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FEATURES OF PROFESSIONAL – ORIENTED FOREIGN LANGUAGE TRAINING FOR STUDENTS OF LAW FACULTY

In the period of globalization and integration processes, as well as other changes taking place in the world today, that is why modern society really needs competitive specialists who are ready to communicate in the professional foreign language of their specialty [1, c. 229]. Now knowledge of a foreign language provides an increase in the level of professional competence of a specialist, including a future lawyer. Therefore, of course, the question of how to teach a professionally oriented foreign language is more relevant today than ever. As we all know, modern methods of teaching foreign languages not only in schools, but also in higher education institutions are now focused on the formation of communicative competence. The communicative competence of a lawyer can be defined as the ability of a specialist to communicate in the process of performing various legal actions and solving legal tasks based on specially formed knowledge and skills [2, c. 64].

In our opinion, the goal of any professional education is to achieve a high level of professional competence for future specialists, including lawyers. But in order for this goal to be achieved and implemented, it is necessary to have the appropriate competent and clear training at university. The formation of professional competence of a future lawyer at the present stage of the development of a modern higher school is unthinkable without integration into the general system of language education preparation. Therefore, it can be argued that the competent selection of the content of instruction in foreign language communication, taking into account professional specifics, and the characteristics of the subject area of the functioning of the specialty language is one of the factors contributing to the effective organization of the educational process. While focusing on the real interests and needs of students, taking into account the requirements for their future professional activities make up the specifics of the content of training for professionally oriented communication in a foreign language at law faculties. The ability to teach a law student not only to know legal terminology in English, but also to apply it in practice; to have a knowledge of the language at such a level as to delve deeply into the specialty of the student – these and many other problems arise during training. In our opinion, teaching a foreign language to law students presents certain difficulties. The correct use of legal terms is also particularly difficult for law students, since the same term has different meanings in Russian and English. The language of the legal profession is characterized by a large number of terms that students must learn. During professional communication, concepts from different areas of the lawyer’s activity may be in demand. However, the university English course cannot provide for all areas of professional interaction, fully covering the entire subject area of the legal specialty.

The ability of students to use special professional legal dictionaries and various other sources of information is also important. One of the main goals of professional training should be called the formation of the personality of a specialist who is effectively engaged in work. In other words, it should ensure not only the acquisition of knowledge and skills, including communicative competence in English, but also the formation of professionally significant personal qualities, in connection with which the social aspect of any professionally-oriented training is strengthened and made significant [3, c. 223]. The problem of professionally-oriented teaching of English to law students is primarily that the level of foreign language proficiency of law students does not meet modern requirements. Professionally-oriented foreign language teaching requires expanding the content of training. Training should be conducted and built on a qualitatively new content with a good selection of educational material that corresponds to the specifics of training future professional activities [4, c. 456]. The material should be authentic, taken from modern sources, and conform to current legal practice. It is necessary constantly to update the material, due to the fact that there are changes in current legislation and legal practice. Thus, after receiving a positive assessment, students cannot build even the simplest conversation in English, they cannot argue their position, and they cannot find the necessary information in the text. The reason for this, it seems to us, is that the method of teaching a foreign language by memorizing lexical units for translating text in the specialty has exhausted itself. Any professionally-oriented English language training involves active interaction of all participants in the educational process, in which there is a mutually useful general exchange of information in a foreign language, the acquisition of skills of communicative interaction to solve professional problems [5, c. 339]. The most significant problem of modern methods of teaching foreign languages is the orientation of the educational process to active creative thinking on the part of students in the context of the development of their analytical and constructive skills.

The formation of a future legal specialist in the conditions of modern educational space involves the development and further improvement of such types of readiness as motivational, informational, i.e. a graduate of a law school should be ready for practical activities, for the socially demanded and socially acceptable realization of his professional, intellectual and creative potential.

It is important to use innovative technologies in the educational process. Innovative technologies also include the case method, or a method for solving situational problems. These forms of work contribute to the formation of future lawyers' communicative competence, arouse interest and positive motivation, when students speak out on problems, develop skills of argumentation of their own opinions, the ability to collect information and analyze. All these skills are very important for future lawyers. The teacher and the student constantly interact, choosing forms of behavior, facing each other, motivating their actions and reasoning them with moral norms. The goal of this method is to develop students' decision-making abilities.

Thus, we can say that the essence of professionally-oriented foreign language teaching is its integration with special disciplines for obtaining additional professional knowledge and developing professionally significant personal qualities, in the formation of communicative skills in law students, thanks to which they could carry out professional contacts in English in various situations. The development of professional communication skills is the main, purposeful, but very difficult task facing any teacher who teaches a professionally oriented foreign language. To solve this complex problem, it is necessary, on the one hand, to master the latest methods and directions in education, as well as not to ignore and abandon all the old, time-tested traditional methods. The combination of traditional and innovative methods, in my opinion, can give good results. It should also be noted that English language proficiency, in our opinion, can expand the opportunities of law students in employment and career growth.

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