

CHALLENGES IN TEACHING A FOREIGN LANGUAGE AT A LAW UNIVERSITY: GLOBALIZATION ASPECT

The trend of world development has a significant impact on the selection of the content of linguistic education and language policy in Ukraine. It can be argued that the content of linguistic education in our country largely meets the requirements of the process of globalization. Thus, the most common foreign language studied at universities is English, a language that has acquired the status of an international language in the era of globalization. The requirements to the level of proficiency in English for students of non-philological specialties are constantly increasing. First of all, it goes about students of legal specialties. Priority in the study of English is dictated by the fact that in the modern world English is becoming an important tool of supranational communication.

The main task of legal education is the study and identification of new phenomena and adequate training of specialists for effective work in new social relations. In the content of legal education, the study of international law, the expansion of the international legal aspect in the teaching of branch disciplines acquire fundamental importance.

The spread of Western business around the world has necessitated the growth of law firms operating abroad, which required an increase in the number of lawyers who speak foreign languages. Today, residents living in different countries turn to lawyers for help, who in turn need to know the peculiarities of different legal systems and corresponding foreign languages.

According to the state standard of higher professional education in Ukraine, foreign professional competence is an obligatory component of the professional competence of any modern specialist. The purpose of future preparation of foreign lawyers is to form and develop professionally oriented intercultural communicative competence, which includes knowledge and skills both in foreign and native languages, as well as certain abilities

and qualities of the individual. Thus, the goal of foreign-language training of future lawyers is to achieve such a level of knowledge of native and foreign language that allows them to adequately determine their speech behaviour in the changing conditions of intercultural communication.

Bilingual linguistic competencies are one of the necessary elements of the professional-subject competencies of the future lawyer. They have a significant influence on the formation of bicultural sociocultural competencies, and, accordingly, on its general abilities and qualities as an employee. Bilingual linguistic competencies include knowledge of the rules of lexico-grammatical processing of written and spoken messages, stylistic features of functional types of legal texts.

When considering the intercultural competencies of future lawyers, and taking into account the European recommendations and the Ukrainian experience in determining the scale of levels of formation of a communicative competence that is foreign speaking, it is possible to single out professionally limited, initial, medium and high levels of formation [1, p. 189]. As a rule, the high level of competencies of future lawyers can be achieved through in-depth study of foreign languages. This practice exists, unfortunately, only in those universities where future lawyers have the opportunity to study foreign languages from the 1st to the 4th year of the bachelor's degree program and 1-2 courses of the master's program.

Globalization has a significant impact on the modernization of training methods for future lawyers in foreign languages. The most popular methods are those that reflect the integration tendencies in the world community. Currently, the most popular is the communicative approach to the study of foreign languages, which is aimed at the possibility of communication in one form or another (reading, writing, speaking, and listening) and which helps to remove fear of communication.

With the use of this method, the learning objectives are aimed at the components of communicative competence (linguistic, sociocultural, compensatory), and not limited to grammatical or even linguistic. It should be emphasized that the organization of speech material is more focused not on function, but on form. The lexical and grammatical correctness of the formulation of an utterance is secondary to the thought.

Independent educational or self-study activity of students is considered an integral part of the educational process. As one of its types, the project activity of students is considered. This kind of educational work provides great opportunities for the formation of language competencies, the development of creative abilities in the course of performing practical activities, which is closely related to personal experience and professional interests of students.

Depending on the dominant method, the following types of projects are considered: research, creative, game, information. In carrying out projects, students learn to apply various methods of obtaining information (literature, library funds, media, electronic databases, etc.), process information and submit it for consideration by fellow students and lecturers. In the implementation of practical-oriented projects, a practical solution, a definite social result, is necessary, which is connected with the direct interests of students or is aimed at solving public problems.

Comparing the implementation of project technology in American and Ukrainian educational institutions, one can note the difficulties typical for Ukrainian universities. So, for example, to implement practice-oriented projects, it is necessary to attract teachers of special disciplines, who often do not have free time to consult and evaluate the activities of students. The second difficulty lies in determining the social outcome of the project for both teachers of foreign languages and students. It would be advisable to resolve the issue of encouraging those teachers who manage students' projects in a foreign language. When these conditions are met, the successful integration of competencies in different subject areas, which significantly improves the quality of education, takes place.

Another type of effective independent work is case-analysis, which is widely used in training lawyers. Cases (i.e. documented situations) give students a basis for discussions, during which young people apply their knowledge, analyze facts, and draw conclusions. There are evaluation cases and cases that involve decision making. In the first case, students conduct an analysis of the problem, the causes of its occurrence, analyze the logic of development, possible consequences, and express their opinion. In the second case, students identify the problem, consider alternatives to its assessment, and justify the need to take certain actions. These cases are closest to reality.

Currently, the use of resources and Internet services in the independent work of students is harmoniously combined with modern teaching methods. Computer training programs allow you to train a variety of types of speech activity, to form linguistic abilities, to realize an individual approach and to intensify the student's independent work.

A high level of internationalization of education is an indispensable attribute of modern higher legal education. One of the main indicators of this process of the university is the level of its student mobility, which is determined by the actual need for students to master other legal systems, the specifics of the organization of foreign state bodies, judicial legal systems. For this purpose, students and specialists from leading universities take part in seminars on law, webinars, videoconferences and in Law Week in European universities. These events are held in English and German.

Within the framework of cooperation between leading Ukrainian and foreign universities, there is an exchange of teachers, joint conferences, round tables; summer schools in Europe and the USA are organized to study law in English and German. Series of guest lectures by famous professors from the USA enjoy great popularity among students. Lectures are recorded on video equipment and then used in class. This allows students to study the teaching methodology and the practical state of legal education abroad, to comprehend and use the results of foreign research.

Consequently, the study of foreign languages in the era of globalization does not lose its relevance. An increasing number of students are aware of the need to know foreign languages for the successful implementation of their professional, creative, sociocultural aspirations. When preparing future lawyers, the role of studying international law increases. The process of teaching foreign languages for future lawyers acquires a functional focus and includes the formation of foreign-language communicative competences. The most popular teaching strategies are learning methods similar to modern types of business international communication: business and role games, round tables, debates, conferences, project activities, case analysis, and work with legal documents in a foreign language.

Obviously, the only way to achieve the goals is to restructure the learning process, which at all levels of education ensures the assimilation of knowledge, while giving the opportunity not only to apply them directly, but also to create the ability to keep pace with scientific and technological progress.

Studying the experience of teaching foreign languages, we came to the conclusion that teaching the ability to select information should be a component of a broader function of teaching a foreign language, namely cultural and educational function. Finally, a great place is occupied by the functions of teaching a foreign language in the formation of skills to process information: the ability to draw up a plan, abstracts, summaries etc.

Finally, teaching a foreign language plays an important role in shaping the ability to communicate in a team in the course of solving learning problems. We consider this feature of teaching a foreign language as a socio-behavioural aspect of the cultural and educational function. This function is organically connected with the ideological and professionally-orientated. Formation of education and culture of the future specialist should be carried out for more successful performance of professional duties. According to some researchers, a foreign language is a means of deepening and improving professional knowledge.

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**Міжнародний центр наукових досліджень
(м. Київ)**

**МАТЕРІАЛИ МІЖНАРОДНОЇ НАУКОВО-
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Збірник призначений для студентів, здобувачів наукових ступенів, науковців та практиків.

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