6.1. Use of Innovative Technologies
for Teaching/Learning Foreign Languages at Law Schools

Nowadays you can hardly meet a young person who would not have a mobile phone, smartphone or tablet. The latter became the most basic means of communication for the youngsters: they search for the necessary information, listen to music, watch movies, play games, and take photos using mobile devices. At the same time, despite the distribution of smartphones, tablets among young people, their use in the educational process in general, and in training a foreign language in particular, is more likely to be an exception than the rule. There is often a ban on the use of mobile devices, and at the lessons, they should be turned off. But it is not necessary to ignore the fact that young people do not imagine their lives without smartphones, tablets, and we should try to maximize the potential of mobile devices when training a foreign language.

The implementation of mobile devices into the educational process has repeatedly become the subject of special investigation both domestic and foreign scientists. However, the attention of researchers was mainly focused on the theoretical aspects of introducing mobile devices in foreign language training. The question of using the functions of smartphones and tablets in the process of learning a foreign language requires special research.

The analysis of works devoted to the study of the mentioned issue proves that there is a unity in the views of scholars that the use of smartphones and tablets diversifies foreign language classes and enhances students' motivation (Ende, 2014; Godwin-Jones, 2014; Hahn, 2016; Strasser, 2015).

According to K. Khan, if the tablets are used correctly, foreign language classes have a didactic potential in such kinds of speech activities as speaking and listening. The researcher considers that students can listen to audio recordings or watch short films at a pace that corresponds to the level of language proficiency. In addition, they have the opportunity to listen several times to those parts of the text that cause difficulties (Mayrberger, 2013).

It should be 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 HEI, school teachers discuss possibilities of rational use of smartphones and tablets at foreign language lessons. In addition, pilot projects start the research whether mobile devices help to learn a foreign language. For example, the Goethe-Institute's pilot project was intended to test how the use of tablets in the German language as a foreign one facilitates the development of learners' listening and speaking skills. Within the project it was also analyzed if the use of mobile devices influenced the motivation of these individuals and the teacher's role at such classes (Mayrberger, 2013).

The basic target of foreign language classes is to stimulate the students' communicative activity. In everyday life young people pay more and more attention to communication: they write each other messages, communicate in social networks, comment on something, post information. Considering that such communication with the use of smartphones and tablets for the youth has become a habit, it is necessary to give the chance these mobile devices to be integrated into the context of foreign language training.

In other words, instead of reacting to a mobile phone or smartphone with a categorical ban, you should look at the situation on the other hand and think how to

combine foreign language classes under the supervision of the teacher with the form of work where the mobile device would be used.

Smartphones and tablets offer a lot of opportunities to organize foreign language classes in a creative way. In addition to the textbook work, they improve the traditional forms of teaching/learning. Combining generally accepted forms of work in the classroom with the use of mobile devices can positively affect the motivation of students.

Smartphones (tablets) are good assistants in organizing work in groups and individual students' work both in the classroom and extracurricular work. 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 individual characteristics and according to their level of proficiency in a foreign language. The implementation of these tasks with the use of smartphones allows them to work at their own pace, which, in turn, will help to overcome the fear of learning a foreign language and contribute to enhancing motivation.

Observations of students' work in a foreign language course prove that with the advent of smartphones and tablets for the translation of unfamiliar words, they frequently use paper dictionaries and prefer electronic, including online dictionaries. The most popular among them are ABBYY Lingvo, the Google translator. At first glance, there is nothing complicated to work with the dictionary, the most important thing is to find the translation of a proper word. However, not all dictionaries are the same. That is why it is important to teach students to work with dictionaries, explaining what the advantages or disadvantages of different online-dictionaries, as well as how to use them in a rational way.

It has been noted that the possibilities of using mobile devices in foreign language classes are very versatile. At the same time, such classes should be carefully planned. First of all, it is worth determining the main purpose of using smartphones and tablets at the lesson and what competencies should be formed while doing the proposed tasks.

Let's consider possible tasks with the use of smartphones (tablets), which can be offered to students for foreign language training and in extracurricular work.

It is known that language mastering is not possible without learning new words. Thus, at the initial level of learning English for working out vocabulary, students can be offered to do the following tasks in a small group:

Step 1. Create an electronic illustrated dictionary on the topic "Seasons and weather" using the mobile application (app) My Picture Books.

Step 2. Choose one of the following subtopics: "Winter", "Spring", "Summer", "Autumn" and find pictures that represent weather characteristics of the chosen season.

Step 3. Add a photo to the My Picture Books mobile app.

Step 4. Using the electronic dictionary (ABBYY Lingvo) or the Google translator, describe in English natural phenomena or events represented on the photos and write down them near the picture.

Step 5. Connect individual parts of the dictionary in a single document.

As an option for doing extra exercises, using the My Picture Books or Pic Collage mobile applications both in-class and out-of-class time, while learning such a topic as "Transport in London", can be as follows: *Step 1. Find online transport information in London. Step 2. Using My Picture Books or Pic Collage mobile apps, compose a story about transport in London.* Having prepared the information about transport in London, students present it at the lesson. When working with the Pic Collage mobile app, students can also create a photo collage on the topic "Trip of my Dream". If offered such tasks, students should not be limited in creativity. They themselves search for the proper information, think about explanations for the selected photos, and present their work in the audience. The fulfillment of such tasks makes it possible to realize the creative potential of students, to improve their communicative skills, to develop skills of extracurricular cognitive activity.

One of the options for doing vocabulary tasks is a mental map using the mobile application *Simple Mind Free*, for example: *Using the Simple Mind Free mobile app, create a mental map for the topic "Health".* In addition to the mentioned mobile app,

you can use other apps to create mental maps, such as *Schematic Mind Free*, *Mind Meister*, etc.

A mental map (intellectual map, intelligence map, memory card, map of thoughts, communication diagram, associative map, and MindMap) is a way of structuring information that involves branching out ideas-associations from the basic concept. By creating a mental map at a foreign language lesson, you can work out new words on the topic or memorize the previous vocabulary in this way.

The hardware of mobile devices, namely the built-in camera, allows students to offer tasks that will promote the development of communicative competence. One of these tasks may be the recording of an interview on the following subject:

Step 1. Make a movie on the subject matter "My University".

Step 2. Create groups that consist of three participants (student, journalist, and operator).

Step 3. Choose one of the following topics for your group: "Road to University", "My Faculty", "Students' Life", "In the Library", "University Canteen", etc.

Step 4. Interview one of your groupmates on the suggested topics.

Step 5. Combine interviews of all the groups into one movie.

Camera functions can also be used to implement an independent project. So, one of the tasks when studying the topic "Shopping" is making a movie in which students would give advice on where it's better to do shopping in their native town. One of the variants of this task is creating a photo report when students make pictures of the shops where they can buy different kinds of goods and then presenting these photos at the lesson in a free format, explaining what they are pictured. In this way, students learn to describe objects, give pieces of advice, work out, and revise vocabulary on the proper topic, train asking the questions, and answering them.

Functions of the audio player and recorder can be used, for example, at the initial stage of learning the language to train the correct pronunciation, both in small groups and on their own. Working at phonetic exercises, students listen to the original text and then record this text on a dictaphone. Later, they can be proposed to listen to

the recording, to compare the original text and the dictated one, and to pay attention to those moments in pronunciation or intonation, which differ from the original text. In case of making mistakes in pronunciation, it is dictated one more time. The task for doing in an extracurricular period of time using the function of a voice recorder in learning the topic "Literature" is the creation of a radio show where students work in small groups. For example:

Step 1. Select a fragment from a literary work (tale, verse) that you would like to voice.

Step 2. Write a script to the radio show with the words of the author and actors. Radio plays should be accompanied by some kind of sound or noise. These sounds, according to their places, should also be described in the script.

The creation of a radio show develops imagination, encourages students to creativity. In addition, while implementing this project, students practice their reading skills. The ability of independent search, analysis, and selection of necessary information, group work skills are also developed.

One of the possible tasks for developing listening skills with the use of audio or video player functions is to listen to short audio texts or watch video films. Typically, such tasks are designed to work in pairs. Students need headphones to complete this task. Before offering students an assignment, the teacher at the site, such as the BBC (http://www.bbc.co.uk/learningenglish/), picks up several videos, taking into account the level of students' proficiency. At the lesson, the teacher gives a link on the Internet, where students find relevant information. They listen to the text in parts and obscure moments twice if necessary. On the basis of the video, students can do the tasks in pairs.

Mobile devices offer limitless opportunities for foreign language classes. Undeniable is the fact that the use of smartphones and tablets allows working with authentic material, encourages students to creativity, mobility, flexibility in thinking. The tasks, involving the use of mobile devices, contribute to the development of communicative, culture-oriented, linguistic, cognitive, informational, and social competencies. However, mobile devices cannot replace either textbooks or teacher's

explanations. They should be only a didactic addition to the lesson under the supervision of a teacher in order to combine traditional and innovative systems of teaching/learning (Titova, Avramenko, 2013).

Besides, students should not have the impression that mobile devices will be the only means of learning a foreign language, and the need to work with a textbook or to contact a teacher will disappear.

It can be concluded that using mobile devices in training foreign languages contributes to the introduction of innovative forms of teaching and didactically extends traditional forms of teaching/learning. In other words, in the classroom it is worth combining the use of mobile devices with the developed learning methods. The tasks presented in the textbook on the development of all types of speech activities (reading, speaking, writing, listening) can also be done by students on their smartphones and tablets. The teacher only accompanies this process giving explanations and pieces of advice.

One can not overlook the fact that the effectiveness of using different gadgets in a foreign language class depends primarily on the technical literacy of teachers. Unfortunately, teachers often do not have a clear idea of the possibilities of modern mobile technology and how to use the potential of mobile devices for facilitating the process of foreign language training.

6.2. Implementation of Internet and Web-technologies
for Teaching/Learning Foreign Languages at Law Schools

In the conditions of changing the content of education, the transition to a competency-based approach, information and communication technologies play a priority role in the educational process. Information and communication technology tools are software, hardware and technology, and devices that operate on the basis of the microprocessor, computing, as well as modern broadcasting tools and system information, information exchange, providing operations for collection, production, accumulation, storage, processing, information transmission and access to information resources of local and global computer networks. Information and

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ
імені ЯРОСЛАВА МУДРОГО

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

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