INNOVATIVE TECHNOLOGIES IN THE PROCESS OF ENGLISH LANGUAGE STUDY BY FUTURE LAW SPECIALISTS

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Abstract. The article reveals the peculiarities of teaching a foreign (English) language in the professional preparation of future law professionals in modern of society. Emphasis is put on the peculiarities of authentic legal texts, which are professionally focused on terminology and legal vocabulary. It is noted that there are significant differences in the legal systems of different countries, and which should be noted in the process of intercultural professional communication. The essence of methods and technologies of teaching a foreign (English) language are revealed, which are necessary for the successful formation of knowledge, skills and abilities and achieving the goals not only of a teacher but also of a student. The article reveals the essence and combination of innovative and multimedia technologies but does not deny the use of traditional technologies and methods. The main goal of the article is the analysis of existing innovative methods used in teaching a foreign (English) language. According to the authors, today English is the language of politics, business, education, industry, media, intercultural communication, as well as one of the main disciplines of educational programs. Proficiency in English is a determining factor in entering well-known universities and getting a prestigious and high-paying job. Therefore, it is not surprising that considering the process of teaching, the author draws attention to the emergence of innovative information technology. In the article the author focuses on the development of human creativity, creating real conditions for the development of intellectual and moral potential of each student. Also of great importance in the teaching of English is the selection of situations and topics for communication that meet the professional needs of this contingent of students, texts, demonstrates the professional communication of future law professionals. In the article to reveal the list of search for forms of innovative educational technologies is a necessary condition for improving the efficiency of the educational process in general and the development of personal potential of each student as a subject of educational process and self-education in particular.

Keywords: communicative competence, multimedia technologies, innovative technologies, computer technologies, case studies method, project method, collaborative learning, debate, portfolio method.

Introduction. In our modern life the development of intercultural communication, changes in the socio-political situation in the country involves training of highly qualified professionals who speak a foreign (English) language. The competitiveness of modern specialists depends not only on the knowledge of the future specialist, but also on his diverse development of humanitarian culture, creative thinking, education and, above all, knowledge of foreign languages. In the conditions of modern globalization, communication in English as an international language is an essential component of the professional activity of any specialist, including a specialist in law.

Literature review. Problems of communicative competence in the process of foreign (English) language with innovative technologies and methods are considered by national and foreign scientific personalities as E. H. Azimov [1], T. P. Bessarab [2],

E. V. Gulyaev [3], T. V. Zykov [4], E. O. Kochkurovo [4], A. O. Savino [5], A. P. Panfilov [8], E. S. Polat [9], O. N. Fedorov [12], J. M. Temple [13] and many others.

Aims. The aim of the article is to analyze innovative methods that already exist and are used in foreign language learning.

Methods. The research methodology is to use the methods of comparative analysis to study the methods of teaching English, methods of analysis and synthesis.

Results. The spread of English as a language of international communication, the growing number of English learners have led to the emergence of various methods of teaching and monitoring the effectiveness of the educational process. The use of authentic materials such as films, radio and television as additional means of teaching a foreign language has long proven its effectiveness. The advent of innovative information technologies has radically changed the nature of teaching, made it possible to make the learning process more productive and exciting. Technology is one of the most powerful drivers of both social and linguistic change. It is part of the process of globalization, affects education and culture. Currently, English is the language of politics, business, education, industry, media, intercultural communication, as well as one of the main disciplines of educational programs. Proficiency in English is a determining factor in entering well-known universities and getting a prestigious and a high-paying job. Interest in its study is growing, and the audience of users covers almost all age categories, nationalities, educational levels [3, p. 72].

Modern economics requires that graduates of higher education institutions, and in particular, future law professionals, are able to generate ideas, work in a team, including international, defend their point of view, seek useful information, both in native and business foreign language, learn the latest technologies and learn throughout life. Globalization and informatization of public life presupposes communication with representatives of different cultures, so a professional of the XXI century must speak at least one foreign language, preferably English as an international language.

The new State Educational Standards emphasize the formation of professional competencies of the learner, and professional competence as a characteristic of the quality of training is considered an integral result of the learning process. Competence is not just a set of knowledge, skills and abilities that are formed in the study of a discipline, but the ability to perform certain activities based on them, and the development of competence involves the use of modern learning technologies [12, p. 23].

The process of learning English as a language of law is quite difficult, because law students need in a short period of time to master the basics of legal systems not only in Ukraine but also in other countries, such as the United States or Great Britain. There is a significant difference between these legal systems. For example, the term «solicitor», «barrister» is used only in British law, «counselor» (counselor, lawyer) - in the United States and Ireland. «Solicitor» is a lawyer, a legal specialist who is engaged in office work, prepares cases in court and transfers them to the «barrister» - a court lawyer. Thus, considering the problem of teaching future law

professionals, we note that for them the basis is free orientation in different educational and legal systems.

When teaching students future specialists in English law, the teacher must motivate students to improve their knowledge, which will allow them to contact specialists from other countries, read foreign special and professional literature in original, rather than translation, which distorts the interpretation of certain phenomena, taking into account the fact that there are differences between the legal systems of countries that are not translated, but only described. For competitiveness, students must know the basics of grammar, and most importantly - the vocabulary of the legal field. After all, if a lawyer knows the grammar, morphology and syntax of English, but does not know professional vocabulary, he will not be able to build a dialogue with a specialist from another country, will be confused when discussing any situation related to his professional activities. That is why special attention in the study of English by law students is paid to the acquisition of professional vocabulary. Thus, the study of professionally-oriented vocabulary is the main goal of developing oral skills and aims to implement communication skills and normal, adequate response to professional communication, both oral (preparation of messages related to professional topics) and written (ability to compose any legal documents and resumes). It is very important to know vocabulary that has certain specifics in jurisprudence. Here, well-known words have a completely different translation, for example, bar - advocacy, bar association; battery - beatings; jury - jury trial; just - justice, justice; sentence - sentence, punishment, etc. [2, p. 138].

Texts by specialty - a source of vocabulary for students of future law professionals, an example of the use of terminological vocabulary in context. In the study of students of future specialists in English law for the formation of basic country training in jurisprudence use materials relating to basic legal sciences: criminal law, international law, civil law and many others [6, p. 496].

Analysis of scientific and methodological literature indicates that today the practice of teaching a foreign (English) language as a subject in higher education is based on several dominant scientific and theoretical approaches. We will mention only some of them, which, in our opinion, most fully reflect the specifics of the current stage in the process of learning a foreign (English) language:

- communicative approach, which is a theoretical justification of communicative teaching methods and technologies;

- cognitive approach, involving the conscious gradual development of speech skills and abilities in students, has proven to be the most effective in foreign and Western methodological schools;

- activity, which received its final scientific and theoretical reflection in the term «personal-activity approach», which in its most concise form can be reduced to a personality-oriented educational model of the educational model;

- competence approach to learning, the idea of which can be characterized by replacing the mandatory formation of knowledge, skills and abilities with a set of competencies or, according to other terminology, a set of competencies.

All these approaches today characterize the vector towards the humanization of education, which we took as a starting point for the development and use of the latest technologies for teaching a foreign (English) language for future law professionals.

We connect humanization in education, first of all, with development of creative possibilities of the person, with creation of real conditions for development of intellectual and moral potential of the personality of each student, and also in selection of situations and subjects for communication corresponding to professional needs of this contingent. texts, reflecting the situational and thematic basis of the course «Foreign language for law professionals» and demonstrating the professional communication of future law professionals.

In this article, we would like to limit ourselves to describing those technologies that have proven to be the most effective.

The first technology we would like to focus on is tentatively called «community learning» The United States, the United Kingdom and Australia have considerable experience in cooperative learning. Collaborative learning involves the interaction of all participants in the learning process, both students and teachers, working together, which contributes to their mutual enrichment. In contrast to the usual group work in joint learning, students in a team help each other in the formation of practical skills and as «experts» on a particular issue, passing new information [9, p. 37].

Collaborative learning is also used in project-based learning technology. As you know, the project is aimed at the result obtained by solving the problem. Students achieve this result on their own, and the teacher acts as an advisor and member of the assessment group. You can offer the following stages of project training:

1) preparatory (information retrieval);

2) basic (hypotheses as a result of «brainstorming», selection of the most interesting ideas and justification of the final choice, detailed elaboration of ideas in accordance with the requirements formulated earlier);

3) presentative (presentation of the project, its defense and opposition);

4) final (collective discussion of the submitted projects, announcement of the results of the external evaluation, formulation of conclusions).

When creating projects, the individual characteristics of each student are revealed, the ability to work independently to find ideas based on international experience, the ability to argue in a business foreign (English) language and answer questions is developed. Independent work of students in foreign (English) languages of future law professionals is one of the mandatory requirements for the organization of the educational process and is designed to promote the creative potential of the student and the skills of self-organization and self-education, which provides continuous personal and professional growth [5, p. 145; 13, p. 203].

Also in the educational process began to introduce technology, which was developed on the basis of assessment of skills and abilities assessment - center, which we will also take a place in the article and briefly describe. As part of academic activity, which is an essential attribute of the educational process, especially for future law professionals, was developed and tested technology for assessing the quality of knowledge of students and their classmates, who demonstrated higher academic

achievement in the training module. Such students, if they wished, were rigorously selected with the help of teachers and approved for the role of assessors. Four commissions were set up (three student assessors each). The members of the commission were responsible for one or another type of control of various speech skills. Each commission had an assessor who assessed grammar, vocabulary and, finally, the ability to answer questions on the subject. Each of the assessors had a clearly developed by teachers' scale for measuring the quality of speech knowledge, skills and abilities that were tested. It is important to note that teachers only monitored procedures and were more likely to act as assistants rather than the traditional supervisors. This technology allows you to quickly and efficiently test the degree of learning material by students, especially speaking, which usually takes a long time to test, on the one hand, and on the other - helps to increase student motivation and improve the quality of knowledge of both assessors and students who are evaluated.

The next educational technology, which has recently become increasingly popular and is often used by teachers in the study of various disciplines, is debate. Debates have been known as an important attribute of democracy since ancient times. As an educational technology and a special form of intellectual play, debates are used in many educational institutions both in our country and abroad. Recently, teachers are introducing two forms of debate in the educational process:

1) fragmentary incorporation of elements of debate into the educational process - this technology works more effectively when students already have the necessary stock of special vocabulary, and they feel confident and can demonstrate knowledge of the facts on the topic they are studying;

2) the form of boundary control as the final stage in the study of the module - the use of technology takes at least two academic hours. All the time in the intensive mode, students compete in eloquence with the use of special rhetorical techniques, which provides a fairly high level of foreign language proficiency.

In groups with a lower level of training, the teacher must conduct significant preparatory work on the introduction of vocabulary in accordance with the proposed topics for discussion, practice skills of discussion using speech clichés to express and defend their own opinions, arguments or counter-arguments and so on.

The technology demonstrates high efficiency, as the main responsibility for conducting lies with the shoulders of students, who, in turn, must show increased motivation and interest in the preparation and organization of debates. Teachers thus achieve good results, giving students the opportunity to show initiative, organizational skills, demonstrate the ability to work independently, set goals and make decisions.

Research shows that the most effective learning technology is the analysis of practical professional situations (cases). In education, case-study technology opens up new opportunities for the formation of professional competence, as the solution of practical situations in the profile of the specialty is directly related to classes in the subjects of the professional cycle. Today, higher education institutions need cases with pronounced educational objectives, with the analysis of moral and ethical, moral and legal, socio-political and other situations [4, p. 109]. It is desirable that the proposed professional situations were based on modern realities, and one of the factors in

choosing a possible solution was to take into account foreign experience. Discussion, analysis, finding ways and means of solving various problems play an important role in including a young person as a specialist in an active position in the public life of the country during his studies. Solving the professional problem of the case in business foreign (English) classes, students use elements of all the above technologies - cooperation in discussing the problem, creating a project to predict solutions, use information from the Internet and so on [14, p. 204].

Discussion. The basis of «case-studies» is a real business problem situation, which is proposed for solution. The use of this method in the process of teaching English business has a number of advantages:

- the training organically combines purely professional information with the possibility of motivated use of a foreign (English) language in the process of solving a problem situation;

- case method allows you to stimulate mental activity related to analysis, generalization, abstraction, forecasting, hypothesizing and decision making;

- modeling the process of production activities of the specialist, «case-studies» aims at independent choice of means and methods of solving the problem;

- the use of «case-studies» provides the maximum intensification of the learning process, makes the speech interaction of students more effective, involving them in individual, pair, group and team work.

Modern educational standards also require a revision of the teacher-student interaction model. In modern requirements, such relations must be built on mutual trust and respect. Requirements for the student must be clearly stated, the system of evaluation of his achievement must be developed in detail and brought to his attention. The teacher, in turn, should be responsible for the quality of the educational process, listening to the initiative of the student, to build relationships with him on the basis of partnership.

The teacher monitors the student's academic achievements and the formation of the academic rating is based on data on personal achievements of students.

The tool «Portfolio», which is developed on the basis of the curriculum of the discipline «Foreign (English) language» can be a tool for the formation of such relationships. Following the traditional guidelines for the development of this technology, the «Portfolio» should include a section «Student Passport», which includes personal data of its owner, last name, first name and patronymic of the student. In the next section «Speech Passport» the student describes the personal goals of learning English, indicates his level of language proficiency and notes the difficulties he experiences in carrying out various types of speech activities. Such information allows the teacher to help the student to design an individual learning trajectory, to determine his personal learning route. The next section of the portfolio «Biography of the language» defines a specific task that the student must cope with for a certain period, for example, to study the sections of English grammar and the like. In the section «Dossier» the student records his achievements, indicates the number of points he receives for performing the tasks provided by the curriculum of the

discipline. Thus, the portfolio is one of the effective tools for assessing individual student achievement and a means of interaction between student and teacher [8].

Important in the study of English is the independent work of students, when planning which must take into account the individual characteristics of each student. The effectiveness of independent work is influenced by the fact that the teacher manages it. Such guidance can be provided both directly in the classroom and by preparing students with a variety of learning materials that they use in independent work. The availability of quality materials for independent work (including additional materials), which have a communicative focus, and the availability of the necessary materials by right, compensates for the absence of a teacher during independent work. As the practice of teaching English shows, the use of educational materials with a focus on independent work is a way to optimize the learning process. An important role in this process is played by multimedia tools, which characterize the great didactic potential.

Multimedia technologies are information technologies that combine audiovisual information on several media (text, video, audio, graphics, etc.). At the same time, an interactive dialogue with user systems and various forms of self-employment is being implemented.

The use of multimedia technologies in the educational process allows to improve the process of limited combination of traditional and innovative forms and methods of teaching; implementation of educational, informational, game, modeling, design and analytical functions; implementation of such general didactic principles as clarity and accessibility; expediency of systemic transition from education to self-education; positive emotional background for learning; combining theory with practice.

Training students of future law professionals in the educational space of today involves the development and improvement of motivational and informational readiness, which future law professionals must apply in practice. In the modern educational process, the possibilities of computer technology and the Internet are often used as an information base. Students of future law professionals can visit forums where experts in their field communicate, watch video casts in English to learn legal terminology, news resources for law professionals who reveal in English the main events in the world and related to legal issues. Also, the advantage of innovative technologies is access to court proceedings in real time. The latest technologies allow you to record, collect and analyze real material, as well as provide an opportunity to virtually participate in professional situations [1, p. 255].

Educational programs can be used to introduce new material: the program «Professor Higgins. English without an accent». A great help in learning and consolidating grammar is the interactive course «Round-up» (published by Pearson Education Limited Longman), which consists of several discs of different levels. Exercises are placed on grammatical topics. The advantage of this course is the ability to check your own answers and computer calculation of the results of tasks. The interactive course «Way Ahead» (published by Macmillan), which consists of six

levels, includes games, crossword puzzles, interesting and exciting exercises to consolidate grammatical and lexical material in the form of games.

Now let's move on to the question of how to use the Internet when learning English. Today, new methods of using Internet resources are opposed to traditional foreign language teaching. In order to learn to communicate in a foreign language, it is necessary to create real, real life situations that will simulate the study of the material and produce adequate behavior specific to a particular situation.

When preparing a message, students «filter» a large amount of information, if necessary, listen to music, and often view photos. Such tasks for students can be used in the preparatory stage of the lesson, for example, in combination with the project method, allowing future professionals to put into practice their knowledge, skills and abilities. This is one of the forms of organization of research and cognitive activities, in which group activities are successfully implemented, allowing to increase the motivation to learn a foreign (English) language. The focus of this work process is the student himself with the opportunity to freely express their views and practically apply the knowledge of a foreign language.

For example, in any class, group it is possible to hold a tournament in naval combat with the help of the program «Seabattle». With the help of an interactive whiteboard, students can enjoy sinking their opponents' ships while answering questions on English vocabulary and grammar. We can also use phonetic games in the process of teaching English. There is a good series of educational games «Learning English Letters» [11].

The use of such techniques of teaching educational material in pedagogical activities provides an opportunity to:

- present the material more clearly, with the least amount of time;
- find basic and additional materials for classes or elective courses;
- save time for speech practice;
- to organize individual, group and frontal work with a group of students, to simplify the control of educational activities;
- to interest students, increase their motivation, involve them in the creative learning process.

The proposed methods are combined into three-level technology, which is designed to work with students who have problems with mastering communicative competence, representing a complex that can be divided into three parts.

At the first stage of training it is advisable to use tasks that contribute to the development of vocabulary and vocabulary: educational games, work with dictionaries of all types, practical tasks for website development, synchro, plans for conversational topics [10].

At the second stage, it is advisable to use tasks for the use of speech situations (models), composing dialogues, interviews, discussions, virtual trips, excursions [15].

At the third stage, students are sufficiently prepared to speak in a foreign (English) language (have the necessary and sufficient vocabulary), must correctly construct statements (in English, the sequence of words is very important, this is the specifics of the language). You can go directly to speaking. And at this stage it will be advisable to

use such methods as compiling system-forming tables (compiling a conversational topic and working with the text), creative task, blended learning, practical solution of the case problem [7].

Conclusion. In conclusion, it should be noted that in the modern methodology of teaching business foreign (English) there are the following trends:

1. Focus on the theory of the four components of successful communication in international business. The following components are:

- speech competence of the participants of the communicative act;

- professional competence in matters of professional activity;

- information and communication competence;

-intercultural competence.

2. The use of new pedagogical technologies as a case method in particular.

3. Increasing the requirements for pedagogical skills of teaching business English. A teacher of business English in the modern world needs a symbiosis of skills and knowledge, such as:

- standard professional and methodological skills that allow to form and develop the linguistic and communicative competence of students;

- ability to understand the various subtleties of modern legal events and phenomena and the realities of the legal environment of the world;

- knowledge of ethnocultural features of participants of speech interaction.

The legal professional must realize that the word is not only a communicative and aesthetic phenomenon, but also a weapon. Improper use can lead to severe moral and in some cases legal consequences. The communicative competence of a specialist in law involves fluency, the ability to select and use modern vocabulary, to speak correctly, at the right pace, competently. Speech mistakes lead to sad consequences, sometimes even discrediting the specialty. Thus, speech culture, communication skills, become not only a personal matter, but the prestige of the specialist, the prestige of the specialty.

The process of changing the educational environment of information and communication technologies involves changes in traditional education. There is individualization of education, involvement of parents in the educational process, refusal to divide the educational process into classroom and independent work, monitoring and self-monitoring, changes in the evaluation mechanism, redistribution of methods of mastering the material to increase part of research and practical work.

Thus, the search for new forms of innovative educational technologies is a necessary condition for improving the efficiency of the educational process in general and the development of personal potential of each student as a subject of the educational process and self-education in particular.

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