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INTERDISCIPLINARY CONTENT OF THE BACHELOR'S PROGRAM MAJORING IN INTERNATIONAL RELATIONS

This article discusses some issues of development of the bachelor's programs and foreign language curricula on the basis of interdisciplinary integration. Analysis of multicultural professional competence shows that the latter is the result of interdisciplinary integration of professional competence and multicultural competence. It stated that interdisciplinary integration principle should be a basis for professional programs and curricula. The Law University program and foreign language curriculum in the bachelor's program majoring in international relations is set as an effective practical result.

Keywords: *professional competence, multicultural competence, interdisciplinary integration, curriculum.*

In today's highly competitive job market it is not enough to be a professional as a graduate must have professional intercultural competence. Provided that the latter is of a high degree, it creates all the possibilities for professional self-realization and successful career. A competent lawyer is a priority of the higher education reforms. In this respect it is important that the reforms also address the teaching of foreign languages. 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.

The analysis of the studies and publications is evident that the problem of the professional competence of lawyers including legal foreign language competence is widely discussed in scientific circles both in Ukraine and abroad. The latest research has provided ample support for the professional intercultural competence from different points of view. Kmit O.K., Bibik N.M., Lapidus I.I., Halleck G. B., Mackay S.L., Crystal D., Hall A.T. and others suggest the lingua-didactic approach. The pedagogical and psychological aspects are in focus of such scholars as Magnin M.C., Tretko V.V., Petrova I.N., Gradobitova L.D. and others. Learning and teaching from cross-disciplinary perspectives has been studied by S.G. Ter-Minasov, N.V. Popova, M.M. Stepanova, O.Ju. Afanasyeva, D.D. Pennington etc.. Generally, the advocates of the competence approach in higher education are unanimous that a professional must possess equally both professional qualifications and specific functional competences where a competence is an indispensable component of the professional training. However,

within the framework of the competence-based approach, the interdisciplinary relations of foreign language and legal disciplines require deeper research to develop optimal and effective techniques in order to train a competent lawyer. The **objective** of this study is to determine some effective teaching approaches and methods for the course of Foreign Language for professional purposes (English) on the basis of interdisciplinary connections for the specialty of International law, the knowledge area of International relations, Bachelor degree. The **object** is the intercultural professional competence, and the subject is the role of interdisciplinary integration when forming the intercultural professional competence of bachelors in International relations.

According to the qualifications of the Council of Europe, there is the number of competence: social and political; intercultural; 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. Intercultural 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 competencies 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, the competent specialist must have the complete set of competencies which are formed and continue to develop equally.

Modern educationalists 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. [3, 5, 11, 12, 17] It is important to note that the background for professional competence is vocational fitness that translates to the totality of mental and psychophysiological characteristics necessary for effective professional practice. As a result of training and practical experience potential fitness based on physical, psychological and other human capabilities can gradually be formed into the real one as a result of the acquisition of respective theoretical and practical experience. The Danish scientists conducted the research in order to identify the most sought-after competences of lawyers at the labor market. They determined the ratio of the competencies 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. [5] The figures show clearly that graduates

lack for the full-fledged development of competencies indispensable to the legal profession. 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.). 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. The latter consists of such core competencies as communicative, sociolinguistic and pragmatic. Moreover, communicative foreign language competency is a broader notion containing linguistic, socio-cultural and pragmatic competencies. Essentially we need to look at professional intercultural competence as the product of interdisciplinary integration of the number of components: linguistic-cultural component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication); sociolinguistic component (linguistic characteristics of social strata, different generations, sexes, social groups, professions); socio-psychological component (interdisciplinary communication-oriented games including the role-playing/role-playing); cultural component (information about the history and culture of the target language).

Most national Bachelor and Master Programs in Law are intended to form professional communication competencies manifested through social and vocational skills and abilities, for example, to establish and maintain interpersonal and collective relations at different social and professional levels (employer, partner, colleague, client, competitor); collaborate and cooperate; be a leader or a team member; think creatively and critically; negotiate and mediate; speak in public and many others. All the discussed above is taken into consideration in teaching a foreign language to Bachelor law students who majors in International relations. Their foreign language training is based on professional competencies and the interdisciplinary integration of foreign languages, legal subjects and computer and information technologies. In fact, the 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.

A large number of studies in different branches of science has led to a diversity of terms associated with the concept of «interdisciplinary» and «cross-disciplinary, and thus to the number of definitions and classifications [1, 2, 4, 6, 10, 13, 14]. Endorsing wholeheartedly the opinion Vishnyakovoj H.G. 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 [2], we will examine interdisciplinary relations under the training of lawyers as the integration of professional competencies, which are formed under taking major subjects, foreign language and information technology. Moreover, one argument for this cannot be ignored: interdisciplinary 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, borrows 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. [12] 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.

The curricula of foreign languages for professional or special purposes (including narrow specialization) should be based on a multidisciplinary principle, which implies the relationship, interpenetration and integration of academic subjects in specific areas of the training. This approach is successfully implemented for training bachelors in International relations at the National Law University named after Yaroslav the Wise. The foreign language program is divided into two sequent and intertwined courses: foreign language for professional purpose in the 1st and 2nd years and foreign language of specialization in the 3^d and 4th years. For example, the 1 year comprises 648 hours of foreign language for professional purpose, 770 hours of law subjects, 410 hours of the arts (logics, philosophy, and economics) and 144 hours of subjects related to information and technologies. [9] The figures show clearly that that the approximate proportion of academic hours makes up 1\1\0.5\0.25 correspondingly. This applies to all periods of the training, i.e. terms and academic years. The analysis of the programs of study shows that their foundation is the principle of interdisciplinary integration and competence approach that guarantees not only the learning of theoretical material, but acquiring professional competencies through the implementation of individual projects and tasks for independent work. For example, the English course is intended to develop professional competence through integrating and interpenetrating knowledge and skills acquired by the senior students (of 3 and 4 years) under studying the mandatory and optional subjects. First of all the training 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 [7, 8] 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, brain-work, 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. This in turn means that 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 training program, adapt it to individual demands and professional requirements.

To my mind it is advisable to estimate the formation level by means of the following parameters, to name a few: 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.

Conclusion.

Professional competence of a lawyer in International law and Inteis acquiring a new content under globalization of all life spheres. The result of the interdisciplinary integration of professional competence and intercultural competence is intercultural professional competence where foreign language for professional purpose is a multiple discipline comprising the diversity of constituents, in particular linguistic, socio-cultural, pragmatic, and other competencies. So, the bachelor curriculum has a professional orientation, it has a so called binding triad: a multidisciplinary profile subjects, foreign languages and information technology. In this respect, it is necessary to expand the opportunities for experiential learning to involve all the constituents of professional intercultural competence that allows students to ground their acquired knowledge and skills in the real world of work. It is also important to reform higher education into cooperative education that engages all of those who learn, teach and employ at all stages of training of a competent lawyer.

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