

The law, through its language and style, affects the consciousness of citizens, so the language must be understandable and accessible to all participants in public relations, both professionals and non-professionals. Now this requirement is not met due to the lack of constant communication between lawyers and linguists. The draft of any normative act must undergo special linguistic and stylistic editing before official approval, and lawyers and philologists must regularly cooperate to solve pressing problems and discuss topical issues. Also, in order to achieve a higher quality of the content and form of normative legal acts, it is necessary to develop and fix at the legislative level a system of linguo-stylistic rules of normative documents in accordance with the norms of the Ukrainian language, establish a mandatory linguistic expertise of legislative acts, develop the study of law-making techniques of various branches of law in order to identify special means and rules for creating regulatory documents [2, p. 149].

Consequently, Legal linguistics is actively developing not only in Ukraine, but all over the world. Legal linguistics is a very important discipline, thanks to its research, communication and the quality of judicial speech among judges, prosecutors and lawyers is getting better. Also, this scientific discipline is developing due to achievements in the field of linguistics and jurisprudence, which confirms the relationship between language and law.

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TEACHING PROFESSIONAL ENGLISH TO LAWYERS

Modern society requires competitive professionals capable of professional communication in a foreign language. Knowledge of a foreign language increases the level of professional competence of a specialist, including a lawyer. The problem of learning a professional foreign language is one of the most urgent,

particularly for students of non-linguistic majors, because such students face the problem of mastering both foreign language communicative competence and professional competence in a certain speciality [1, p. 111]. Researchers of the difficulties of teaching a foreign language in non-language higher education institutions note that it should be taken into account that professionally oriented education is not limited to learning a language for special purposes. The specificity of the learning process involves the integration of the English language with professional academic disciplines for students to acquire additional special knowledge and to form professionally significant qualities of the student's personality while learning English.

Therefore, modern methods of teaching a professionally oriented foreign language have become more urgent today than ever. One of the directions of modernising a current higher school is introducing a competency-based approach into the educational paradigm, aimed at providing students with theoretical knowledge and the experience of performing specific activities to solve practical tasks.

Professionally oriented foreign language learning means learning that focuses on the needs of students in learning a foreign language with a focus on the specifics of the future profession or speciality [2, p. 5]. This approach combines mastering the professionally oriented English language with the development of the student's personal qualities, knowledge of the culture of the country of the language being studied, and the acquisition of particular skills based on professional and linguistic knowledge.

In the modern method of teaching English, the main emphasis is on the formation of communicative competence. As noted by researchers of the professional foreign language competence of future lawyers, the change in requirements for a modern graduate of a law school is explained by «radical transformational processes in the field of international relations and socio-economic structures, the expansion of international cooperation within the framework of European economic and political globalisation» [2, p. 3].

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». The communicative orientation of the English language course in the institution of higher education is determined by the ultimate goal of education - the formation of future specialists' ability and readiness for intercultural communication, which involves the achievement of a certain level of competence, that is, the ability to correlate language means with specific goals, tasks, situations and conditions of communication.

The language material that the future lawyer must master consists primarily of English terminology that denotes the relevant concepts of this field. The student is required to provide appropriate terminological equivalents within each topic being studied (for example, international, political, and economic organisations; international conventions in the field of human rights). The most significant problem of teachers that arises during professionally oriented teaching of the

English language is the ability to teach legal students not only to know legal terminology in English but also to apply it in practice, to know the language at such a level as to master the chosen speciality in depth. The difficulty lies in the fact that teachers need knowledge of the specifics of a specialist's activity in the legal field. According to scientists, one of the ways to solve this problem is a «pedagogical tandem» of two teachers, one of whom is a specialist in the field of English language teaching, and the other is a professional in jurisprudence.

Special difficulty in the process of students' education since the same term has a different meaning in the Ukrainian and English languages. The language of the legal speciality is characterised by the presence of many terms that students must master. During professional communication, concepts from various fields of a lawyer's activity may be required. However, the English language course taught at Higher Education Institutions cannot provide for all areas of professional interaction, fully covering the entire subject area of the legal speciality. As a result of this, it seems necessary to establish a professional subject minimum and coordinate it with the teachers of departments of specialised disciplines.

It is important, along with a professionally oriented teaching method, that a personally oriented approach is effectively applied in the modern practice of teaching foreign languages. The need for such an approach is because any group that begins or continues learning English consists of students with different abilities to master a foreign language, intellectual skills, and motivations for learning the language.

Professionally oriented English language learning can be carried out in different ways, depending on the sequence in which the language learning takes place and the profession. It can either precede special training, complete it, or take place in parallel. In the first case, the goal of education is general preparation of the English language with a focus on the profession; in the second case, obtaining a legal guarantee for employment in a career with knowledge of the English language. In the process of parallel learning of the English language and the profession, as it happens during the teaching of English by students of legal and educational institutions, the goal of the process of acquiring knowledge is the ability of students to use the English language to solve actual professional tasks at the time of the study. At the same time, one should not forget about the formation of professionally significant personality qualities of students, in connection with which the social aspect of any professionally oriented education is strengthened and made meaningful.

Therefore, professionally oriented English language learning integrates with particular disciplines to obtain additional professional knowledge and develop professionally significant personality qualities. The main task in learning students' language is forming communication skills, thanks to which they can make professional contacts in English in various situations. The development of professional communication skills is the primary, purposeful, but very difficult task facing any teacher who teaches professionally oriented English. To solve this

complex problem, it is necessary, on the one hand, to master the latest methods and trends in education and, on the other hand, not to ignore or abandon all the old, time-tested methods. For the development of personal qualities that contribute to the readiness of students to perform future professional activities, an appropriate educational process must be organised that meets the requirements of the development of pedagogical science. It should be noted that mastering the English language can expand students' employment and career growth opportunities.

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PECULIARITIES OF LEGAL TERMINOLOGY

Legal linguistics is a branch of science that studies legal language. Its main components should be legal lexicology and phraseology, grammar (which covers legal morphology and syntax) and legal stylistics. Legal language is the language used by lawyers in their professional activities. In this regard, the lexical and terminological content of these «languages» is different, first of all: if the legal language contains legal terminology, then the legal language covers and other industry terminologies related to the activity of a lawyer, such as: economic, financial, medical, etc [1].

Legal term (from the Latin *terminus* – boundary, boundary) – a word or phrase that expresses a legal concept from spheres of social life and has a definition in legal literature (legislative acts, legal dictionaries, scientific and legal works). A legal term is related to a legal concept as the first element of legal knowledge and serves as its symbolic (linguistic) model, represented in sound and letter forms [3].

The term law can be characterized as legal (widespread in all branches of law), sectoral (present only in a certain field of law), interdisciplinary (known in two or several fields of law), adjacent to other fields of activity. If there is a definition in normative legal acts, the term is considered to be codified. It is a norm, a standard for use in all subsequent legislative acts, business documentation etc.