion. By means of the individual vocabulary-thesaurus and personal representations, the communicator encodes the message and provides it with a definite form according to the specifics of the communication. Furthermore, the content of the transmitted message can be repeatedly changed depending on the

recipient and his intention to continue the transmission of the received information. Thus, the initial message can be mediated, transformed, changed under the influence of the recipient's individual psychological characteristics, recipient's attitude towards the sender and information itself as well as the social and psychological situation of message perception.

The issue of the messages and texts semantic interpretation can be defined as a specific area of research. There appears a problem of quantitative measurement of semantic information in the message transmitted. In other words, the question is how much new information should be given within a certain situation of communication to provide the most efficient understanding and productivity. Today there is no unified approach to this issue in psychology and pedagogy of teaching foreign languages.

In our work we consider a text as an item of communication that is a particular system of semantic elements functionally (due to the purpose of communication) united into a single hierarchical cognitive-communicative structure within the general concept or intention (communicative intention) of the subjects of communication. Communication itself can be characterized as the act of origination and interpretation of the text (a certain amount of information perceived and transmitted) consequentially changing each other.

Since we consider the process of learning a foreign language as a communicative process, the communication itself is a continuous act of origination, generation and interpretation of scientific and educational pieces of information, or texts, and the exchange of these texts between participants within a pedagogical process. The text implements the communicative intention, meaning, purpose of communication, but not the means of its formation and expression. Initially there should be determined the purpose of communication and afterward the content and means of communication, how we can implement this purpose. Such an approach to the practice of teaching a foreign language means the transition from teaching communion through the language to language learning through communication.

Modern scientific research that reveals the structure and dynamics of interpersonal relationships has great importance for pedagogical practice nowadays. It occurs due to the fact that the complex structure of relationships in the educational group between its members, as well as between teachers and students, is usually created on the basis of the achievements of each participant in the educational process in general, and within the group in particular.

Communion rather takes on the role of the interaction between people acting towards each other as objects and subjects of the communicative process with a certain degree of psychological influence, than as a simple process of information exchange or the process of personal relationships formation.

Social experience in learning can be taught through a single mechanism of social interaction, or communion. Learning is impossible outside communion: only through communication as one of its major elements it becomes a factor of intellectual development of a person. The formation of a person as a personality can be carried out only in situations when the phenomenon of communication takes place. In this sense, communication in the process of teaching as well as learning itself becomes a crucial factor in the development of an individual. Thus we suppose that the main task of the pedagogical process of foreign language teaching is to organize communion and collective forms of learning in such a way that these forms could provide the most efficient and productive effect in the cognitive and personal development of a student. It is important to note that learning still remains the main activity for students. According to the general theory of psychology, it is the leading activity that ensures the basic development of an individual as a personality in the role of the subject of knowledge, communication and work. To become a professional in the future a student should be gradually involved in the educational process by means of the participation in pair work, joint groups and collective learning facilities, since these practices provide the development of communion structures, interpersonal relationships and interactions. The search for effective forms and means of organization of collective learning and the implementation of these

forms into the current teaching process is one of the main but still unresolved problems of modern pedagogical theory and practice.

The underestimation of the role of communion in the practice of teaching occurs due to the weak scientific development of this problem in psychology and pedagogy (Passov, 1991; Artemov, 1969). In our research we did not make an attempt to analyze the communicative links and their role in knowledge acquisition, since this issue is beyond the scope of this article. However, they appear to be essential in organizing teaching process in general, and foreign language teaching in particular, creating the background for their subsequent use as a tool of communication. We've conducted the series of research that proves that communicative and communion skills serve as an integral part of the future professional training, and largely determine the effectiveness of the proceeding professional activity. The analysis was carried out on the basis of the student groups' formation due to their own initiative with the evaluation of their basic level of language proficiency.

The groups of students have been formed on the basis of their joint leading interests and commonality as well as their language competence. We have chosen the method of passive group formation, which meant the arbitrary formation of the group composition, with both its quantitative and qualitative indicators, taking into account the students' wish. The students' basic levels of language proficiency were evaluated according to the methods presented in the full version of the author's research (Soroka, 2008: 49-73). Cluster analysis was used as a main source of the assessment of students' obtained knowledge. The quantitative composition of groups, the term of their existence, the range of communication, the qualitative content of the topics for communication were evaluated by specific numerical characteristics.

On the basis of the results obtained we can affirm that the communion due to its purposes is multifunctional. Among the main functions we can the following: the opportunity to perceive and share knowledge of the other participants of the learning process through communication, the formation of interpersonal relationships between them and the regulation of activity and behavior.



Our research allowed us to highlight three aspects of communion: reflection, attitude and reference. In their turn each of them performs, accordingly, their special functions: the cognition of one another as well as of the substantive world in the process of communication, the personal impact and the formation of interpersonal relationships. There were determined the main three functions of communion: informational, regulatory and affective. Similar terminology in the classification of communion was introduced by the famous psychologist B.F. Lomov (Lomov, 1980, 26-42), which was concurrently used together with classification offered by G. M. Andreeva (Andreeva, 2014). According to the latter the main functions of communion are communicative, interactive and perceptual. The former is related to the exchange of information, the main purpose of the interactive one is in the organization of joint activities, and the latter is connected with the cognitive human processes.

Despite the terminological differences in the definition of the main functions of communion in the sources, mentioned above, we can identify three groups of functions common to all classifications.

In our research we have made an attempt to analyze the role of the following functions of communion in the process of teaching a foreign language:

- cognitive, related to the mutual exchange of information and knowledge of one another;
- affective, aimed at forming interpersonal relationships;
- regulatory, connected with self-regulation of individual behavior as well as the management of each of the participants' behavior in the process of communication, and organization of joint activity.

These functions, implemented through communication, make up the whole integral unity, but at different stages of learning process have different significance.

In the discourse of our research we considered the communion as a process of information transmission, reception and mutual exchange. Such an approach does not contradict the informational function of communication, which from the point of

view of information theory means the process of communication and reveals its substantive content.

Having analyzed the principles of information processes we can affirm that certain characteristics of communication become of fundamental importance. Communicative processes differ from the ordinary processes of information exchange by the fact that the original information in the process of communication is merely transmitted from its source to recipient and back. It is being modified, transformed and reproduced at a new level. The main task of information exchange in communication is to develop a common content, a unified point of view and agreement concerning various aspects in the situation of communication.

An absolute comprehension and the ability to interpret the transmitted information play a particular role in the communicative situation. Since we define communication as a process of transmission and perception of certain meanings, we distinguish two main aspects of this process – objective, or semantic, and interpretive. The latter is closely connected with new meaning of the original information, obtained in the process of information transmission provided by the participants of the information exchange.

Another characteristic that turns out to be essential in the process of creation of productive psychological environment in foreign learning acquisition is a personal sociometric status and its role in the creation of interpersonal relations within a group of learners. It embodies a generalized indicator of students' attitude towards each other in the sphere of emotions, values, evaluations and defines the personal intent to interact with co-participants of educational process of foreign language learning.

In addition to sociometric status, the reciprocity of relations plays the role of the determinant that denotes a quantity of mutual choices in communion situations. The discrepancy of personal choices often leads to the reduction of the effectiveness of the communicative process productivity and thus makes it more difficult to reach the goal of educational process. There has been determined that such notions as reciprocity and sociometric status are interdependent. The higher is the individual's emotional status, the more often he is chosen to be a partner in the situation of

communication. On one hand the reciprocity of choice is an indicator of the individual's emotional comfort in a group, on the other hand – an indicator of whole group cohesion, which reflects in its turn emotional satisfaction as well as degree of relationships development in a group of learners. A teacher as a master of a group should pay a particular attention to the students, referred to so-called “leaders” and “outsiders”. While leaders can easily bear the major portion of communicative activity showing high results in language learning acquisition, the outsiders' activity and success can gradually reduce. The latter as a rule try to avoid taking part in the communicative process in case when the number of the participants is more than two. Their major activity is passive listening without a slightest attempt to actively communicate by means of foreign language despite the fact that they have already possessed a certain amount of linguistic and communicative skills. Such a factor must be taken into account in the practice of teaching in general as well as in the practice of foreign language teaching in particular.

To provide the most sufficient and productive environment for language learning, in addition to mentioned above factors, the following characteristics should be paid attention to the dependence of the individual's emotional status from his age, appearance and progress in learning, student's intellect, peculiarities of temperament (extraversion, neuroticism, sociability), perceptual and reflexive abilities, social settings, specifics of a particular activity as well as the ability of a student to self-development within a group.

Having analyzed the data, obtained in the result of our research we came to the following conclusion. Language as a sign system has a multi-leveled structure that determines the necessity to master it gradually, from the elementary to advanced levels of its organization. This process can be effective in case when it is carried out in accordance with the principles of the individual's adaptive activity, which are determined by certain psychological and mental processes. The enhancement of each level of a language sign system is organized due to the identical consistent pattern. It is based on the generalization of the concepts and terms used. The variability of their use by each individual has its limits, which leads to the proceeding complication of

the particular assimilated level of the language sign system. To provide the effective language acquisition there were determined the following requirements: to form student groups composed of 8 – 10 students, whose basic level of language proficiency does not exceed 10 % paying particular attention to individual psychological characteristics of learners. A feeling of success and self-competence in the process of communication by means of foreign language increases students' self-confidence and pushes them towards reaching new goals in language acquisition. Following the principles of the optimal algorithm of foreign language learning, which is based on such stone corners as the amount of new information taught, the quantity of material repetition, the degree of linguistic information complexity and the individual's level of learning, a teacher can help students to cope with unfamiliar and controversial situations in the process of education, to facilitate the acquisition, storage, retrieval and use of linguistic information as well as create a psychologically comfortable situation of communication at his lessons.

## **5.2. Psychological Difficulties and their Resolving in the Process of Mastering Foreign Languages by Law Students**

Ukrainian legal professionals working in foreign companies and joint ventures, as well as in companies cooperating with foreign partners, face the need to participate in various types of direct and indirect intercultural communication in their professional field. Such activity includes the negotiations with representatives of foreign enterprises, business correspondence, and the ability to elicit process and afterward use information while working with the foreign sources of specialized information. Thus, the future lawyers' awareness to master English as a foreign language as a tool for intercultural communication in professional and other relevant areas is highly important.

The foreign language competence of future lawyers presupposes the development of the individual professionally-oriented linguistic and intercultural competence. It allows a person to reach such a level of his native and foreign

language proficiency, which enables him to adequately create and be involved into intercultural environment.

Therefore, in this case, it is appropriate to speak about the relevance of the formation of the ideal model of a lawyer as a bilingual professional. The structural components of this model are:

1) bilingual linguistic competence as a basis for effective functioning of verbal-semantic and linguo-cognitive levels of a personality;

2) general socio-cultural erudition and direct professional legal competence, which are united into a hierarchy of concepts and values through the relationship with the individual characteristics of the motivational level of the individual.

The construction of a learning process linguistic model, which provides the ability to perform bilingual training for future lawyers, is based on the following principles: socio-cultural, professional, personal, theoretical, practical, the principle of sufficient and necessary rhetorical interpretation of linguistic units (Dadayan, 2005; Kiryushina, Umanskaya, 2018).

The effectiveness of mastering a foreign language in the process of educational and professional activity in higher educational establishments depends largely on the psychological readiness of the individual to perceive, assimilate and process, reproduce and use foreign language, on the ability to overcome certain existing stereotypes and thoughts about their own capabilities. The ability to overcome obstacles to achieve private and professional goals is an indicator of the effectiveness of learning activity. Usually, the barriers that neutralize the effectiveness of learning in high school are psychological barriers – mental state that impedes thinking processes and does not allow students to completely fully demonstrate their abilities, implement their obtained knowledge and skills.

### **5.2.1. Circumstances and Factors Leading to the Emergence of Psychological Barriers in Foreign Language Acquisition**

In the process of foreign language acquisition we often notice in the learners' behavior such a phenomenon as the fear to speak in public or even in the private communication with native speakers, extreme anxiety before an act of communication itself, and the general unwillingness to make contact with a native speaker. All these factors we can commonly incur a psychological barrier in the process of foreign language acquisition. Psychological barrier is a state of a person's inaction, passiveness (fear, hesitation, doubtfulness, dither, etc.) which does not have any objective reason, but at the same time becomes a serious obstacle and interference to the individual's personal and professional activity.

Unfortunately, psychological and pedagogical literature doesn't give the unified and single definition of "psychological barrier". To understand and analyze such a phenomenon, it is necessary to clearly identify it, determine the causes of its occurrence and the ways to overcome it. Therefore, according to the definition in the explanatory dictionary, the barrier is the inability to communicate due to lack of knowledge of the language, other than native (Ozhegov, 1999). But the lack of knowledge in the aspect of the grammatical, lexical, and semantic structures does not appear to be the sole reason for the inability to speak using foreign language. Quite often we observe the situation when a person who possesses sufficient active vocabulary and grammar is not able to express himself freely and communicate fluently. V.L. Bernstein defines the language barrier as complex communication situation that arises as a result of lack of knowledge of the basic rules and norms of interpersonal communication; lack of knowledge of the specific cultural features of the language taught; lack of ability to speak extemporaneously; lack of readiness for the very existence of difficulties and obstacles in the process of intercultural communication (Bershtein, 2005: 48-49).

The issue of identifying, determining and overcoming psychological barriers in learning foreign languages has been scrutinized, but it still leaves too much unsolved theoretical and practical problems in psychology. In Western studies, the

abovementioned problem has been analyzed by the famous representatives of various psychological schools, such as psychoanalytic theories of personality development, cognitive and humanistic psychology (Z. Freud, K. Jung, K. Rogers, E. Bern, J. Kelly). Psychologists of national psychological school studied the problem of psychological barriers in the context of the activity approach and considered the psychological barrier as a factor of stimulation or destruction of activity (L.S. Vygotsky, S.L. Rubinstein, O.N. Leont'ev, and B.F. Lomov). It is generally accepted in modern psychology that the acquisition of foreign language competence is a special type of educational activity, which is characterized by certain specific features (I.O. Zimmaya, B.V. Belyaev, I.F. Komkov, Sh. Amonashvili). Scientists define the specificity of a foreign language as a subject that is taught in higher education institutions (I.O. Zymnaya, E.I. Passov, V.L. Skalkin, L.P. Merkulov). The conducted analysis of literature shows that the acquisition of foreign language by students does not only require the development of foreign language skills, but also provides for the communicative flexibility, training of cognitive processes, emotional stability and psychological involvement in the learning process.

The emergence of psychological barriers in the process of a foreign language acquisition and the degree of their influence on a learner's progress in his study are not exclusively determined by the individual characteristics of a student (Sergeeva, Chapligina, 2019).

The main factors in determining the reasons that lead to the emergence of psychological barriers in learning include the following: objective characteristics – special conditions of learning process that create obstacles and complications, and subjective – factors of individual mental state that arise due to certain internal causes (dissatisfaction, excessive anxiety, internal anxiety). Substantive and dynamic characteristics of psychological barriers excessively affect the depth of emotional experiences in certain critical situations and appear in various types of mental activity when students become aware of complications, assess their traumatic impact on the personality and on the whole process of teaching-learning activity in general. Equally important are the means to overcome psychological barriers, both aimed at

reducing the traumatic impact of negative factors and finding new, non-standard approaches and their effective implementation in the learning process.

Certain specific characteristics of the teaching process as well play significant role for barriers to occur. To the factors that contribute to the emergence of the subjective psychological barriers we can refer the following: personal cognitive characteristics of a learner (features of attention, peculiarities of individual memory, level of formed language mechanisms), various individual emotional characteristics (expectation of unforeseen negative reactions from the audience, constraint in front of the teacher and groupmates because of probable mistakes), different types of communicative situations in the English classroom (situations of private communication with a teacher, dialogue with a group-mate, participation in a discussion, as well as in a situation of public speaking before an audience).

### **5.2.2. The Strategies that Mitigate and Help to Overcome Psychological Barriers**

The results of the theoretical analysis show that the psychological barriers that students experience during the process of mastering foreign language can be broadly divided into three main groups: cognitive barriers, emotional barriers, and communication barriers. The issue of interpersonal understanding in the context of psychological barriers can be explained initially through the analysis of peculiarities of cognitive barriers inherent to every particular young adult. The strategy for overcoming psychological barriers in the process of a foreign language acquisition can be presented as a multitude range of techniques that encompasses methods, which provide for activation, accumulation, improvement, automatization of students' inner individual resources and their actualization in overcoming psychological barriers in educational activities.

Psychological strategies for overcoming psychological barriers are based on the implementation of the developing educational technologies that contribute to the removal of psycho-emotional stress, the elimination of semantic barriers in the foreign language perception and understanding, the reduction of self-doubt and



stiffness manifestations when speaking before an audience, the raise of the students' self-esteem in the process of mastering a foreign language, and increase students' motivation to learn foreign languages. The opportunity to overcome psychological barriers occurs when students become aware of their own highly developed cognitive abilities to master foreign language, emotional stability and positive attitude toward their learning activity, reduction of situational anxiety in their verbal communicative environment.

The success of students' learning activities in the process of mastering foreign language is determined by a wide range of factors. They include high student's motivation towards mastering foreign language; teachers' observations over the students' individual psychological characteristics; high appreciation of student's achievements in the process of foreign language learning by the teacher as well as by friends, which promotes self-esteem and self-confidence in personal growth. The list can be continued with the necessity of students' positive attitude towards the involvement into a foreign language activity; organization of activities during foreign language lessons through cooperation, emphasis on mental, emotional and other processes; favorable psychological climate in the foreign language classes.

There are three types of mental activity that play the most important role in providing understanding in the process of foreign language learning., e.i. understanding – recognition, understanding – hypothesis and understanding – unification. Students understand foreign language using such strategies as the search for speech units, the identification of semantic categories, types of semantic categories, and the way to their grouping; the identification of semantic categories that convey the basic ideas and details of the text, as well as variations in understanding the content of contextual information. As practice proves, young adults use the individual psychological tactics of understanding, which depends on the peculiarities of individual verbal thinking, his emotionality and the ability to be engaged in the process of foreign language communication. The depth, clarity, and accuracy of foreign language comprehension determine the level of the recipients' understanding of foreign written or oral information.

In order to identify the means to overcome psychological barriers, one must understand the causes that contribute to their emergence. The process of intercultural communication cannot occur without obstacles and is often characterized by such obstacles that arise in the process of communication between representatives of different cultures. They make communication more complex and are called “communicative barriers that have both linguistic and psychological nature” (Dadayan, 2005: 41-43). Therefore, one of the main reasons is the psychological uncertainty of the individual in his abilities and opportunities, the fear to make a mistake, the feeling of psychological discomfort in the process of verbal communication. In order to overcome the language barrier caused by this reason, it is necessary to create such circumstances and environment in the classroom, when the student would feel comfortable, open the internal personal potential, could psychologically (to a certain extent) relax and keep on discussing any topics without tension.

Subject to the mentioned above recommendations, and the application of a person-centered approach, much of the prerequisites that lead to the emergence of psychological barrier will gradually disappear. The main burden of the successful realization of the goal in this aspect is on the teacher as a psychologist: it is extremely important to find a psychological approach to the students, who experience difficulties in their opinions formulation and expression, to have enough skills and experience to correct students’ mistakes only when the segment of speech is completed, to feel the atmosphere and psychological climate in the group, and be able to fine-tune students to positive perception and information exchange. Such significant factors as the teacher – student interaction, based on trust, mutual respect, students' desire and ability to restrain negative emotions, the highly developed sense of the teacher’s empathy, the tutor’s ability to reckon with the learners’ individual characteristics – they all can be referred to those that create the class environment where psychological barriers are reduced to minimum if not prevented. It is highly recommended to create various communicative situations and implement active

methods of teaching, internet sources for obtaining information, which are tightly connected with the students' professional problem-solving activity.

Another reason that can cause difficulties in the process of extemporaneous speaking in class is the lack of learners' motivation. Motivation does not only initiate and regulate the students' level and degree of activity aimed at learning foreign language, but becomes the main factor that provides the opportunity to compensate and overcome the majority of psychological barriers in learning that had been caused by other determinants (Batunova, Berezkina, 2017). Motivation is extremely important, and the desire to speak, to communicate, to interact, to express the ideas and thoughts becomes a major factor in enabling a person, a learner to speak freely, fluently, and accurately without experiencing any psychological and language barrier. Therefore, the student's awareness of the need to learn a foreign language as a means of communication and professional development of a future specialist is quite relevant. There is a necessity to create communicative situations in foreign language classes, which are closely connected with resolution of professional tasks and can be implemented through the use of active methods of teaching, use of computer and Internet resources that contribute to the adequate and friendly psychological atmosphere in the students' group.

Among the numerous methods of teaching speaking skills in English, one of the leading one is the communicative method. Its basic principle is based on the idea to make the students' audience verbally interacting exclusively foreign language from every first training session. It is the communicative method integrated with certain traditional teaching elements that becomes the most effective in overcoming the language barrier. The former provides for the maximum immersion of the student in the process of oral verbal communication, which can be achieved through the minimized use of the mother tongue. Instead of memorized and mechanically reproduced exercises, students are offered role-play games, find-mistake tasks, case-studies that do not only activate memory, but help to develop logical and creative thinking as well. Of course, we are talking about the situations when students initially show a high level of language proficiency in grammar and vocabulary, but have

certain difficulties to overcome the fear to speak in public because of the lack of experience in the impromptu oral practice.

In order to successfully form communicative competence and to make students use acquired knowledge in situations of everyday communication it is rather important to improve communicative skills up to automatic level. Innovative role-play game technologies such as the case study method come to facilitate the task. Such a method provides a reconstruction of a real-life situation, that is an approximate copy of a real event with the problems and issues brought before the students to stimulate discussion (Gorbunova, 2000; Dolidovich, Litvinenko, 2017).

The development, training and improvement of students' communicative competence can be successful and effective only when working in groups. In such circumstances students are able to get used to the pronunciation of various social layers of people, accept, perceive and understand different interpretations and points of view and to respond to them adequately. Interpersonal communication with literate and highly-qualified native speakers can greatly increase students' interest in foreign language acquisition. Young adults become involved into the process of learning which provides complete understanding of native speakers and gives the opportunity to entirely participate in the communicative process using their language, professional and extralinguistic knowledge. Such complementary activities as the on-line watching with the subsequent detailed discussion of the news, authentic films and documentaries with their further peculiar grammar and semantic analysis in the classroom, participation in English-speaking chats, provide a great opportunity for young people to apply their acquired knowledge and, furthermore, to overcome or at least reduce the risk of a psychological language barrier occurrence. Of course, the learning process itself must be systematic and comprehensive, to encompass all four aspects of language learning: reading, writing, listening and speaking proportionately to achieve the purpose of teaching.

Having analyzed the information from psychological and methodological as well as pedagogical sources, we can outline the range of strategies available to teachers of foreign languages in high school that help to form learners' foreign

language competence and positive attitude towards learning as well as overcome certain psychological and value-semantic barriers. They include:

- the teacher's ability to create the situation of potential success to encourage students to be completely involved in the learning process;
- to consider students' hobbies when they choose to prepare reports, essays and public speeches;
- to reduce the demand of the immediate response;
- to encourage the students' participation in various creative projects with their further detailed analysis being conducted in a private discussion;
- to provide an individualized approach to students (taking into account the pace of work, their individual characteristics);
- to focus students on individual work, to highlight its importance in the system of professional training of every particular specialist;
- to create problematic situations in the process of learning;
- to include problematic situations and free discussion in class;
- to award students with extra points for extra compulsory material, the completion of additional tasks of advanced complexity, bonuses for reports, students' personal participation in scientific and practical conferences.

In the process of a foreign language teaching, the teacher himself doesn't only share and explain information in a restraint official manner, but also spreads his positive personal attitude to it, thereby influences the formation of students' value-oriented attitude to mastering knowledge. Progress in the students' foreign language acquisition occurs when their internal motivation intensifies, their latent potential is realized, and internal self-esteem increases. The teacher's goal is to be able to foresee, predict, and help to overcome learners' psychological barriers in the formation of their foreign language competence. At the same time, one of the most important competencies that a student should create, shape and gradually develop in the process of mastering foreign language competence is his individual approach to the formation and implementation of the strategies to overcome existing psychological barriers.

Thus, the overcoming of psychological barriers is twofold. On the one hand, it is based on the students' individual work tightly connected with the mobilization of their internal resources, and on the other – on the role of a teacher as a master, who creates the positive psychological environment in class that contributes to the formation of students' self-concept, self-esteem, and professional competence.

## **Chapter VI. Modern Technologies of Teaching**

### **Foreign Languages at Law Schools**

In this chapter the use of innovative technologies in the process of foreign language training at law schools is discussed. There are also a lot of examples of tasks that demand functioning mobile devices. It has been established that doing exercises with the use of them increases the motivation of students, contributes to the development of communicative, cross-cultural, linguosociocultural, cognitive, and information competences. The view is expressed that the use of mobile devices needs to be combined with traditional methods of training.

It has been noted that compared to foreign countries, our country does not pay enough attention to the use of the potential of mobile devices in the process of foreign language training. Thus, the Germans organize seminars, conferences, where teachers of law schools discuss the possibilities of rational use of smartphones and tablets in foreign language classes.

The authors emphasise that smartphones and tablets offer a lot of opportunities to organize foreign language classes creatively. In addition to the textbook work, they improve the traditional forms of teaching/learning. Changing the same forms of work in the classroom with the use of mobile devices can positively affect the motivation of students. Devices and gadgets are good assistants in organizing work in groups and individual students' work both in the classroom and outside the institution. Moreover, mobile devices help to apply a differentiated approach to the process of teaching/learning. In particular, the students are supposed to receive tasks depending on their characteristics and according to their level of proficiency in a foreign language. The implementation of these tasks with the use of smartphones allows them

# TEACHING ENGLISH FOR SPECIFIC PURPOSE IN CONTEXT OF MODERN EDUCATIONAL PARADIGM: ENTERING GLOBAL COMMUNITY

*До 215-річчя Національного юридичного університету імені  
Ярослава Мудрого та 20-річчя кафедри іноземних мов № 2*

КОЛЕКТИВНА МОНОГРАФІЯ



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ  
імені ЯРОСЛАВА МУДРОГО



НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА  
ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У  
КОНТЕКСТІ СУЧАСНОЇ ОСВІТНЬОЇ  
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ДО СВІТОВОЇ СПІЛЬНОТИ

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У монографії висвітлюються актуальні проблеми сучасного освітнього дискурсу, зумовлені пошуком нових інноваційних підходів до викладання мови професійного спрямування та вимогами ефективної організації навчального матеріалу в закладах вищої освіти; вирішуються основні завдання, пов'язані з оптимізацією навчально-професійної підготовки студентів юридичних спеціальностей.

Монографія складається з шістьох розділів, де відображені основні досягнення в галузі прагматичної лінгвістики, лінгвокультурології, теорії міжкультурної комунікації тощо. Велику увагу приділено аналізу лінгводидактичних проблем організації мовної освіти майбутніх юристів, оскільки володіння мовою професійного спрямування є важливою передумовою подальшого професійного успіху. Також розглянуто соціально-психологічні проблеми академічної адаптації студентів, пропонуються напрями соціально-психологічного супроводу майбутніх юристів під час оволодіння ними іноземною мовою професійного спрямування та отримання вищої освіти. Окремо проаналізовано інноваційні технології в галузі вищої освіти, що сприяють процесу індивідуалізації навчання, оптимізують роль і місце викладача в навчальному процесі.

Монографія буде цікавою не лише освітянам, але й усім, хто цікавиться питаннями мови, культури, теорії комунікації, методологічними і психологічними основами педагогічного процесу як цілісної системи.

Відповідальними за достовірність викладених у монографії фактів, автентичність матеріалів і цитат, стиль і відповідність списку літературних джерел є автори матеріалів.

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