

**PEDAGOGICAL CONDITIONS OF FORMATION
OF THE INTERCULTURAL COMMUNICATION
OF LAW STUDENTS**

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INTRODUCTION

Pedagogical support for the formation of intercultural communication of future representatives of the legal industry in the process of professional training in a higher legal institution methodologically uses all the provisions on the integrity of the pedagogical process and the need to create a humanistic-oriented interaction between teachers and students, which potentially carries a source of intensive self-development of students. At the same time, it is important that all subjects of educational activity, teachers and students, realize the need for mutual activities, interaction, and implementation of training, development, and education in unity, that is, the implementation of the process of education as “human education”.

**1. The problems prerequisites emergency
and the problem’s formations**

In legal work, intercultural communication of a lawyer is important, because legal profession belongs to the professions of “huge linguistic responsibility”, where the word serves as a professional tool, on which depends not only the success of professional activity, but also fate of people and society as a whole. Professional competence of a lawyer is connected with communicative competence, which includes knowledge of language means and situations of communication, intercultural peculiarities of the countries, speaking skills, allowing the lawyer to achieve the effectiveness of communication and interaction, to understand different documents, to use adequately language and speech means in specific tasks and conditions of communication.

Since both linguists and psycholinguists view language not only as a certain system of linguistic means, but as one of the aspects of human activity – social (speaking activity is mental and creative activity), then the acquisition of foreign language, aimed at forming in those who are

taught, the features of the secondary linguistic personality is conscious (cognitive) and creative process, and not “programmed behavior”. Foreign language serves as a source of information about the socio-economic, scientific and technical and general cultural progress of society, which opens to those who studies it, access to the enormous spiritual wealth of other peoples, and increases the level of their humanitarian education.

The internationalization of social life necessitates mastering and using foreign language by each individual. It becomes an effective factor in the socio-economic, scientific and technical and general cultural progress of society, which increases the status of foreign language as a branch of education.

2. The analysis of existing methods for solving the problems and for mulating the task for the optimal technique development

“Global proses in the modern world have caused the necessity to speak at least one foreign language¹”. From the subject orientation point of view, foreign language knowledge is necessary for future law students to muster a set of facts about the system of language studied by students to form lexicon of specialists in the legal field. A significant place in the lexicon of students is the knowledge of legal terminology in a foreign language, because it “is, known as the basis of any professional information”².

The terms exist and “work” in each branch of legislation, creating the appropriate terminology system. The language of the law is the most important factor in the implementation of the state will, the verbal form which is designed not only to provide

of labor and the law of universality, but also to harmonize the content itself, the ability to turn it into a single and modern product of intellectual labor. The terminological vocabulary occupies a significant place in the general dictionary of the literary language.

Thus, English legal terminology has developed for centuries, this is its main feature, in contrast to the terminology modern of science, such as terminology of computing technology, which arose on the basis of

¹ Акуленко В. Вопросы интернационализации словарного состава языка. Харьков : Харьковский университет, 1972. 215 с.

² Александрова В. Професійно орієнтоване навчання іноземної мови. *Іношомовний аспект підготовки фахівців для органів внутрішніх справ України* : матеріали Міжнародної практичної конференції, Харків, 20–21 травня 1999 р. Ун-т внутр. справ. Харків : Ун-т внутр. справ, 1999. С. 11–14.

other sciences, mathematical, physical, radio engineering languages, etc. Legal terminology depends on legal culture, language, national and legal traditions. So, Anglo-American legal terminology began to form independently in the Anglo-Saxon period. Due to the division the emergence of professionally engaged individuals, in the Middle Ages began to lay the theoretical foundations of law, which was based on Roman law³. It was at this time that English legal terminology was supplemented by a large number of Latin terms, which, incidentally, are applied in legal documents and in modern times (for example, Actus Reus, Mens Rea, etc.).

Legal terminology is also characterized by borrowings from different languages. So, as a result of the Norman conquest of England at the beginning of the XI century and the functioning of the two centuries of the French language in the field of jurisprudence and legislation in English legal terminology, many French legal terms (for example, tort – a tort, felony – felony (a kind of serious crimes), maleficent – abuse power, etc.). French language borrowed a large number of terms of Latin origin, which formed the basis of modern legal terminology (bill – bill, prison – prison, parliament – parliament, jurisdiction – jurisdiction, etc.)⁴.

A characteristic feature of legal English terminology is the existence of international legal terms that are found and used in many languages, characterized by varying degrees of phonetic, grammatical, and semantic similarity (jurisdiction, amnesty, advocate, verdict, act, procedure, process, doctrine, decree, ratification)

In this regard, it is necessary to consider the pedagogical conditions of the intercultural communication of future lawyers in the process of professional training in a higher legal educational establishment, the creation and maintenance of which will contribute to forming the researched phenomenon. Based on the analysis of scientific-pedagogical literature such conditions can be attributed to:

- providing foreign-language professional orientation of the process of training, upbringing, and organizing of self-study work of students of higher legal educational institutions;
- creating a favorable socio-psychological climate in the educational environment in the process of mastering the foreign language by students;
- motivation – educational and professional.

³ Алексюк А. Педагогіка вищої освіти України. Історія. 1998.

⁴ Ананьев Б. Человек как предмет познания. Санкт-Петербург : Питер, 2002. 282 с.

To contribute to the formation of such personal neoplasm as intercultural communication of the future representative of the legal profession, it is necessary to ensure that these conditions are effective.

As a feature of intercultural communication of a representative of the legal profession, we noted its integrativity, which makes it necessary to form certain components in a complex way. Therefore, each of the selected pedagogical conditions is aimed at ensuring the formation of each component of the intercultural communication of the future lawyer in a complex way.

Modernization of the structure of education involves integration and interpenetration of academic disciplines in higher education to prepare future specialists for effective functioning in the labor market as best as possible.

The mechanism of interaction between the professional training of a student of higher legal educational establishment and formation of his intercultural communication involves a certain sequence in accumulating professional foreign-language knowledge based on the knowledge obtained in the course of studying legal disciplines. Teacher, carrying out methodological support, leads the student to a gradual increase of his level of formation of his intercultural communication, based on professional awareness, his own life experience, attitude to a foreign language and necessity to master it, and taking into account the didactic principles of accessibility, continuity in teaching educational material.

The process of formation of intercultural communication competence of future lawyers has its characteristics, which can be attributed to:

- the necessity to develop and ensure a positive attitude to the foreign language, professional foreign language, recognition of the need to learn English as a language of international professional communication (especially for students of faculty of international relations);

- overcoming uncertainty about their abilities to form professional foreign language competence; fear of making a mistake and being misunderstood by others.

Formation of professional orientation of the future lawyer's personality in the process of mastering and using foreign language contributes to:

- conscious approach to the subject, constant emphasis on the professional significance of foreign language in professional training;

– knowledge of the student’s characteristics, inclinations, and ideals, based on which the teacher builds his work with using foreign language;

– identify for each student the system of perspectives in the professional field under the condition of using a foreign language.

It should be noted that in the process of professional training of future representatives of the legal sphere, foreign language is the subject of learning, while in life it acts as a means of solving not only language, but also social and professional problems. Language acquisition and teaching foreign language in a higher educational establishment to ensure an appropriate level of General education of students consists, as scientists note⁵, of three interrelated components: language use, awareness of the nature of the language, and understanding of foreign and native culture. We fully agree with the statement of scientists⁶ that professional orientation allows us to implement the main functions of using a foreign language in the professional training of students of higher legal educational establishment:

1) cognitive (knowledge about the world, language, country of the language being studied; thus, the formation of socio-cultural competence of the future specialist is provide;

2) regulatory (interaction with other people, including the professional sphere);

3) emotional and evaluative (expression of thoughts, development of views and beliefs of a representative of the legal profession);

4) etiquette (ability to enter into speaking contact with other people, maintain diplomatic legal relations).

Foreign-language professional orientation of the process of training, education, and organization of independent work of students of higher legal educational establishment contributes to the creation and development of cognitive interest, the appearance of motivation, and makes the process of professional training of students more effective.

In modern pedagogical science, there are many definitions of professional orientation. This includes professional thinking, professional literacy, professional orientation, and training for special purposes. In the study, we use the term “professional orientation”, which

⁵ Астаніна Н., Бакаєва Г., Беляєва І. Англійська мова спеціального вжитку в Україні. Київ, 2004. 124 с.

⁶ Артикуца Н. Інноваційні методики викладання дисциплін у вищій юридичній освіті. *Інноваційні технології у вищій юридичній освіті*: збірник матеріалів Міжнародної науково-методичної конференції, Київ, 2–8 травня 2005 р. С. 3–26.

is defined as the general direction of the educational process to prepare the student for future work in the chosen specialty.

The intercultural orientation of the process of professional training in a higher law school with the purpose of formation of intercultural communicative competence is a multi-faceted process, which requires taking into account some specific factors as a driving force for the formation and development of the intelligence of a professional-oriented personality of a future specialist in the legal field, namely:

- social factors reflecting the needs of the society in high-level legal professionals with a knowledge of foreign language able to use this knowledge in the professional field;

- socio-pedagogical factors related to the development of the system of professional legal education, which involves the formation of a professionally directed personality of a future specialist;

- pedagogical factors that determine the joint activity of teacher and student during the formation of a future specialist in the legal field;

- psychological and pedagogical factors related to intellectual activity in the formation of creative thinking and professional motivation, as well as informative and relevant content of the material, the relationship with the legal profession, a conscious approach to the study of disciplines, individual work with each of the formation of professional motivation and professional creative thinking, development of professional significance and prospects of using a foreign language in future professional legal activity.

If in a natural linguistic environment, foreign language is simultaneously a means of communication and mutual understanding between people, which increases the pragmatic significance of the process of mastering the language and motivates foreign language activities of a person, then outside the country of the target language, a foreign language acts as a means of general education of the individual, in connection with which the study of problems of socio-cultural competence becomes relevant⁷.

The process of mastering and using the foreign language outside the country of the language of study and without direct contact with its carriers will be effective if it acquires all possible characteristics of the natural process of language proficiency and as closely as possible approximates, according to its basic parameters, to the conditions of the

⁷ Асмолов А. Психология личности. Принципы общепсихологического анализа. Москва, 2002. 414 с.

controlled mastering of the language of the natural linguistic situation, taking into account professional orientation.

Socio-economic and political factors determine the priorities in choosing a foreign language and the need for practical use of language as a means of daily and professional communication. The higher in society the need for new professional, personal, cultural, scientific contacts with native speakers, with the achievements of the culture of different countries, the more realistic is the ability to realize these contacts, naturally, the higher is the status of a foreign language as a means of communication and mutual understanding. Thus, the status of English becomes meaningful as a result of certain characteristic factors of modern society: the expansion of economic, political, and cultural ties between countries; access to a great wealth of information through international media; Interstate Integration in Education.

If in the natural language environment, foreign language is both a means of communication and mutual understanding between people, strengthens the pragmatic significance of the process of language acquisition and motivates person's foreign language activity, then outside the country of the language being studied, foreign language acts as a means of general education of the individual, in this connection, the study of problems of socio-cultural competence becomes relevant.

The process of mastering and using foreign language outside the country of the target language, and without direct contact with native speakers will be effective if he gets all possible characteristics of the natural process of language acquisition and is very close in its basic parameters to the conditions of a managed language acquisition in a natural language situation, including professional orientation.

Socio-economic and political factors determine priorities in choosing a foreign language and the need for practical use of the language as a means of everyday and professional communication. The higher the demand in society for new professional, personal, cultural, and scientific contacts with native foreign-language speakers, with cultural achievements of different countries, and the more realistic the opportunity to implement these contacts, the higher the status of the foreign language as a means of communication and mutual understanding. Thus, the status of the English language becomes significant due to certain characteristic factors of modern society: the expansion of economic, political, and cultural ties between countries;

access to a large information wealth through international mass media; and integration in the field of education.

Therefore, we can conclude that mastering and using English language, having a good command of the language is an indicator of modern education. People in their daily, including professional life, are increasingly faced with a foreign language. As it becomes more and more difficult to navigate a new situation without the ability to interact intellectually and socially with people who speak other languages. Therefore, instead of the term “communication”, the term “orientation” is increasingly used.

As foreign language finds its application in various situations of communication of specialists of different professions, the defining features of typical situations of communication of professionals of each specific industry, you can simulate the process of real communication, and taking away previously necessary for this speech and language professionally-directed material, to narrow the broad range of language to the specific needs of professionals and facilitating the process of language acquisition for specific purposes.

The use of foreign language at the level of inter-subject relations in research is often put forward as a pedagogical condition that ensures the effectiveness of the learning process in various disciplines. Intersubject coordination as “a constant dynamic multi-sided relationship in teaching foreign language in a professional direction and professional disciplines that serve as customers of the special vocabulary necessary for foreign language professional communication, which should be taught by teachers in the classroom from the language” will contribute to the formation of cognitive (provide special foreign-language legal knowledge, legal terminology in a foreign language) and activity components of foreign-language competence of the future lawyer.

Inter-subject coordination, as scientists point out, requires compliance with certain rules and procedures at the level of the relevant departments and individual teachers, namely:

- clarify the content of the discipline and highlight its professional foreign language aspects;
- institutions need to make extensive use of the opportunities for self- study work of students, the requirements for the organization of which have increased at the present stage in connection with the accession of Ukraine to the Bologna process.

The combination of foreign language, knowledge of cultural peculiarities of the county and professional knowledge is the basis for forming cognitive block of professional foreign language competence of a lawyer. Foreign language knowledge consists of theoretical knowledge of the system of language studied by students at a higher law school, practical communication skills, linguistic and cultural knowledge of the country of the language they are studying. Foreign languages, as noted by scholars, represent a set of certain levels: subject-oriented knowledge, abstract knowledge, meta-knowledge, thesaurus of this knowledge.

It should be noted, the positive role of international vocabulary in translation, as it often contributes to the original idea of the translated language, even if they are not left as translated equivalents in this case in the corresponding language^{8, 9}. However, as scientists point out, one should also remember about the “false friends of the translator”, that is, the category of words that are close to sound and writing, but which are different in meaning or use (“magazine” in English in the language means “magazine”, and in the Ukrainian language “shop, trade enterprise”).

In legal terminology idiomatic, that is, the combination of components that are not motivated by nature, is a rare phenomenon, but not exclusive. For example: Kangarooticket – unbalanced election list (kangaroo ticket), tokissbook – give an oath (kiss the book), in and dead hand – possession of a real estate without the right to transfer (in a dead hand), to make a house – to make a quorum (make a chamber). The translation of idiomatic expressions in a legal context represents a particular difficulty, since only the language competence in translation is clearly not enough to convey all the nuances of the legal realities of another language¹⁰.

And, finally, in English-American legal terminology there are also terms of English origin that do not have equivalent in Ukrainian legal terminology: barrister – a lawyer of the highest branch of the legal

⁸ Афендікова Л. Рольова гра в навчанні курсантів вузів МВС України іноземної мови. *Лінгвістичний аспект підготовки фахівців для органів внутрішніх справ України*: матеріали Міжнародної практичної конференції, м. Харків. Харків: УН-Т внутр. справ, 1999. С. 15–17.

⁹ Астаніна Н., Бакаєва Г., Беляєва І. Англійська мова спеціального вжитку в Україні. Київ, 2004. 124 с.

¹⁰ Балл Г. Психолого-педагогічні засади гуманізації загальної та професійної освіти. Вісник Національного технічного університету «Київський політехнічний інститут імені Ігоря Сікорського». Серія «Філософія. Психологія. Педагогіка». 2001. Вип. 1. С. 57–70.

profession, solicitor – a lawyer of the low branch of the legal profession, common law – common law, etc.

Legal terminology belongs to socio-political, but it is not homogeneous. In its structure, one can distinguish terminology of law (law) and terminology of jurisprudence (jurisprudence). This division, in its turn, is connected with various branches of the functioning of legal terminology: officially business and scientific¹¹.

The specificity of the law as the regulator of social relations lies in the prescriptive nature of its establishment, which, to a large extent, determines the functional style of the language of the law. To express in the verbal form legislator's thoughts there are special means and techniques that apply exclusively and mainly in the field of law-making. These means and techniques distinguish the language of the law, not only the language of fiction or journalism, but also from other types of literary language used to draw close to the law in the spirit and content of documents (orders, agreements, regulations, etc.). Communication in the field of legal relations is intended to serve the implementation of the leading functions of law, which, in turn, is intended to regulate relations between people, institutions, countries (international law), citizens and states.

Linguistic means of expressing the will and the speech embodiment of the regulatory function of law appear to be peculiar in this sphere of communication as its most important specific stylistic features. Imperative-punitive values are characteristic of the most diverse linguistic units that function in this area. In general, it can be argued that the official business language in the field of legislation has a stylistic color of the duty.

The linguistic embodiment of the leading functions of law contributes to such a stylistic feature as accuracy, which implies unambiguousness and does not involve any other interpretation. Accuracy of the formulation of legal norms and the need for the absolute adequacy of their understanding (interpretation) is an ideal of legislative texts, which promotes the smooth implementation of the regulatory function of law. The incomprehensibility and ambiguity of the interpretation of legal concepts undermine the authority of law.

¹¹ Бородіна Г., Співак А. Шляхи реалізації комунікативного підходу при навчанні дипломованих спеціалістів професійного іншомовного спілкування. *Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки: Наукові дослідження. Досвід. Пошуки*: збірник наукових праць. Харків, 2006. Вип. 10. С. 31–40.

The scientific and functional style of legal texts is a complex phenomenon that uses language resources from the general literary language, but selects only those linguistic and structural units that correspond to its direct purpose¹².

Difficulties in understanding the legal terminology of the English language are due to the fact that the systems of law of our country and Anglo-American law are different. Accordingly, while studying legal English, it is necessary to deal with two different languages and two different concepts. Acknowledgement with authentic legal documents expressing the aspects of law, the legal system of another country, its culture, can help in the study of legal terminology.

A survey conducted by faculty at a higher law school setting out special courses in the legal cycle on the use of English terminology has shown that the terminology of a foreign language, its assimilation plays an important role in mastering such disciplines as “Theory of State and Law”, “History of the State and law”, “International law”. For its assimilation and control teachers specially organize such activities as writing a vocabulary dictation, repetition of terminology with explanation, etc.

Consequently, the specificity of the English legal terminology makes it necessary for it to be taken into account in the process of teaching students of higher law schools with the aim of forming their intercultural communication competence.

Students’ accumulation of subject-oriented knowledge and their integration on theoretical, practical, linguistic and cultural levels leads to foreign language knowledge for a qualitatively new level – abstract perception by students of foreign-language material (meta-level), in which foreign language knowledge is characterized by the ability of students to manage knowledge of previous stages of cognitive accumulation.

Theoretical knowledge about the system of a foreign language, practical knowledge about its communicative application in language activity, country studies and cultural knowledge complement each other and enrich the formation of foreign language knowledge of the future lawyer. Integration, interpenetration of foreign language knowledge provides necessary condition for the formation of a cognitive block of its professional foreign language competence.

¹² Алексюк А. Педагогіка вищої освіти України. Історія. 1998.

Along with the subject-oriented, abstract, and meta-knowledge the thesaurus level of student's knowledge presupposes the presence of communicants with a certain degree of knowledge of a foreign language, the availability of information, which is necessary to understand certain legal information on the development and implementation of a particular communicative act in professional activities.

The thesaurus level of knowledge involves not only the generalization of integrated foreign knowledge, but also their valuable attribution and objectification of the student's personality. Thesaurus foreign language knowledge of students, which is required when creating and accepting legal texts in a foreign language, is the process of transforming the individual and social distribution of knowledge directly related to the system of valuable relationships of the student's personality, and reflects the appropriation and transformation of the personality of verbal and nonverbal linguistic means.

Complex of individual and public thesaurus in the formation of knowledge is a reflection of the dual nature of the linguistic sign, or rather its functional aspect, serving both the individual and the human society as a whole. In the aspect of formation of foreign language competence of students – future lawyers, the significance is acquired not only individual groups of foreign language knowledge as their collection, and in this sense the thesaurus of foreign-language knowledge is the basis of the formation of a cognitive block of foreign competence.

“Since the main goal of higher schools is to prepare a competent competitive specialist”¹³ professional knowledge is directly related to the future profession and the specialization of a law student. It is about knowledge related to legal specialty knowledge about the structure of higher education in the TL, especially the legal systems of different countries compared to Ukraine and others. The specialization of legal students may be different: judges, notary, etc. prosecution practice. Representatives of any legal specialization forced to cooperate with foreign counterparts in the performance of functions to solve the professional tasks. Thus, the representative of notary law practice should be able to request foreign services to establish the seat of the descendants of the heir to confirm officially or deny information about the existence of various kinds of notarial documents arrest or conservation of property

¹³ Мансуров Н. Морально-психологический климат и его изучение. *Пути совершенствования морально-психологического климата в трудовых коллективах.* Москва, 1982. С. 78–96.

of others. Investigators practices through the empowerment of foreign economic activity of Ukrainian citizens, simplify border crossings and conditions of stay in foreign countries, investigate different kinds of cases forced to work as indirectly (exchange of official documents) and directly (in the implementation of the common foreign counter parts investigations) with foreign representatives of the legal profession. However, intercultural communication is particularly important when preparing law students to perform the functions of international lawyer, a specialist in international legal activities carried out at the Faculty of International Relations.

The relationship between the subject and the personal aspect of education is directly reflected in the formation of the system of foreign language competence of students – future lawyers and valuable transformation of foreign language knowledge in foreign language verbal and creative skills. Integration, interpenetration of the types of foreign language knowledge provide the necessary condition for the formation of an activity block of foreign language competence of students. Each of the specified levels of foreign language knowledge corresponds to a certain type of student activity. To form cognitive block of professional foreign language competence of future lawyer such knowledge is required: language knowledge: theoretical knowledge about language system, practical communicative knowledge, knowledge about country culture the language they study and professional foreign language knowledge: knowledge of legal terminology, international documents Subject-oriented foreign-language knowledge defines a set of concepts that are specific to a particular subject field, which enables the student to implement specific language actions in relation to reading, translation, speaking, listening, writing in foreign language.

Abstract foreign-language knowledge generalizes substantive knowledge and provides, in addition to the listed specific speech actions, the implementation of imaginary operations related to the analysis and synthesis of foreign-language professional knowledge. Integration in the basis of the formation of abstract knowledge of foreign languages provides, besides the ability to read, translate, speak, listen to, write, form students summarizing skills, annotate foreign language legal material.

The ability of students to manage foreign language knowledge of the previous stages determines the meta-level of foreign-language professional knowledge. Foreign language meta-knowledge, in contrast to the

subject-oriented and abstract, provides for the formation of skills related to the systematization, verification, ranking, classification, and evaluation of the usefulness of foreign-language professional knowledge acquired by students, which is, of course, important for the formation of foreign competence of future lawyers.

Thesaurus level of foreign language knowledge mediates the ability of the student's individual to self-planning and designing foreign and creative activities from the standpoint of assessing the significance of knowledge acquisition and in accordance with the system of value relationships student's personality. Thesaurus level of foreign language knowledge includes, in addition to the subject (foreign language and narrow professional sphere), the cognitive sphere, which is mediated by the development of the personality of the student-lawyer as a whole, the system of his value relationships to future professional activities, the performance of professional functions, in particular. The cognitive sphere, which reflects the personal aspect of education, allows a student who possesses thesaurus foreign language knowledge to independently design their activities from the standpoint of the value of their own "I" and the importance of individual foreign language professional knowledge for the development of social knowledge and consciousness.

Thus, the activity block of the system of foreign language competence of students – future lawyers is represented by skills of four types: subject-specific skills, analytical-synthetic skills, creative and design skills.

In our opinion, the focus on the motivational sphere of the student contributes to the formation of intercultural communication competence of the future lawyer, which implies the focus of all means of professional training in the conditions of a higher legal educational establishment to actualize this personal phenomenon.

An important condition of the formation of intercultural communication competence of a future lawyer is the presence of two leading types of interrelated motivations: educational and professional. It should be taken into account that adult learning motivation is subjected to the professional one, in this connection, scientists identified the need "to organize classes to relate training material closely with professional interests, that is, to bring the learning process to real activities of graduates"¹⁴. Professional motives are adequate for the ultimate goal of

¹⁴ Бородіна Г., Співак А. Шляхи реалізації комунікативного підходу при навчанні дипломованих спеціалістів професійного іншомовного спілкування.

training. Educational motives are embedded in the learning process itself, they are mandatory and necessary for the successful implementation of the educational process. Therefore, during the organization and conduct of training classes in any discipline in a higher legal educational establishment, it is advisable to use tasks that reflect the real situation of the specialist's work, that is, to model <...> situations of professional communication that would help students to solve problems of linguistic, cultural and professional nature.

The research of motivational factors during the training of students is of great importance for the scientific organization and optimization of teaching disciplines in a higher legal educational establishment. Knowledge of motives and their adjustments will help to increase the effectiveness of educational work and the level of teaching. Therefore, before using a foreign language in the process of studying special subjects, you must first study the real need of students to know and use a foreign language in future professional activity. For this purpose, we conducted a survey of first-year students of the higher law school, which was attended by 116 people from different faculties.

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In response to the questionnaire, 5% of respondents indicated that they have a good background in English, 37% – use English in their practical work in the process of professional training in a higher legal educational establishment, and 65% – stressed the practical need of knowledge of English in the future, in practice as a representative of various specializations of the legal profession. Most students noted that the use of foreign language should be taken seriously, paying great attention to independent work in its development. In General, the

Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки: Наукові дослідження. Досвід. Пошуки : збірник наукових праць. Харків, 2006. Вип. 10. С. 31–40.

analysis of the survey results showed that law students have a conscious need to apply foreign language knowledge in their practical professional activities. This need is related to broad social motives and reality, the creation of joint ventures, foreign law firms in Ukraine, the need and real possibility of cooperation with foreign colleagues, and so on.

Scientists have proved that one of the ways to increase motivation is to learn a foreign language in non-foreign language higher educational establishments is professional orientation. Taking into consideration professional competences necessary to perform professional activities, and to organize training to help a student to master a foreign language in the process of activities close to his future professional, is the most promising direction of training in a higher educational establishment.

Motivation during the acquisition and use of foreign language in training is a professional requirement of a student who prepares to become a highly qualified specialist with knowledge of the foreign language. Therefore, one of the leading features of the organization of the professional training process is its professionally-oriented nature, which is reflected in the content and purpose of training, which is to form practical knowledge of a foreign language as a “secondary means of written and oral communication in the sphere of professional activity”¹⁵.

Since the formation of knowledge is more effective on the basis of the formed motivation, it is necessary, in our opinion, to create favorable social and psychological climate in the educational environment in the process of mastering foreign language by students is one of the most important prerequisites for the formation of multicultural communication foreign language competence of future lawyer.

The phenomenon of the socio-psychological climate, its importance for the development of the team and ensuring the effectiveness of various processes has attracted the attention of scientists and practitioners. It should be noted that the first studies of the socio-psychological climate were conducted in the field of labor. In the 20–30’s of the twentieth century, during the formation of Russian social psychology, researchers faced an urgent task—to assess the role of social conditions and factors in the life of people, groups, and collectives, although the socio-psychological climate has not yet been mentioned. However, already at that time, a number of his scientific works A. Makarenko devoted the analysis of relations, style, and tone in the team, noting that “we all as we

¹⁵ Алексюк А. Педагогіка вищої освіти України. Історія. 1998.

live <...> we grow as members of a team, that is, as people, we are in a certain system of dependence <...> Each individual must align his aspirations with the aspirations of others: first, the whole team, and secondly, his primary team, the closest group <...> coordinate so that personal goals do not become antagonistic to common goals. General goals should also determine my personal goals”¹⁶. As characteristic features of the team, the great teacher identified the following: harmonization of personal and collective goals; relations of responsible dependence between members of the team, which are determined by common participation in the work readiness for actions interesting and useful; the special position of the individual in the team, its spiritual health, comfort, the possibility of self-realization; security; ability to inhibit; confidence in the future; aesthetic appeal of the team. The theoretical views and practical activities of A. Makarenko found ardent followers, who later focused their efforts mainly on the study of school and other educational groups.

In the late 50’s and early 60’s of the twentieth century, a large number of studies were aimed at elucidating the characteristics of the socio-psychological climate, although the term itself has not yet been used. According to the researchers¹⁷, for the first time in Russian social psychology, the term “psychological climate” was introduced by M. Mansurov¹⁸.

Theoretically, the scientific definition of “socio-psychological climate” was defined and the state of research on this phenomenon was analyzed in the late 60s of the twentieth century thus: “the socio-psychological climate <...> it is necessary to understand the emotional and psychological mood that develops in the team during the work process and is manifested in those relationships that are established on the basis of objective and subjective relationships between team members, formal and informal groups in personal contacts between people. This emotional and psychological mood appears as a result of the fact that during direct personal contacts of employees, all connections between them (functional, organizational, informational, special, and

¹⁶ Макаренко Л. Сочинения : в 7-ми т. Москва : Изд-во АПН СССР, 1958. Т. 5. С. 74–217.

¹⁷ Мицкевич А. Социально-психологический климат первичного курсантского коллектива и пути его регулирования. Санкт-Петербург, 1998. 223 с.

¹⁸ Мансуров Н. Морально-психологический климат и его изучение. Пути совершенствования морально-психологического климата в трудовых коллективах. Москва, 1982. С. 78–96.

ideological-psychological) acquire an emotional and psychological color, due to value orientations, moral norms, and the interests of team members". In the early 70s of the twentieth century, studies of group differentiation using sociometric methods, problems of group compatibility and cohesion, some issues of social perception (mainly human perception), as well as individual behavior in conditions of group pressure (the problem of conformity) occupied a defining place in this issue.

Analysis of scientific studies of this phenomenon allows us to conclude that the formation of the concept of "socio-psychological climate" reflects the theoretical and methodological problems of many domestic psychologists and, above all, the ratio of external and internal conditions in determining behavior, as well as the regulatory function of consciousness. The mechanisms of the social determination of personal behavior were revealed in the study of the impact on the personality of the social macro-environment and the local micro-environment. These problems were solved when studying the activity of the individual in society, the person as a subject of social relations, and the transformation of the individual into a person.

Summarizing the research of scientists, Parygin gives the following definition of this phenomenon: "a socio-psychological climate means a prevailing and relatively stable spiritual atmosphere or mental attitude of the collective, manifested both in the relationship of people to each other and in their attitude to the common cause"¹⁹. According to the scientist, the climate of the collective is the prevailing and relatively stable mental attitude of the collective, which acquires various forms of manifestation throughout its life.

The forms of manifestation of the socio-psychological climate and its indicators include the following: connections and relationships between the individual, members of the group (s) and the team in all their diverse combination; needs, attitudes, motives, expectations, value orientations, moral norms and interests of the team, group and individuals; emotional and psychological mood, feelings and emotional experiences of the team, group and individual representatives; psychophysiological, social and socio-psychological compatibility of individuals and groups; value-oriented unity, orientation, conviction, consciousness, cohesion, discipline, and activity of the team, group and their members; the attitude

¹⁹ Парыгин Б. Социально-психологический климат коллектива. Пути и методы изучения. Ленинград, 1981. 192 с.

of individual representatives, groups and the team to work, to the conditions of their activities, to their team, etc.

Regarding the correlation of such concepts as psychological and socio-psychological climate Parygin points out that “the climate of the team is influenced not only by interpersonal relationships but also by a number of other factors... However, it can hardly be seriously argued that the General psychological approach, which is supposedly broader than the socio-psychological approach, allows these phenomena to be covered. There is no need to prove that any manifestation of human mental activity is extremely socio-psychological”²⁰.

The process of professional training in the higher education system in Ukraine has a collective character. Therefore, the favorable socio-psychological climate that has developed in the group of students during their training will significantly facilitate the work of the teacher in the future, allowing each member of the group to feel goodwill, it will help students to engage freely in foreign language activities in classes with the use of a foreign language, and stimulate students’ initiative.

The educational environment is considered by scientists as a complex dynamic system that can change and be rebuilt depending on social and pedagogical conditions, and influence the actualization of the creative potential of the individual. The collective is the mechanism that provides teachers with the transition of managed areas of activity into the sphere of relations. The collective develops as a social organism, the development of which depends significantly on the nature of the relations of its members in the process of organizing activities and communication. Creating conditions for adaptation and self-realization of each student in the system of collective relations, stimulating leadership, creating a favorable emotional atmosphere – these are the leading goals in the process of teaching students.

The unfavorable climate in the student group significantly complicates the work of the teacher, makes it necessary to make great efforts to organize the activities of students, to overcome resistance to speak a foreign language, unwillingness to read the text, participate in its discussion, and so on. As scientists point out, such problems are often pursued by groups where the average age of students does not exceed 19 years. The unfavorable climate in such groups gives rise to self-doubt in its members, a sense of ill-will, aggression from others, fear of

²⁰ Парыгин Б. Социально-психологический климат коллектива. Пути и методы изучения. Ленинград, 1981. 192 с.

ridicule, rejection, anxiety, lack of initiative, and pessimism. It should be recognized that the psychological climate determines the speed, efficiency, and level of development of the group members. The climate in the pedagogical sense as a set of relations to significant phenomena and objects for the group members is a stable characteristic from repeated States of the atmosphere. The atmosphere can be defined as the predominant emotional state in a group of people in a relatively short period of time, caused by the preparation or psychological conduct of a case. Creating from class to class, from day to day-definite atmosphere the teacher contributes to the formation of the socio-psychological climate of the group.

Fear, advancing success, an atmosphere of joy from successful hard work, and it is clear that students themselves are largely responsible for the nature of the relationships established in the group, but the role of the teacher in this process in any circumstances remains significant and determining. The task of the teacher is to ensure that at each lesson, students are immersed in an atmosphere of It respect for the person of another person (etiquette, prevention of humiliation, public announcement of the merits of students, psychological support, removing atmosphere of admiration for the beauty of human thought).

Intercuinal communication competence, in our opinion, is the direct contact of the teacher and the student, as well as students among themselves. It is in these direct contacts that favorable conditions are created for mutual influence, According to scientists, in communication, the student-teacher is particularly important to create conditions that allow the student to experience a sense of joy and success in achieving the goal (even if the success is insignificant), conditions that cause a bright emotional experience of the young person's desired future, awareness of the importance of combining the desire for freedom and freedom as a reality with a deep responsibility to others and to himself. In this sense, the most powerful potential for the formation of self-expression, and the exchange of professional foreign-language information:

- the group generates a field of intellectual tension for each student;
- the group has a field of emotional “infection”, and as a rule, every student gets into it;
- the group as a social unit, introduces everyone to public relations and thus contributes to the enrichment of social experience; Indeed,

during professional training, the joint activity of the teacher and students proceeds mainly as a group collaboration, which can be defined as co-creation.

Among the positive characteristics of group work, scientists define the following:

- the group provides a social space for the student to express their individuality;

- the group creates an opportunity for students to develop reflection.

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- the group creates an opportunity for the student to develop reflection.

Scientists found that a student is afraid to make mistakes when learning and using foreign language most often for two reasons: unwillingness to receive a negative assessment or a rating lower than the one he usually claims and which corresponds to his level of self-esteem and level of claims, fear of being judged by classmates, lose their reputation or contribute to the formation of an image of themselves as an incapable student, that is, lose their status in the team. Foreign-language communication causes more fear than communication on professional topics in the native language, so foreign-language professional communication in the group, built on the principles of equality, mutual respect, mutual understanding and empathy, co-creation and cooperation, that is, communication at the level of interpersonal dialogue – all this will help to create a favorable psychological climate in the group. The climate of relationships is the “nutrient” environment in which the student directly exists and which affects his development. Although in most cases the climate of relations is determined by the value and conceptual orientation of the educational institution, it sometimes acquires a certain autonomy and requires understanding in the context of the significance of such factors as the environment of students’ life, its reflexive nature. Thus, the socio-psychological climate in the group is a dynamic field of relations in which group activity unfolds and which determines the well-being of the individual, the measure of manifestation of the personal “I”, and, consequently, contributes to the formation of professional foreign language competence, providing, first of all, the formation of the axiological component of this phenomenon. Key in the structure of the socio-psychological climate: the relationship of group

members to (the necessary skills are formed faster, and mutual assistance in their formation and demonstration is stimulated).

To form intercultural communication competence in the future lawyers is necessary to provide a foreign language of professional orientation of process of training, education and the organization of self-study work of students of higher educational institutions; creation of a favorable social-psychological climate in the educational environment in the process of mastering the foreign language; the use of personality-oriented online gaming technologies in the process of forming professional foreign language competence of students-future lawyers. Self-study work is the work of students, which is planned and performed according to the task and with the methodical guidance of the teacher, but without his direct participation. Independent work of students is necessary not only for mastering a certain discipline, but also for forming skills of independent work in general (in particular, in educational, scientific, professional activities), forming the ability to take responsibility, independently solve a problem, find constructive solutions, get out of a crisis situation, and so on. The goal of organizing independent work is the formation of the student's independence, his knowledge, skills, and skills, which is carried out indirectly through the content and methods of all types of training sessions.

The internationalization of social life necessitates mastering and using a foreign language by each individual. It becomes an effective factor in the socio-economic, scientific, and technical and general cultural progress of society, which increases the status of a foreign language as a branch of education.

Gradually the attitude toward mastering a foreign language is changing as a secondary task, which provides only general cultural training of a future specialist, since:

- foreign language serves as an effective factor in the humanization of education since its usage is associated with the process of communication aimed at establishing interpersonal relationships. It is considered not only as a means of humanization, which influences the development of the personality of the person being taught but also as part of his professional training;

- it is impossible to express correctly one's opinion in a foreign language without realizing the facts of reality, the objects, and phenomena that are being discussed. Consequently, mastering a foreign language, its deliberate usage contributes to the development of thinking, mastering foreign language develops logical thinking of the individual,

since language reflects logical and systematical awareness of the material world;

- mastering foreign language in higher educational institutions contributes to developing the students' ability to transfer correctly and competently their thoughts in their native language, prevents and promotes overcoming of professional non-profitability, development of speech culture of the individual;

- students learn with the help of foreign language: culture, the art of the country which language they study, the works of its poets, writers; everyday life, customs, traditions, ethics of the people whose language they study; universal values, etc., and it promotes the develops general culture of a person;

- mastering a foreign language allows you to get acquainted with the culture of written communication.

- due to the knowledge of foreign languages, the student who has graduated from the Higher educational establishment acquires information about the development of the field of his professional activity abroad, has an opportunity to compare the achievements of his country with the achievements of colleagues abroad; participate in scientific and technical creativity, ensure the conformity of the results of his work to the level of world standards;

- the significance for a future specialist to have different skills in the field of a foreign language is determined by the need to read and translate special literature, be able to study and systematize materials about professional activities, to cope with business correspondence in a foreign language, to negotiate dialogue business issues, etc.;

- gradually students develop their ability to work freely with professional information in a foreign language, which plays an important role in professional activity.

Individual approach in mastering foreign languages forms the ability of future specialists to acquire the necessary knowledge, ability to apply and update it on their way, the process of professional training, in general, is a selection of the most rational and acceptable methods from the existing ones.

According to Nikolayev, any form of using a foreign language in a higher educational establishment can be described as follows: the use of a language includes actions performed by individuals (students). As a result of these actions, students develop both general and especial communicative language competencies. Formed competencies are used

as needed in different contexts depending on different conditions and different needs for different types of speech activities, which include speech processes and the perception of texts related to specific topics in specific fields.

As some researchers note, mastery foreign language by the students of non-language specialties and the use of it has its specificity both in terms of goals and choice of methods of work. The leading direction in mastering a foreign language is to obtain by those who study, the level of communicative competence that would allow them to use a foreign language in a particular field of professional activity.

The purpose of using a foreign language in the process of professional training of future representatives of the legal profession is to help the student to become able to speak a professional foreign language. Under the language capacity of the specialty, scientists understand the ability of a person who learns to receive relevant information in another language and the ability to communicate in a foreign language, which implies the ability to receive maximum information, using their language tools and creative strategies, unequivocally and competently express their opinions employing foreign languages.

CONCLUSIONS

The rapid globalization has once again emphasized the importance of forming a professional linguistic personality of a lawyer, which, in turn, implies the acquisition of not only a professional thesaurus, but also intercultural communication that guarantee his or her successful adaptation and self-realization in the modern world. Since language and culture are interrelated, language acquisition cannot be separated from cultural acquisition. Language, as a unique phenomenon of culture, has a significant impact on its development. It is an integral part of the national culture.

Intercultural communication, in contrast to ordinary communication, is characterized by the belonging of communicants to different cultures.

Cultural differences in communication patterns and behaviors, values and beliefs can lead to errors in the perception of communication and in the understanding of communication. They are connected both with a personal factor (worldview, values, etc.), the culture to which the interlocutor belongs.

Thus, one of the tasks of the Department of Foreign Languages is to train linguistically competent specialists who are able to communicate in

multicultural communities and apply their knowledge in the field of law. In language teaching, the concept of communicative competence takes this into account, emphasizing that language learners must acquire not only grammatical competence, but also knowledge of what is the desired language. From this point of view, the process of learning English involves not only the traditional study of phonetics, grammar and vocabulary, but also mastering the English language through its national representations.

At present, when modern legal education is facing a number of obstacles caused by the internationalization and integration of legal systems, the concept of developing a professional language personality of law students is of great importance. Therefore, university education provides training for specialists who are aware of the growing interconnection of countries and are ready to participate in the dialogue of cultures of different peoples. It should arouse interest and respect for other cultures in students. This is the foundation of successful communication. Effective knowledge of a foreign culture is impossible without learning a foreign language. Thus, knowledge of a foreign language becomes one of the most effective means of communication. Effective knowledge of a foreign culture is impossible without learning a foreign language. Thus, knowledge of a foreign language becomes one of the most effective means of communication. Successful intercultural communication presupposes knowledge of a foreign language, the ability to adequately interpret the communicative behavior of a representative of another society, the readiness of communication participants to perceive other forms of communicative behavior, understanding their variations and cultural differences.

The curriculum should include social studies, speech etiquette, rules of conduct. Cultural analyzes and research are also carried out.

Intercultural learning takes many forms through various means. Firstly, it can be different places of study: classrooms, museums, exhibitions, field work, short visits, exchange programs, self-study. Intercultural communication is gradually developed through classroom learning and simultaneous learning in the real world.

SUMMARY

Pedagogical support for the formation of intercultural communication of future representatives of the legal field in the process of professional training in a higher legal education institution methodologically relies on

all provisions on the integrity of the pedagogical process and the need to create humanistic-oriented interaction between teachers and students. It is important that all subjects of educational activities, teachers and students, realize the need for joint activities, interaction and implementation of training, development and education in unity, ie the implementation of the educational process.

The pedagogical conditions of formation of intercultural communication of future lawyers in the process of professional training in the conditions of higher legal educational institution are considered, creation and maintenance of which will promote formation of the studied phenomenon. In our opinion, the future lawyer's focus on the motivational sphere of the student helps to ensure the formation of competence in intercultural communication. Providing the professional orientation of teaching a particular discipline – a multifaceted process that requires consideration of a number of specific factors, namely: a conscious approach to teaching the subject; individual work with each student, reliance on his independence; activation of knowledge, skills and abilities, constant emphasis on the professional significance of a foreign language, vision of the prospects of its use in research work.

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