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LEARNING STYLES IN THE COURSE OF "ENGLISH FOR LAWYERS"

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The course of English in the higher legal educational establishments has mostly professional orientation and aims to develop general knowledge of the language and communicative skills of the students. While learning English the students are expected to develop their general knowledge competence, communicative language competence and be able to use their knowledge of English in their future work and professional career.

The materials suggested to the law students for learning include different legal texts, such as the descriptive texts about law systems, principles of law, legal establishments, training lawyers, history of law etc. Besides there may be other authentic texts concerning different spheres of laws, the texts of statutes, contracts, complaints, negotiations, protocols, etc.

Texts for learning in the units are usually supplemented with different types of exercises, such as pre-reading exercises, containing preparatory lexical, grammatical, pronunciation, communicative work; and post-reading exercises with the number of activities for remembering, reproducing and active using new material in the speech.

In linguistics the language of law is usually called legal English (legal linguistics), but not only the area of its functioning is stressed here. Scientists argue about rendering legal English to scientific or business-official style (Kzubarev, Statkus, Krusyn, Ushakov). What is common in legal English with Scientific style is 1) its sphere of functioning (we should say here that any new

technology or invention need to have legislative defense), 2) language forms (objectiveness, accuracy of formulation, absence of personal forms), 3) terms. There should also be meant that scientific style itself is not uniformed, it is subdivided into scientific-official (legal sciences), scientific-educational (lectures, textbooks), scientific-publicist reviews on legal issues, comments), scientific-popular (explanations, legal advice).

We can also observe the peculiarities of Business-official style in legal English, and they are 1) written form of documents (mostly), 2) high level of standardization, text organization, 3) logic, 4) special syntactic constructions, 3) literary meaning of words, special terminology and cliché*. Business-official style can also be subdivided into substyles of law documents (laws, codes, statutes, regulations); substyle of diplomacy; substyle of advertising and promotion. These points of scientific view seem to be right because of the varieties of forms of legal English and areas of its functioning. But modern approach is to consider legal English as legal English discourse. Teaching legal discourse can include activities connected with legal terminology, understanding the language of legislation, history of legal language, legal stylistics, forensic phonetics, legal translation, courtroom speeches, business contracts etc. Definitely, the diversity of forms in which legal discourse exists explains the variety of their styles. Not all of them can be studied by the students in the classroom in detail; they just can be outlined or stressed, providing the students with the scope of legal discourse and developing their professional skills.

Developing general knowledge competence of the students may be possible while doing grammar and lexical exercises, producing monological and dialogical speeches, role-playing, reading texts of different genres, watching and discussing films, making tapescripts, reviewing current news etc. While doing all these, the students get acquainted with other styles and their peculiarities. For example, reading newspapers the students can see the distinctive features of Publicist style. There should be stressed, that from one hand, there is the tendency of mass media to provide the readers (listeners) with independent, unprejudiced and impartial information (so called 'no comments'). And from the other hand, some articles and reports can bear the author's opinion about the facts and strive to influence upon a reader. The information and the author's position, thus, should be interpreted and a reader should be persuaded. Expressiveness of speech is quite appropriate for Publicist style because of the stylistic opposition of standard and expression. In the articles the students can find different figures of speech, play of words, irony, puns, which make the information more expressive. The students should be pointed out with these elements, and then they can discuss their functioning in the routine activities. The lexis of Publicist style includes neutral words, expressive words, terms from business, economy, sport, Arts, geography, politics, etc. There should be admitted that in so called 'quality' newspapers neutral language elements prevail, in popular newspapers colloquial language is often found. Newspaper headlines are critical, summarizing and drawing attention to the article. Combination of words with various style coloring, terms and special stylistic

clichés help to read across the article, just looking through them. There are also so called 'leads' which summarize and involve the readers into the described event

Colloquial style is used in everyday situations, and such situations as greetings, apologies, giving opinions may be quite frequent in the classroom communication. Similar situations can be created by the teacher who suggests role-plays for the students to develop their general language competence. The characteristics of Colloquial style are its spontaneous functioning and unofficial character, oral form (but not only. Colloquial style can be seen in the Internet messages, chats, notes, diaries, etc). It is characterized with shortened utterances, emission of grammar elements in the structure, colloquial words and phrases.

Besides, the students can be invited to reading fiction for enhancing, developing and perfecting their general knowledge competence. There are the kinds of literature which contain legal discourse elements so helpful for the law students to see the legal language in action (detectives, legal thrillers, political thrillers). Reading fiction can only be done as self-developing exercise because it is not included into the curriculum of the law students. Possible activities after reading fiction can be retelling the plot, discussing it, or discussing characters, Circumstances and environment, predicting the events or evaluating. We can also suggest discussing the peculiarities of language usage, the means of the author's expressiveness and impressiveness. All kinds of lexis and other linguistic devices can be observed there if their presence is justified by the demands of artistic description of the reality. The possibilities for the classroom activities and homework of the students are numerous and various. It is to the teacher's choice to match, choose and work out the most appropriate ones to the teaching and developing goals.

***SELECTING CRITERIA FOR MEANINGFUL EXTRACTS FROM FEA TURK
FILMS AND TV SHOWS TO TEACH FUTURE PHILOLOGISTS ENGLISH
SPEAKING USING PHRASEOLOGICAL UNITS
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There is no doubt that English has become vital for communication all over the world. This fact has also made an impact on teaching techniques of English at English as foreign language (EFL) and English as a second language (ESL) Classes. Next to manuals and textbooks teachers are also able to use audio and video materials, as well as computer programs. Let's enumerate some of the most important advantages of using video materials, feature films and TV shows in particular:

1. Feature films and TV shows can stimulate student's interest in **the study** Of English (Harmer 2001, 282, Stempleski S. 1992, 10);

2. They give students the **possibility to listen to the authentic speech** (Harmer 2001, 282, Opp-Beckman, Klinghammer 2006, Stempleski 1992, 9) and **see** how people behave in situations taken from native speakers' everyday life.