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ANALYSIS OF NEW METHODOLOGY OF DEVELOPING PROFESSIONAL FOREIGN LANGUAGE COURSE PROGRAMS FOR BACHELORS OF INTERNATIONAL LAW AND INTERNATIONAL RELATIONS

The article is devoted to the analytical review of the new approaches to developing professional course programs for bachelors of International Law and International Relations. The theoretical grounds and positive experience prove that the professional intercultural competence of lawyers should be developed within the complex and specific course program based on the competence, instructive, student-oriented and interdisciplinary approaches. These approaches determine the content, forms and techniques of training and estimation, criteria and descriptors of competences and learning outcomes.

Key words: *course program, competence, learning outcome, instructive method, approach, professional intercultural competence.*

Problem statement. Ukraine needs more and better lawyers. While there are many law school graduates, the number of practitioners with a high level of professional multicultural competence is too small to meet the challenges of reforms which involve all spheres of life in Ukraine, on the one hand, and, on the other hand, the requirements of the world legal practice. Integration into the European and world realm has exposed a widespread deficiency in law practitioners who are competent to fulfill their professional and occupational tasks as equal partners in international law area and defend the state interests of Ukraine and the rights and interests of Ukrainian organizations, businesses and citizens at the international legal institutions. Primarily, it is the result of the domestic nontransparent and rigid policy where higher education was a national responsibility and it served the national purposes rather than met graduates' professional needs and career desires as well as employers' requirements and the demands of the world labor market. Now, when most European high school systems have been preoccupied with converging with their national systems of higher education as part of the Bologna Process followed by the Tuning Project, international harmonization has commenced in specific higher professional training and educational areas. Ukraine is not exception where all higher education units from the Ministry of Education and Science to students and employers are active participants.

The professional competence of lawyers, most of whom serve in public sphere, including legal foreign language competence is widely discussed in scientific circles both in Ukraine and abroad. The analysis of the studies and publications is evident that the problem of new horizons and approaches in higher education is widely discussed by Julia González, Robert Wagenaar, Simon Borg, Saleh Al-Busaidi, Gary Motteram, Merriam S.T., Rany. S., Zainol M., Lai. L., Ron Tuck, Rashkevich Yu., Rzhhevskaya N. V., to name a few. The latest research has provided ample support for the

professional multicultural competence from different points of view including lingua-didactic approach suggested by Kmit O.K., Bibik N.M., Lapidus I.I., Halleck G.B., Mackay S.L., Crystal D., Hall A.T.; pedagogical and psychological aspects in focus of Magnin M.C., Tretko V.V., Petrova I.N., Gradobitova L.D. and others; cross-disciplinary perspectives studied by S.G. Ter-Minasov, N.V. Popova, M.M. Stepanova, O.Ju. Afanasyeva, D.D. Pennington, and instructive education for adults and professionals through e-learning by Robert M.G Agne Et Al., Insung Jung, Mariana Sanderson, M. David Merrill and others. However, the publications mentioned above cannot be considered exhaustive as to solving problems in specific spheres and at every qualification level for developing professional multicultural competence for future lawyers.

The objective of the present research is to study effective approaches to developing course programs for the specialty of International law, the knowledge area of International relations, bachelor's degree. The object is the theoretical fundamentals of developing course programs for bachelors of International Law and International Relations., and the subject is professional intercultural competence of a lawyer who practice is connected with International Law and International Relations.

Presentation of the results. According to Article 17, Law of Ukraine on Education «the goal of higher education is attaining by an individual of a high level of scientific and/or creative artistic, professional and general competences necessary for activities in certain specialty or in some field of knowledge [1 p.17]. The document clearly specifies competence as the priority in education at all qualification levels whereas the Decree «On Declaring 2016 the Year of English Language in Ukraine» signed by the President of Ukraine stipulates the importance of acquiring foreign language competence as one of the essentials of the educational development strategy. In particular, the decree

provides for necessity to evaluate public servants' knowledge of English and organize English training programs for public servants and local government officials [2]. *Following the European credit transfer system of education which serves a tool for ensuring the quality of educating and training of competent professionals in the context of the Bologna process the TUNING Educational Structures in Europe Project specifies the lines of approaches to be distinguished in specific areas: generic (general academic) competences, subject-specific competences, the role of ECTS as an accumulation system, approaches to learning, teaching, and assessment and the role of quality enhancement in the educational process (emphasizing systems based on internal institutional quality culture) [3].* By the five approaches the Tuning Methodology establishes the guidelines for developers of educational programs, including curriculum programs and course programs for specific areas that is the object of the present research. The generic competences are universal for all higher education cycles and degrees, namely instrumental, interpersonal and systematic competences. Among them is functional competency (ability to implement professional knowledge); intellectual competency (ability of analytical thinking); situational competency (ability to act in accordance with emerging circumstances); social competency (communication skills; ability to communicate, maintain liaison, properly understand and interpret other people's thoughts, show own attitude, etc.). Specifically, generic communication competence is a combined competence of the above triple and implies understanding, reading, speaking, and writing in a foreign language (i.e. working in English as a foreign language). Besides, it defines the competence requirements for oral and written legal communication as the ability to communicate clearly in the English or French language; identify the purpose of the proposed communication; use correct grammar, spelling and language suitable to the purpose of the communication and for its intended audience; and effectively formulate and present well-reasoned and accurate legal argument, analysis, advice or submissions. The Tuning also focuses on the difference of learning outcome and competences. «Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. They can refer to a single course unit or module or else to a period of studies, for example, a first or a second cycle program. Learning outcomes specify the requirements for award of credit. Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages» [3]. The Tuning outcomes identifies the subject specific competences for nine subject areas e.g. Business Administration, Chemistry, Education Sciences, European Studies, History, Geology (Earth Sciences), Mathematics, Nursing and Physics.

In 2010, guided by the approach of the EU TUNING Educational Structures project Expert Advisory Group (EAG) and a Discipline Reference Group (DRG) has developed a set of six Threshold Learning Outcomes (TLOs) for the Bachelor of Laws degree, a program of study recognized as meeting the academic requirements specified

for the purposes of admission to practice as a legal practitioner in Australia. The project also included representatives from peak Australian legal organizations, together with senior legal educators from Australia, New Zealand, the United Kingdom, Canada, and the United States. The TLOs represent what a Bachelor of Laws graduate is expected "to know, understand and be able to do as a result of learning" and cover the areas of: knowledge; ethics and professional responsibility; thinking skills; research skills; communication and collaboration; and self-management. According to TCOs "appropriate" communication includes a knowledge and ability to work in plain English, as well as the use of legal, specialist terms where appropriate, in both traditional forms of communication (such as letters, briefs, questioning, and oral presentations) and contemporary forms of communication (such as email, video-link, and interactive online communications) [4].

So, it can be clarified that learning outcomes construct the totality of specific and/or general skills and knowledge which, if well learned and developed, accumulate in competence. Here, it is helpful to refer to Bloom's Taxonomy theory which is broadly interpreted and even criticized by scientists and practitioners in education while its role in developing new strategies, methods and curriculum is difficult to overestimate. «A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment» [5]. Thus, professional competence is the ability to perform quickly and accurately professional functions in standard conditions as well as to find effective solutions to professional problems in extraordinary conditions, the ability of long-life learning and of adapting to fast-changing conditions and labor market requirements. Modern educationalists also draw a boundary line between professional competence and such concepts as qualification and professionalism. Generally professional competence is referred to as the integrated set of competencies required of a specialist to perform specific tasks, including narrow-profile jobs, where he/she is able to apply appropriate ways of thinking, special skills and abilities, as well as to predict a result of his/her actions [6,7, 8,9]. Professional training is commonly referred to as the process of forming new competence or improving the one acquired in the course of education or practice, the goal of which is achieving the target competence level by a student in order to perform his/her general or specific professional tasks and functions in future. The process involves theory, instructions, practice and assessment.

There is much research conducted to identify the most sought-after competences of lawyers at the labor market. They determined the ratio of the competences in employers' demand and skills of the newly-qualified lawyers who landed their first job at a law firm. It turned out that graduates acquired only 35% of skills necessary to develop contracts; 52% – to draft and keep legal documentation; 21% – to conduct negotiations; 4% – to manage the personnel; 20% – to prepare a trial; 42% – to carry on business with clients;

21% – to think creatively and the minimum of social skills [10]. The statistics demonstrates a great gap between the expectations of education stakeholders and outcomes of the educational process.

For the present research it is also essential to study experience of the leading suppliers of lawyers at the international labor market to understand how the problems of professional intercultural competence development can be solved within the English language course for specific purpose. For example, In the UK, party to the Bologna process, the autonomy of universities is one of the basic principles of higher education. It means that each university can develop its own courses and offer their own programs. The quality of higher education is controlled by an independent national body of the Quality Assurance Agency. Each university on its website publishes a sufficiently detailed description of the proposed programs with the list of basic and optional courses, the number of lectures, seminars, and individual classes so an applicant can choose the very set of courses or the program he/she needs for successful career. The most prominent feature of legal education in the UK is that law is studied through comparative approach based on the principle of crossdisciplinarity; that is, there are a great number of bachelor's programs that include, besides national law disciplines, the number of courses in law of other countries, especially European, and, certainly, the language of the country which law a student chose to study as a comparative one. Such programs are offered by various higher education institutions ranging from Oxford and Cambridge to lesser known universities: for example, University College London [11], University of Aberdeen [12], Birmingham Law School [13], etc. The comparative law programs that include a foreign language course intended to help students study law of another country take four years in contrast to three-year programs under aimed at studying only national law. Another advantage of the comparative law programs is that students study one year (usually in their third year) at a university in the country which legal system they specialize where they are taught in the foreign language and have opportunity to improve their multicultural communicative competence in the informal native-speaker' surrounding. , and teaching, of course, is conducted in the language of this country. Moreover, the UK universities put forward different requirements for the level of foreign language proficiency. Some require that applicants must prove their foreign language level by submitting the respective international tests certificates as these universities do not provide a foreign language as a separate discipline. Others, by contrast, offer intensive foreign language courses as a compulsory discipline during the first two years in order to prepare students for effective study abroad during the third year. One more significant feature, which can be taken into account in order to develop the programs for International law specialization, is a reasonable number of disciplines at every year. Thus, at the Faculty of Law in Oxford only three disciplines are taught in the first two trimesters: Constitutional Law, Criminal Law and so-called Roman Introduction to Private Law, the next four trimesters – six subjects: Administrative Law, Contract, Jurisprudence, Land Law, Delict, Trust Ownership. Parallely, students study a foreign language, European law

and elective courses are taken in their final year, and at some universities their list can contain dozens of titles. This approach allows students at the initial stage of training to avoid overloading information of a secondary nature and thus focus on basic disciplines, including the foreign language. Under the competence and student-oriented approaches the experience of UK universities can serve as a guideline for developers of the curricula programs and courses for Ukrainian law students as it creates the full-fledged educational environment for forming general, professional and specific competences of future lawyers.

As the goal of professional education is purely practical the more instructive program is the more progress students make and the more practical value the curriculum or course has. Instructional effectiveness consultant M. David Merrill reviewed numerous instructional theories to identify the basic common elements in various instructional approaches. He found the five principles of instruction that –learning is promoted when: (1) learners are engaged in solving real-world problems; (2) existing knowledge is activated as a foundation for new knowledge; (3) new knowledge is demonstrated to the learner; (4) learners are required to apply their new knowledge or skill to solve problems; and (5) learners are encouraged to integrate (transfer) new knowledge or skill into their everyday lives” [14, P.43]. These all principles assume that the instructional elements of demonstration, application, and feedback are necessary aspects of the educational experience in order to foster the development of competence in learners. The sooner a learner can apply his newly acquired knowledge and skills in practice, irrespectively his\her failures and successes the more the learner is motivated and encouraged to make progress. These principles provide detailed guidance regarding the types of instructional activities that facilitate professional learning and increase competence. Moreover, the implementation of these principles creates the learner-centered educational process at all levels by means of various learning-teaching methods based on the cross-disciplinary principle. Proceeding from the discussed above, the fundamental principles of Bloom's Taxonomy theory as revised by Anderson, L.W. and David R. Krathwohl (2001), Cafarella, R. (2002) and Suskie, L. (2009) the cognitive and affective domains can be summarized as follows [15]. Notably, each domain has the number of levels with the definite set of instructional strategies and evaluation methods. For example, in the cognitive domain a learner accumulates knowledge and forms or improves skills which he\she needs for acquiring or improving a definite competence. It could be achieved by self-study or on a collaborative or a group basis, e.g. essays, presentations, case studies, etc., which can be evaluated by tests, interviews, debates, thesis, etc. In the affective domain a learner must succeed in the definite sequence of levels including *receive, response, value, organize, characterize by value*, to compare with the Bloom's Taxonomy theory which includes *remember, understand, apply, analyze, evaluate and create*. Thus, affective domain level refers to the competence level where the learner can develop a fluid and automatic response to novel situations. This requires the learner to enact and practice the acquired knowledge and developed personal heuristics in real world situations which

can be implemented through the following instruction strategies: lectures, panel discussions, symposium, small group activities, projects, role play, etc. Here, evaluation methods vary from reflective or persuasive papers to journal writing and focus group activities.

Having analyzed the general educational concepts and some experience of developing professional competence it is necessary to focus on a course program aimed at developing professional intercultural competence for the specialty of International law, the knowledge area of International relations, Bachelor degree. No doubt, practicing lawyers has their hands-on and profession experience and are aware of their professional gaps that hamper their efficiency in international law practice. They can successfully choose the professional course counting on previous learning and practical experience. And what about the special English course for law students who are not experts either in law or professional multicultural communication? How not to make a mistake, not to waste time and efforts on taking special English course? The same questions must be answered by developers of such English courses designed for specific purposes. Valeriy Redko, Head of the Department of the Institute of Teaching Foreign Languages at the National Academy of Pedagogical Science of Ukraine, underlined the importance of international experience in developing syllabuses and drew attention to the need to also consider domestic experience: «The programme is a strategic document second only to the national standards, which directs the activities of schools, administrators, teachers and pupils, proposing new approaches to organizing the teaching of foreign languages. We need to move away from the notion of minimizing the content of education. The content of education needs to incorporate a sufficient level of skills, and for this purpose we need to revise the development strategy of national foreign language education» [16]. As for the strategies and approaches the general overview is presented above, and the task is to discuss the content of the course program that would meet demands of all stakeholders of the educational process and, first of all, needs and interests of learners.

The foreign language course program must be based on professional competencies and the interdisciplinary integration of foreign languages, legal subjects and computer and information technologies. In fact, the university curriculum comprises mandatory and optional subjects of the Humanities and Socio-economic disciplines and focuses on the specialization including the following packages: European Law, International Private Law and International Public Law. Logically, the foreign language course for Bachelor students is divided in two, on the one hand, independent and, on the other hand, interrelated and back-to-back courses, in particular Foreign Language. Vishnyakova H.G. outlines that the integrative characteristics of competence occurs when the jobs which form the competence combine a number of meaningful and procedural components of different disciplines, for example, foreign language, professional-focused disciplines and informatics [17]. It means that the course content must be interdisciplinary that represents a type of approach, under different embodiments: interaction (when two or more fields interact and aim at a common objective), circulation (when a discipline uses,

borrow or assimilates the concepts of another discipline), convergence (when a new discipline emerges as a result of cooperation of scientists belonging to different disciplinary fields), divergence (when differing points of view address a certain issue), integration. The importance of this lies in the fact that the foreign language is a multiple discipline with cross-disciplinary content. Here it is possible to distinguish its internal cross-disciplinary content that originates from the nature of any language as the humanity (phonetics, lexis, grammar, style and many other). Contrary, its external cross-disciplinary content involves disciplines which are not directly connected with the language though; their terminology, style and other instruments constitute a base and a goal of the course and each lesson. For example, European Law is studied in legal and English classes. The integration of intercultural competence and professional competence contributes to the formation of their constituent skills (know how) without isolation from each other, they complement each other and cooperate; some can serve as a theoretical basis or motivation to build or improve others.

This approach to developing an interdisciplinary and student-centered content is successfully implemented for training bachelor's in international relations and International law at the National Law University named after Yaroslav the Wise. The foreign language program is divided into two sequent and intertwined courses: Corrective Course of the English language in the 1st year; Introduction to Legal English in the 2nd year; Legal English for Specific Purposes in the 3^d and 4th years. The analysis of the programs' content shows that their foundation is the interdisciplinary integration, communicative, instructive and learner-oriented approaches that guarantees not only accumulating of knowledge but acquiring professional competencies through the implementation of individual projects and tasks for independent work. For example, the Corrective Course of the English language is intended to not only align first-year students to the required B2 level that is based on the principles and procedure of preparing for the Cambridge English test (FCT) as an effective motivation technique it also introduces the learners with initial requirements to their professional intercultural competences and respective methods of learning, including self-work, self-development, team/individual work, case study, etc. and comprises the topics of social and public importance (Higher Education, Environment Problems, Democracy, Public relations, Culture and Mentality, etc.). The second, third and fourth years' courses are designed for deepening and broadening professional knowledge, concurrently and progressively specifying the area of professional intercultural competence application due to implementation the instructive method rather than training one. On the whole the Legal English course for specific purpose is intended to develop professional intercultural communicative competence through integrating and interpenetrating knowledge and skills acquired by the senior students under studying the mandatory and optional subjects. First of all it focuses on further specialization including the following packages: European law, International public law and International private law. On this ground the primary task is formation of communicative competence in the spheres of International relations and International law where the main teaching tools

are sociocultural, functional and competence approaches and the set of principles (interdisciplinary integration, polylinguality, ethnopedagogy, simulation, case-study, individualization, congruence and polyfunctionality). In addition to linguistic and communicative competence the course aims at lingvosociocultural competence (use of linguistic means in accordance with the cultural norms of the language in professional activity); discursive competence (professional knowledge, understanding of the features of the interactive behavior in business situations in the foreign language environment); thesaurus competence (knowledge of semantics and connections of words and concepts). In this view the related objectives are cognitive (learning of intercultural communicative competence in foreign language professional spheres under the unity of the national specific and communicative components); developing (development of psychological functions related to language activity, linguistic thinking, culture, brainwork, independent work; the formation of language awareness, including linguistic observation and readiness for language variation); educational (learning aspects of the language and different kinds of speech activity); pedagogical (formation of tolerant, responsible and culturally advanced behavior based on the development of the ability to understand the other, flexibility of verbal and non-verbal means of communication, positive and noncategoric judgments in the context of the dialogue of cultures). After the successful completion of the course of English for specific professional propose the student is supposed to reach the English language level of B2 + – C1 (threshold advanced and effective operational proficiency) that is essential not only for qualified practice lawyers, but also for initial scientific activity. To my mind the outcomes should be measured by means of the respective parameters, for example, active and correct use of basic grammar and lexical units of different genres; fluent and effective oral communication for social, professional and academic purposes; fundamental skills of public speaking (communication, presentation, report) including use of computer-based technologies; ability to lead discussions and to express certain communicative intentions; search, comprehension, analysis and use of relevant information from different sources; all kinds of reading of original printed sources; understanding of oral speech (dialogue, monologue, and it is reproduced in audio or video format); clear, well-structured and detailed writing communication for general, professional and academic purposes (e. g., filling the applications and forms, writing of annotations, abstracts and presentations); effective interpretation and translation of oral and writing forms, to name a few. It is necessary to provide estimation of student's progress and achievements through and through at all stages in order to correct and improve the course program, adapt it to individual demands and professional requirements.

Conclusions. All prerequisites for integrating Ukrainian high school into the world educational community have been created by developing legal and theoretical base. The further efforts should be concentrated on implementing the positive world experience and effective instruments developed by all stakeholders and, in particular, the parties to the Bologna Process, the Tuning and TLO projects aimed at (re-) designing,

developing, implementing, evaluating and enhancing quality first, second and third cycle degree programs in the higher educational sector.

Law is a subject of international community that's why it cannot be understood and practiced today without appropriate professional intercultural competence level that help Ukrainian lawyers be the full-fledged participants of international legal practice. Modernization of the Ukrainian higher education is directly dependent on improving, professional language training based on the student-oriented, interdisciplinary, instructive and competence approaches. Fundamentally, a level of the professional competence is determined by, in a general sense, the ability to perform accurately and reliably special functions both in normal and extreme circumstances, master everything new and adapt quickly to changing conditions. Along with the listed above constituents the professional competency also includes intercultural competency and is the product of interdisciplinary integration of the number of components. It consists of such core competencies as communicative, sociolinguistic and pragmatic. Specifically, communicative foreign language competency is a broader notion containing linguistic, socio-cultural and pragmatic competencies. The course program for specific purpose should provide for descriptors of specific and general skills and knowledge which, if well learned and developed, accumulate in competence as well as descriptors of outcomes which can be measured by the definite estimation system including criteria, procedure, forms and instruments.

In order to maintain high standards in training Ukrainian lawyers who are competitive at the world labor market the mutual efforts of scholars, education administrators and practitioners, students and employers must be directed at creating the curricula programs and course programs for specific purpose to satisfy all stakeholders. As to professional intercultural competence, on the one hand, employers should support different training projects for developing required skills of their employees within their organizational perspectives, and on the other hand, insiders are individually responsible to develop and maintain appropriate professional competence to be successful player at the labor market. Here, the task of Ukrainian employers to articulate their requirements for professional intercultural competence of lawyers respectively to their occupation, areas of law, tasks and duties. Law school graduates' awareness of practical career importance of the competence will boost motivation and make study conscious and purposeful, on the one hand. On the other hand, such collaboration will facilitate to determining accurate purpose, competences and outcomes, training and evaluation forms and techniques within each courses.

Finally, it is advisable to implement the interdisciplinary approach for determining the content of the course program for the specialty of International law, the knowledge area of International relations, bachelor's degree where the descriptors of professional intercultural competence and outcomes combine the knowledge and skills of the foreign language, professional-focused disciplines and informatics through their interaction, circulation, convergence, divergence and integration.

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**АНАЛІЗ НОВОЇ МЕТОДОЛОГІЇ СТВОРЕННЯ ПРОГРАМ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«ПРОФЕСІЙНА ІНОЗЕМНА МОВА» ДЛЯ БАКАЛАВРІВ ЗА СПЕЦІАЛЬНІСТЮ «МІЖНАРОДНЕ ПРАВО»
ТА «МІЖНАРОДНІ ВІДНОСИНИ»**

Стаття присвячена аналітичному огляду нових підходів до розробки професійних програм для бакалаврів з міжнародного права та міжнародних відносин. Теоретичні підстави та позитивний досвід свідчать, що професійна міжкультурна компетентність юристів повинна бути сформована в рамках комплексної та спеціалізованої програми, що базується на компетентностному, інструктивному, студент-орієнтованому та міждисциплінарному підходах. Ці підходи визначають зміст, форми та методи навчання та оцінювання, критерії та дескриптори компетенцій та результатів навчання.

Ключові слова: програма навчальної дисципліни, компетентність, результат навчання, інструктивна методика, підхід, професійна міжкультурна компетентність.



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