

**PARADIGM OF DEVELOPING FOREIGN LANGUAGE COURSE
FOR SPECIFIC PROFESSIONAL PURPOSE**

Romaniuk S. M.

PhD, Ass. Prof.

Yaroslav Mudryi National Law University

Kharkiv, Ukraine

Annotation: This research is an analytical review of methodological theoretical grounds and practical experience of forming and improving professional intercultural competence of law students. The holistic approach is used to study the development of professional intercultural competence as a methodological paradigm within the Foreign language for specific purpose courses for students majoring in Law and International law. There is an emphasis 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 multi- and interdisciplinary principles which determine the content, forms, and techniques of training and assessment, criteria and descriptors of competences and learning outcomes.

Keywords: professional intercultural competence, methodology tools, principled-pragmatic paradigm, specific purpose course

The movement towards globalization brings about dramatic changes in methodology of teaching and learning foreign languages (FLT/L). Simply, methodology at issue is a set of methods, techniques, practices and procedures (all this together corresponds to methodology tools (MTs)) that a teacher uses to teach FL or a learner uses to learn FL. A great number of theoretical and practical researches have been embodied in FLT/L know-hows intended for different age and interest groups, for various purposes, for different educational and non-educational institutions. The FLT/L methodological patterns are respectively based on the approaches and principles that have proved effectiveness of MTs. Thus, paradigm of

FLT/L methodology is an integrity of the approaches and principles including the respective MTs. Historically, since the first half of the 1800s the method paradigms have been replaced the post-method ones from the conscious (comparative) paradigm, direct and later neo-direct paradigms to the now dominating communicative one. A paradigm change (shift) has never led to the previous paradigm fully discarded as it is used to serve a fertile ground for birth and evolution of methodological theories. Moreover, they even co-exist and still compliment the newly emerged. The recent paradigm shift is a result of and response to radical fast-going changes in the globalized world. Not opposing each other the culture-oriented and principled-pragmatic paradigms are struggling for their domination over the communicative paradigm now. The analysis of arts and humanitarians researches related to FLT/L methodology proves the dominating prospects of principled-pragmatic paradigm (PPP) which will absorb the best MTs of the communicative and cultural-oriented ones. PPP is considered to be the breakthrough in methodology of FLT/L for specific professional purpose where the competence approach is a basic one. PPP “may be developed as the combination of five methods including content-based instruction, interculturalism in language studies, constructivism in language learning achieved through experiential-interactive learning procedures, blended language learning as a balanced organic unity of students’ off-line and online learning experiences and balanced use of communicative learning activities and noncommunicative language exercises”. [1, pp. 5-11]

According to the qualifications of the Council of Europe, there is the number of competences: social and political; inter-cultural; oral and written communication, including proficiency in several languages; information; professional, including the ability to learn and develop throughout life in the occupational and public spheres. Without going into detail it is clear that each competence is interrelated with all the others and dependent on the others. Inter-cultural competence, the ability to be an active partner in inter-cultural communication, to know and understand different culture, religion and language, could not be formed without development of communication competence including foreign language competence and without such

competences as adequate production and perception of information. In its turn information requires development of the number of competencies as proficiency in new information technologies, critical thinking and evaluation of the information received from different sources and its application. Thus, a competent specialist must have the complete set of competences which are formed and continue to develop them equally throughout his/her life.

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 is the benchmark for developing legal foreign language course programs in the current paradigm shift. The TUNING 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). By the five approaches the Tuning Methodology establishes the guidelines for developers of educational programs, including curriculum programs and course programs for specific areas. The generic competences are universal for all higher education cycles and degrees, namely instrumental, interpersonal and systematic competences. Instrumental competences include cognitive abilities, methodological abilities, technological abilities and linguistic abilities. Interpersonal competences: individual abilities like social skills (social interaction and co-operation). Systemic competences are abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required). Subject-specific competence are identified by the knowledge, skills, abilities or other behaviors critical to success in a job role or specific function, e.g. functional competence (ability to implement professional knowledge); intellectual competence (ability of analytical thinking); situational competency (ability to act in accordance with emerging circumstances); social competence (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). 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 programs. Competences will be formed in various course units and assessed at different stages. The TUNING 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. [2]

In 2010, guided by the approach of the EU TUNING Educational Structures project Expert Advisory Group (EAG) and a Discipline Reference Group (DRG) have 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).
[3]

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 a competence. Here, it is helpful to refer to Bloom's Taxonomy theory [4] which is broadly interpreted and even criticized by scientists and practitioners in education while its role in the PPP development could not be overestimated. «A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform work functions or tasks in a defined work setting. Competences often serve 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. 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. There is a boundary line between professional competence and such concepts as qualification and professionalism. Generally professional competence is referred to as the integrated set of competences 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. 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.

Law school graduates must achieve the full-fledged development of competences indispensable to the legal profession including functional competence (ability to implement professional knowledge); intellectual competence (ability of analytical thinking); situational competence (ability to act in accordance with

emerging circumstances); social competence (communication skills; ability to communicate, maintain liaison, properly understand and interpret other people's thoughts, show own attitude, etc.).

In view of the current paradigm shift in legal foreign language course programs it is essential to study experience of the leading suppliers of lawyers at the international labour 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 inter-disciplinarity; 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, University of Aberdeen, Birmingham Law School, etc. The comparative law four-year programs include a foreign language course intended to help students study law of another country in contrast to the three-year programs which are 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. There they are taught in the foreign language and have opportunity to improve their inter-cultural 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. Concurrently, 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-centred approaches the experience of UK universities can serve as a guideline for developers of the curricula and course programs for Ukrainian law students as it creates the full-fledged educational environment for forming general, professional and specific competences of future lawyers.

Logically, the more pragmatic a professional education program is the more progress students make and the more practical value the curriculum or course has. Instructional effectiveness consultant M. David Merrill summarizes the number of researches on pragmatic and instructive approaches in the five basic common principles that “learning is promoted when: learners are engaged in solving real-world problems; existing knowledge is activated as a foundation for new knowledge; new knowledge is demonstrated to the learner; learners are required to apply their new knowledge or skill to solve problems; and learners are encouraged to integrate (transfer) new knowledge or skill into their everyday lives.” [5, 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 MTs within PPP. Proceeding from the discussed above, the fundamental principles of Bloom's Taxonomy theory the cognitive and affective domains can be summarized as follows.

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, analyse, 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.

Law is a subject of international community that's why it cannot be understood and practised today without an appropriate professional inter-cultural 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 inter-cultural competency and is the product of interdisciplinary integration of the number of components. In order to maintain high standards in training Ukrainian lawyers who are competitive at the world labour 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.

REFERENCES

1. Tarnopolsky, O. (2018) *Principled pragmatism, or well-grounded eclecticism: a new paradigm in teaching English as a foreign language at Ukrainian tertiary schools?*. Advanced Education, [S.l.], pp. 5-11 – [Electronic resource]. Access at : <http://ae.fl.kpi.ua/article/view/133270> (Accessed 12.10.2021)
2. González, J., Wagenaar, R. (2003) *Tuning Educational Structures in Europe. Final Report. Pilot Project-Phase* – [Electronic resource]. Access at : http://tuningacademy.org/wp-content/uploads/2014/02/TuningEUI_Final-Report_EN.pdf (Accessed 12.10.2021)
3. Kift, S., Field, R., Israel, M. (2011) *Bachelor of Laws: Learning and Teaching. Academic Standards Statement : Australian Learning and Teaching Council* – [Electronic resource]. Access at : https://books.google.com.ua/books/about/Bachelor_of_Laws.html?id=NlaQuAAACAAJ&redir_esc=y (Accessed 12.10.2021)
4. *Competency Reference Guide* (2018) – [Electronic resource]. Access at <https://s3.amazonaws.com/aspph-wp->

production/app/uploads/2014/02/CompetencyReferenceGuide1.pdf (Accessed 15.10.2021)

5. Merrill, D. M. (2002) *First principles of instruction* ETR&D, Vol. 50, No. 3, pp. 43–59 – [Electronic resource]. Access at <http://mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf> (Accessed 15.10.2021)

MODERN SCIENTIFIC RESEARCH: ACHIEVEMENTS, INNOVATIONS AND DEVELOPMENT PROSPECTS

Proceedings of V International Scientific and Practical Conference

Berlin, Germany

24-26 October 2021

Berlin, Germany

2021

UDC 001.1

The 5th International scientific and practical conference “Modern scientific research: achievements, innovations and development prospects” (October 24-26, 2021) MDPC Publishing, Berlin, Germany. 2021. 686 p.

ISBN 978-3-954753-03-1

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Modern scientific research: achievements, innovations and development prospects. Proceedings of the 5th International scientific and practical conference. MDPC Publishing. Berlin, Germany. 2021. Pp. 21-27. URL: <https://sci-conf.com.ua/v-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-modern-scientific-research-achievements-innovations-and-development-prospects-24-26-oktyabrya-2021-goda-berlin-germaniya-arhiv/>.

Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine, Russia and from neighbouring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

e-mail: berlin@sci-conf.com.ua

homepage: <https://sci-conf.com.ua>

©2021 Scientific Publishing Center “Sci-conf.com.ua” ®

©2021 MDPC Publishing ®

©2021 Authors of the articles