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### **FORMATION OF PROFESSIONAL SKILLS OF FUTURE LAWYERS IN THE PROCESS OF LEARNING FOREIGN LANGUAGES**

*Nowadays, the problems of enhancing professional competence of future professionals, their training for future activities in the current socio-economic conditions are extremely urgent. Exploration of higher education standards applied in recent years reveals a significant increase in the requirements for foreign language knowledge gained by non-linguistic students. In terms of intensive cooperation with foreign partners, it is extremely important to be able to communicate with foreign colleagues. Therefore, one of the core elements of lawyers' professional competence is the ability to speak a foreign language at the level that is accessible for perception by a recipient. That is why teaching a foreign language as a means of communication in the future professional activity should be a priority goal of teachers. Thus, the formation of foreign language professional communicative competence of lawyers required for the use and analysis of foreign language information and data is an actual goal of the modern high school.*

*The aim of the research is to specify the role of foreign language for the development of lawyers' professional communicative competence.*

*It should be noted that the formation of professional skills of students in the process of learning foreign languages will be effective if the current level of personal development is taken into consideration as well as the prospects for professional development, possible communication difficulties are anticipated and prevented by means of adequate tasks for group and individual work, systematic activities aimed at developing motivation and reasoning of joint decisions are organized.*

*So, we can conclude that professionally-oriented teaching of a foreign language enables to organize active cooperation of all participants of the communication, which ensures mutual exchange of authentic, professionally meaningful information in a foreign language and mastering skills of professional communication. Professionally-oriented teaching English to law students at non-linguistic universities should be organized considering professional specifics. One of the most important elements of professional competence of future specialists is a good command of foreign language. Peculiarities of the formation of professional skills of future lawyers in the process of learning foreign languages are studied in the article. The stages of learning a foreign language and key communication qualities and competences formed in a specialist while studying foreign languages are analyzed.*

**Key words:** *professional qualities, foreign language professional communicative activity, communicative competence, competences.*

**Statement of the problem.** Nowadays, the problems of enhancing professional competence of future professionals, their training for future activities in the current socio-economic conditions are extremely urgent. Exploration of higher education standards applied in recent years reveals a significant increase in the requirements for foreign language knowledge gained by non-linguistic students. In terms of intensive cooperation with foreign partners, it is extremely important to be able to communicate with foreign colleagues. Therefore, one of the core elements of lawyers' professional competence is the ability to speak a foreign language at the level that is accessible for perception by a recipient. That is why teaching a foreign language as a means of communication in the future professional activity should be a priority goal of teachers. Thus, the formation of foreign language professional communicative competence of lawyers required for the use and analysis of foreign language information and data is an actual goal of the modern high school.

**Analysis of recent researches and publications.** The issue of improving lawyers' professional training has been investigated by O. Badurka, P. Bilenchuk, N. Koval, O. Skakun. Some aspects of the linguistic training of lawyers have been studied by N. Artykuts, Y. Pradid, A. Tokarska. Nowadays, much attention is paid to the aspects of learning foreign languages as a language of professional interaction. In particular, the problem of teaching professionally oriented foreign language has been studied by such authors as T. Hutchinson, N. Halskova, O. Polyakov, A. Waters,. However, the problem of formation of professional skills of future lawyers in the process of learning foreign languages has not been researched sufficiently by contemporary pedagogy, which substantiates the relevance of our research.

**The aim of the research** is to specify the role of foreign language for the development of lawyers' professional communicative competence.

When learning a foreign language, the main goal is to form foreign linguistic activity of a student. The specifics of mastering a foreign language is based not just on perception and understanding of educational information but on the formation of different kinds of linguistic activity, which requires a long training [1: 61]. Thus, modern methods of teaching foreign languages should solve the problem of training professionals that are able to fulfill independently various communicative tasks that arise in the course of professional activities.

A target or professionally-oriented learning of a foreign language is based on both generally-accepted vocabulary and vocabulary that is peculiar to a particular professional area. Professionally-oriented foreign language learning requires familiarization of the students with the general and legal terminology, reading of the authentic texts that form skills of the independent composing of their own vocabulary, mastering skills of the verbal professional communication on the examples of the most common situations of everyday communication needed for professional communication [2]. Professionally-oriented lexical cognizance of a lawyer is knowledge of professional lexical units and the ability to apply them in different situations of professional communication.

Thus, the objectives of forming professionally-oriented lexical knowledge of law students are the following :

- to develop students' ability to use quick lexical thinking in different circumstances;
- to use the skills of using a set of foreign synonyms;
- to develop a linguistic ability to reason quickly, to compare different opinions, to consider them thoroughly making certain conclusions;
  - to deepen skills of foreseeing the patterns of development and completion of phenomena and processes in nature and society while reading legal texts in foreign languages, including English, or their oral perception;
  - to deepen skills of individual activity with the professional text and to improve the ability of self-training;
  - to develop communicate skills.

The initial stage of the study of foreign languages starts with the formation of skills and abilities to communicate in oral and written forms within the areas and situations defined by the program according to the age characteristics of students and their interests using accepted speech samples. Reproductive activities are, of course, dominant at this stage, but the students begin to perform simple exercises and creative tasks aimed at the development of creative thinking.

The next stage involves systematic and consistent work with authentic learning material. Mastering a foreign language is regarded as a certain level of formation of skills and abilities to use a foreign language for oral and written communication, as a mechanism of getting to know history, culture, features of political and legal spheres of life of other nations.

Lawyers must know professional terminology, because perfect knowledge and appropriate use of professional glossary in the field of law is the key to successful professional activity. Attention should be paid to formation of terminological competence while studying professional disciplines and a foreign language.

Gained experience shows that one of the most effective ways of mastering legal vocabulary by the law students is conceptual-genre approach, which is aimed at familiarization with the general features of legal terminology functioning in different types of legal texts depending on the functional and stylistic features of the text and genre. To work with this method a teacher needs clear understanding of what features of legal terminology prevail in different genres, what terms are included in legal, documentary or court registers, what terms are used in the narrow professional fields of law, and what terms should be of primary significance for mastering by the law students who should acquire a totally of all linguistic means used in a professional communication to ensure understanding between people working in the specific area [4]. Combining these approaches and applying interdisciplinary relationship, it is possible to achieve much better results in the future, develop a deep understanding of professional terminological system by the specialist, teach him to use acquired knowledge appropriately.

Indicators of speech culture formation is correctness and accuracy of statements, quality and accessibility of presentation, clarity and precision of speech, richness of linguistic means, appropriateness of statements, absence of "words-parasites", diversity of vocabulary, logicity, stylistic perfection. High communicative awareness of a lawyer is formed in the process of learning activity and varies as the integral quality that combines personal and professional parameters.

An important factor in learning foreign languages is an opportunity to receive a feedback as an additional scientific explanation that can be correlated with other characteristics of the subject of communication. Considering basic requirements for organization of activities aimed at developing professional skills of future lawyers in the process of foreign language learning, it is appropriate to use the following communicative exercises:

1. Exercises for the correction of dialogue barriers on the basis of modeling typical communicative situations that are completely focused on the development of skills of oral and written speech using law material. Doing exercises, students learn to express their own opinion; find out the opinion of another speaker; express agreement of disagreement; identify core points; summarize the conversation.

2. Exercises aimed at developing skills of discussion using active listening techniques when making dialogues in a foreign language. Ability to negotiate and debate involves a large number of linguistic, intellectual and social skills. The use of materials for discussion at foreign language classes allows us to focus on the development of such professional skills of future lawyers as analytical inclination, predictability, self-criticism, and emotional stability.

3. Exercise disclosing socio-cultural component when learning a foreign language. Foreign language is studied by the future lawyers together with mastering the culture of the country which language is studied, peculiarities of everyday life, traditions, business etiquette and mentality of native speakers. Students are offered to do exercises filled by the geographic information. The texts include realities of English-speaking and German-speaking countries, mainly the UK, USA and Germany, traditional forms of addressing, behavior, and business correspondence. When the teacher selects educational material about the culture and other specifics of the country, the teacher should consider such requirements as authenticity, educational comprehension; presentation of everyday life, traditions, business etiquette and mentality of native speakers.

Communicative function is an important one for the lawyer's professional activity. It requires information exchange, coordination of activities of legal partners and getting an adequate feedback. Multilevel communicative situations require high psychological and pedagogical competence. Therefore, a comprehensive communicative erudition is treated as an integral quality that combines personal and professional parameters.

Communicative skills of a specialist in the field of jurisprudence who masters a foreign language include such components as:

1) communicative, i.e. the ability to participate in the professional foreign language communication, to conduct linguistic activity in specific situations of professional communication;

2) linguistic, i.e. knowledge of rules of verbal and non-verbal conduct when defining rules of standard professional communication situations, knowledge of the national and cultural features of the country, which language is studied, and the ability to conduct linguistic activity in accordance with this knowledge;

3) methodological, i.e. the ability of students to organize their foreign language learning intelligently, creatively and purposefully [4: 81].

Foreign language professional communicative activity is a means of transmission of cultural forms of the professional role and professional experience. As a kind of cognitive activity, communicative activity can be identified with communicative competence that provides didactic conditions that promote the development of certain skills by means of foreign language (tab. 1) [5: 265].

Table 1

<b>Formation of communicative competence of future lawyers</b>		
Didactic tasks	Types of skills formed	Competences formed
1. Cognitive	Intellectual (mental)	Linguistic-didactic
2. Communicative	Verbal	Linguistic-communicative
3. Operational	Analytical	Linguistic-cultural

Linguistic-didactic competence involves mastering of the language (vocabulary, grammar, rules of using lexical units to construct spoken messages) in both receptive terms and productive terms, i.e. willingness to use language units in the process of professional training that requires mastering of professional thesaurus.

Linguistic-communicative competence provides opportunities for oral training in typical communicative situations within professional contexts that require understanding of the discussed problem and, therefore, proficiency in mental operations for solving communicative problems. As different life situations can be discussed when making social regulation of the situation, the lawyer uses his experience and knowledge from different fields including psychology, psychoanalysis, medicine, physiology, ethics, etc.) due to his high erudition, wide range interests, and a broad cultural outlook.

Linguistic-cultural competence is part of the lawyer's professional culture. It enables to participate in the international processes providing information about socio-cultural and professional features of communication, rules of moral and ethical behavior specified by the mentality of the native speakers.

Thus, communicative activity of a lawyer is a complex reflection of the professional reality in the process of mental activity that causes the need to expand the structure of professional competence of future lawyers in the course of training.

On the basis of general professional competence, professional competence closely related to personal characteristics is formed in the process of legal activities. Therefore, when training future lawyers, it is important to encourage the development of personal qualities, which are the basis and a part of professionally significant qualities, to organize and harmonize these fields.

Increased external economic and legal contacts make learning of foreign languages much more important as it guarantees adequate professional communication, business correspondence, negotiations and informal discussions that enhance the effectiveness of legal contacts. Therefore, the process of learning foreign languages by the university students enable to fulfill education objectives and form important professional qualities.

It should be noted that the formation of professional skills of students in the process of learning foreign languages will be effective if the current level of personal development is taken into consideration as well as the prospects for professional development, possible communication difficulties are anticipated and prevented by means of adequate tasks for group and individual work, systematic activities aimed at developing motivation and reasoning of joint decisions are organized.

**Conclusions.** So, we can conclude that professionally-oriented teaching of a foreign language enables to organize active cooperation of all participants of the communication, which ensures mutual exchange of authentic, professionally meaningful information in a foreign language and mastering skills of professional communication. Professionally-oriented teaching English to law students at non-linguistic universities should be organized considering professional specifics.

The possibility of learning a foreign language in non-linguistic universities is expanding every year: innovative technologies, multimedia learning tools are introduced increasingly; there are more opportunities to use a variety of authentic sources, benefits for the teachers, and so on. The professionally-oriented foreign language training of future specialists is an integral part of the university syllabus of training specialists in law who use a foreign language as a means of intercultural and international communication in the field of their professional interests and in the situations of social interaction.

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#### ***Тимощук Н. М., Довгань Л. І. Формування професійних якостей майбутніх юристів у процесі вивчення іноземних мов.***

*Одним із найважливіших елементів професійної компетентності майбутніх фахівців є володіння іноземною мовою на рівні, доступному для сприйняття реципієнтом. У статті досліджено особливості формування професійних якостей майбутніх юристів у процесі вивчення іноземних мов. Проаналізовано етапи вивчення іноземної мови та визначено основні комунікативні якості та компетенції, що формуються у спеціаліста у процесі вивчення іноземної мови.*

**Ключові слова:** професійні якості, іншомовна професійна комунікативна діяльність, комунікативна компетентність, компетенції.

#### ***Тимощук Н. Н., Довгань Л. И. Формирование профессиональных качеств будущих юристов в процессе изучения иностранных языков.***

*Одним из важнейших элементов профессиональной компетентности будущих специалистов является владение иностранным языком на уровне, доступном для восприятия реципиентом. В статье исследованы особенности формирования профессиональных качеств будущих юристов в процессе изучения иностранных языков. Проанализированы этапы изучения иностранного языка и определены основные коммуникативные качества и компетенции, которые формируются у специалиста в процессе изучения иностранного языка.*

**Ключевые слова:** профессиональные качества, иноязычная профессиональная коммуникативная деятельность, коммуникативная компетентность, компетенции.



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