

## 3.2. Formation of Foreign Language

### Communicative Competence of Future Lawyers

The American Researcher N. Chomsky introduced the concept of “competence” in his work “Language and Mind” in 1968. It was one of his most significant works. Later the term “competence” was adopted by the world scientific community and used in the methodology of teaching foreign languages. Many scientists (A. Leontiev (1998), M. Canale (1983), R. Milrud (2005), N. Zimnaya (1991), N. Gez (1985), V. Safonova (1993), J. Savignon (1997), E. Litnevskaya, V. Bagryantseva (2006), F. Litvinko (2009), V. Avrorin (1975), M. Kabardov (1989), A. Taova (2011) and others) have devoted their works to the issues of competence, particularly the formation and development of foreign language communicative competence in the process of teaching foreign languages.

A. Leontiev defines a foreign language communicative competence as the ability to carry out speech activity by means of the language being studied in accordance with the aims and situations of communication within the framework of a particular field of activity. The term is based on the set of skills that allow to participate in speech communication in its productive and receptive forms (Leontiev, 1998).

F. Litvinko gives a broad definition of communicative competence and believes that “communicative competence is the system of knowledge that deals with and based on the language, its units, their construction and functioning in speech; outlines the ways of forming thoughts in the language being studied and understanding the other people’ judgments; acquaints with native speakers’ national and cultural features. It occurs on the specifics of various types of discourses. All the features mentioned above form students’ ability to communicate in various types of

speech activity in accordance with the communicative tasks being solved, to understand, interpret and generate logically linked ideas and statements” (Litvinko, 2009: 102).

According to E. Litnevskaya, “communicative competence involves the ability to express a certain thought orally and in the written form correctly (under the norms of the native literary language), clearly, accurately and expressively following the communicative situation and the purpose of utterance, as well as the ability to understand a foreign text, carry out its informative processing and afterward to get involved into a dialogue” (Litnevskaya, 2006: 506).

Based on the analysis of the researchers’ works mentioned above, we can assume that foreign language communicative competence is the system of language knowledge that presupposes an active use of written and oral aspects of language to achieve specific goals.

Today, one of the most generally accepted meanings of the term ‘competence’ is a combination of knowledge, skills, and abilities of the language being studied.

We consider future lawyers’ foreign language communicative competence within the framework of the state’s modern language policy which is aimed at improving professional communicative competence. The legal profession is based on various types of communication with people who differ in their religious, moral, and political principles. Therefore, specialists in the legal field need to possess communicative competence. Unlike other disciplines, foreign language as a subject has a particular range of peculiarities: communicative orientation, interdisciplinary, multifunctionality, multilevelness, objectlessness, and infinity.

The communicative orientation of foreign language teaching is predetermined by the solution of specific communicative and pragmatic tasks in real-life foreign language situational communication. The interdisciplinary of a foreign language is connected with the fact that information from different fields of science may be used in the content of foreign language communication.

In linguistics there exist no unified approach to the question of definition and content of language functions. Scientists distinguished the following functions are:

communicative, cognitive, regulatory, and emotionally expressive. Foreign language multilevelness is determined by the need, on the one hand, to master various linguistic means that are related to aspects of the language (lexical, grammatical, phonetic), and on the other hand, to acquire skills in four types of speech activity.

The acquisition of foreign language as a subject does not provide students with direct knowledge of reality (in contrast to the criminal law, where a specific definition is given to its subjects). “Language is a means of expressing thoughts about objective reality, while its consistent patterns are the subjects of other disciplines. In this sense, a foreign language as a discipline is “objectless”. The specifics of a foreign language as a subject also lie in its infinity” (Zimnaya, 2007: 59-60). Students while studying foreign languages cannot be limited to learning the only topic. They need to acquire and possess a wide range of components, from phonetics to grammar and syntax. Thus, a foreign language as an academic subject in higher education institutions is limited to a particular program, but as an object of cognition it is entirely unlimited.

We suppose that the original function of any foreign language can be explained by the definition given in the work of V. Avrorin: “The language function is the practical demonstration of its essence, the implementation of its purpose in the system of social phenomena, the certain existence of the language, specified by its very nature” (Avrorin, 1975: 34). We consider the foreign language communicative function as a complex integrated phenomenon in which all its basic characteristics are combined. One of the foreign language features is its multifunctionality.

Taking into consideration the foreign language specifics in comparison with the specifics of other subjects, we can highlight certain other distinctive functions that are as important as those mentioned above. According to L. Vygotsky, “mastering a foreign language follows the path directly opposite to the one, the native language is developing... A child assimilates the native language unconsciously and unintentionally, while the foreign one – beginning with awareness and intention” (Vygotsky, 1934: 233). The awareness of means and ways how to form and express the ideas and their implementations in phrases, the process of language

comprehension accompanies mastering a foreign language. This statement does not contradict the fact that in the process of foreign language communication the content can be controlled by the consciousness exclusively: a person consciously chooses what to say, whom to address and in what consequence it is necessary to say. The form of thought expression is implemented at the level of basic mechanisms of human activity. Thus, one can distinguish a thought-forming or thought-creating foreign-language function.

Let us mark one more peculiarity that has become the distinguishing characteristic of a language and a foreign language in particular: the foreign language, as a subject unlike other disciplines embodies a goal of education as well as a learning tool. Since students acquire information and study various disciplines through a language as a tool, mastering foreign language itself, causes the problem of gradual, externally correlated perception of certain, less complicated means and ways in order to solve, using previous knowledge, more complicated and complex perceptive tasks. The regulatory and cognitive functions of foreign languages are associated with this process.

Students get acquainted with cultural, historical features and values of another country, learn customs and traditions that are atypical for the country they live in. Therefore, we can distinguish the cultural function of a foreign language. In the context of interdisciplinary communication, foreign language has become the means of expanding, differentiating, and clarifying the conceptual and categorical apparatus of other disciplines in the process of future lawyers training. Based on this statement, we can distinguish the accumulative function of the language. Using the various functions of foreign language consciously, students do not only satisfy the cognitive interest but also develop foreign language communicative competence.

The formation of future lawyers' foreign language communicative competence can be implemented by means of involvement of specially organized communication training in the educational process. This process occurs and can be realized through communicative competence formation of future lawyers through the development of communicative skills in all types of speech activity: speaking, reading, listening, and

writing. If consciously mastering linguistic means, students gain knowledge and experience about different ways of expressing thoughts and emotions in accordance with communicative situations. Acquaintance with cultural traditions and spiritual values of another country allows students to form personal intercultural competence. Thus, specially organized foreign language communicative training allows future lawyers to form such components of communicative competence as speech, language, sociocultural, educational, cognitive, and compensatory competences. Foreign language communicative competence refers to a group of key competencies, which plays a particularly important role in personal life as well in professional activity and growth.

At the same time, the formation of foreign language communicative competence for a future lawyer requires specific conditions that would effectively contribute to this process. We consider the use of innovative technologies for teaching foreign languages as one of the most prominent ones, in particular, role-playing game technologies, which contribute to more motivated, free, and friendly foreign language communication. The professional activities of a lawyer are characterized by dynamism, unpredictability, and various situations that require immediate resolution of a problem. In this regard, the development of future lawyers' operational thinking is considered to be very important in order to form their communicative competence through the opportunities that foreign language acquisition provides.

I. Zimnaya defines communicative competence as the mastering of complex communicative skills and abilities, the formation of adequate skills in a new social environment, the knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, upbringing; orientation in the communicative means inherent in the national, class mentality, development of the role repertoire within the framework of this profession (Zimnaya, 1980). The formation of foreign language communicative professional competence is the key to the successful development of a professional career for future lawyers. It involves the preparation of highly qualified specialists

who are ready to cooperate and interact in the field of law and international law with native speakers of another country and culture in order to conduct research and professional activities in the field of law and international law, as well as to continue communicative and professional growth and development. We have already mentioned that the formation of foreign language communicative competence of future lawyers occurs through the development of communicative skills in all types of speech activity: speaking, reading, listening and writing. Taking into consideration the difficulties that students have in the process of learning foreign languages, we would like to devote particular attention to the most complex, from our point of view, type of speech activity – listening comprehension in the following paragraph.

### **3.2.1. Listening Comprehension as Leading Modality of Teaching Foreign Languages for Law Students**

At the present stage of our country's development, the issue of improving the educational system in Ukraine and its entry to the European level is extremely important. Quality education is impossible without raising the level of foreign language teaching, as proficiency is an indispensable criterion for Ukraine's integration into the European and world community. The problem of teaching listening comprehension as an integral component of language communication is still relevant today. On the one hand, it is an effective means of developing a conscious perception of the information as well as speaking, critical understanding, and awareness of the information provided. This kind of activity develops the ability to see cause and effect relationships. On the other hand, teaching listening comprehension is precisely the kind of method that is paid little attention to in the context of foreign language learning. The objective of mastering a foreign language is to acquire the necessary level of foreign language communicative competence, which enables students to develop communicative skills in four dimensions: comprehension (listening and reading), speaking, and writing.

The basic communicative competence is communicative competence, which is formed on the basis of language knowledge and skills, as well as socio-cultural

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КОЛЕКТИВНА МОНОГРАФІЯ



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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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## Contents

Introduction.....	5
1. Recent trends in linguistic studies.....	9
1.1. Communicative-pragmatic theory and constative-interrogative microdialogue.....	12
1.2. Types of constatives in constative-interrogative microdialogue.....	18
1.2.1. Constatives with the perlocutionary purpose of convincing the truth of the utterance.....	22
1.3. Semantic and pragmatic peculiarities of reply questions in constative-interrogative microdialogue.....	26
1.4. Specific nature of legal discourse.....	31
1.4.1. Correlation of concepts “legal discourse” and “legal text”.....	34
1.4.2. Resources of grammar in creating persuasiveness/suggestiveness in legal discourse...36	
1.4.3. Lexical resources in creating persuasiveness/suggestiveness in texts of legal discourse.....	41
1.4.4. Arrangement of linguistic means in texts of legal discourse.....	43
2. Linguoculturological features of teaching foreign languages to students of law schools.....	46
2.1. Language personality in context of interaction between language and culture.....	47
2.2. Implementing linguoculturological concept in education of law students.....	56
2.3. Phraseology as integral part of linguistic culture.....	66
2.3.1 Exploring phraseology in multinational groups of students-inophones.....	67
3. Methodology of forming professional intercultural competence of law students.....	72
3.1. Foreign language for legal purpose course programs: theory and practice.....	74
3.1.1. Paradigm of developing legal foreign language course programs.....	75
3.1.2. Interdisciplinary approach to forming professional intercultural competence.....	84
3.1.3. Student-centrism: paradigm shift in forming professional intercultural competence...92	
3.2. Formation of foreign language communicative competence of future lawyers.....	99
3.2.1. Listening comprehension as leading modality of teaching foreign languages for law students.....	105
3.2.2. Autonomous learning for improving listening comprehension.....	114
4. Pedagogical conditions of formation of professional foreign language competence of law students.....	127
4.1. Professional orientation of foreign language teaching.....	128
4.2. Motivation for law students: educational and professional.....	134
4.3. Formation of socio-psychological climate in student groups.....	136
4.4. Self-study work as method of teaching foreign languages to law students.....	142
5. Psychological background of teaching foreign languages to students majoring in law.....	145
5.1. Psychological principles of mastering foreign languages through communication.....	146
5.2. Psychological difficulties and their resolving in process of mastering foreign languages by law students.....	156
5.2.1. Circumstances and factors leading to emergence of psychological barriers in foreign language acquisition.....	158
5.2.2. Strategies that mitigate and help to overcome psychological barriers.....	160
6. Modern technologies of teaching foreign languages at law schools.....	166
6.1. Use of innovative technologies for teaching/learning foreign languages at law schools.....	167
6.2. Implementation of Internet and Web-technologies for Teaching/Learning Foreign Languages at Law Schools.....	173
6.3. Information and communication technologies in teaching translation and interpreting.....	182
Conclusions.....	190
References.....	196