

Філологічні науки / Филологические науки / Philology

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FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE LAWYERS

The world tendencies of globalization and integration, social and economic transformations in Ukraine, the change of knowledge-centric paradigm onto educationally oriented, an axiology was stipulated by quality changes in professional training of future lawyers with an accent on forming of communicative competence. The development of new facilities of communication, a process of legislation adaptation of Ukraine to the requirements of the European legislation are those factors, that attract considerable attention to the questions of professional communication in the law sphere both abroad and in Ukraine. The problem of forming of professional communicative competence becomes one of important problems of modern higher education.

Now, we are witnessing the European integration of higher education, not only in terms of theory and methodology, but also in educational and cultural level of future specialists, defined by the European Council as a list of major skills that are necessary for a modern person. These skills are called key competencies: communication in the mother tongue; communication in foreign languages; competence in science and technology; information competence; interpersonal, intercultural, social and civic competence; cultural and creative expression; the ability to learn; adaptability and mobility [2, p. 4].

Therefore, one of the ways to update the content of education, and to integrate into the world educational space is orientation of training programs to acquiring key competencies and creating effective mechanisms for their implementation (V. Redko, I. Zymnya, S. Nikolayeva, O. Ovcharuk, S. Yashchuk, etc.). That is, the priority for the modern national education system should be the competences, which are both the elements and the results of the training activities. This is the main idea for the scientists, V. Andruschenko, I. Yermakova, V. Kalinin, S. Maksymenko, V. Sydorenko, N. Nychkalo, L. Sohan, who state that, it is not possible for the competent specialist, who does not have the necessary for his/her profession competences, to fully realize himself/herself in socially significant aspects [7, p.16]. According to the Ukrainian scientists, S. Kolomiets and A. Demidenko «humanitarian component is a prominent factor in the formation of these competencies in technical faculty or University», which, in turn, «necessitates clarifying the role of foreign language (English) in addressing this highly topical issue» [7, p. 18].

In the article we compare and analyze the state of forming of communicative competence of future lawyers in higher education in Ukraine and Germany.

The analysis of the scientific sources shows the legal systems of Ukraine and Germany are based on law admission as the basic source of right. Law development comes true by codification. Basic legal concepts form an only legal language, Ukrainian and German legal systems are followed by the legal acts of Constitution, civil, civil procedure, criminal, criminal procedure codes [1, p. 6].

So, it is possible to confirm that the state of forming of communicative competence of future lawyers both in Ukraine and in Germany has common feature.

Firstly, the legal system of both states is based on admission of law as the basic source of right, both the fields of law and basic concepts coincide for this reason. Secondly, a basic normative document that determines organization of educational process in higher legal educational establishment in Ukraine and Germany is a curriculum. The conducted analysis of curriculums of Law faculty of University of modern knowledge (Ukraine) and Frankfurt university (Germany) is shown that they are based on the educationally-professional program, structural and logical chart of preparation. Thirdly, the structure of professional preparation of future lawyers is folded educational-cognitive, research and also productive practice. Fourthly, a main place is given to the conception of communicative training of future lawyers, the essence of that consists in integration of the special courses of the special and professional disciplines, in continuous perfection of skills of the verbal and writing broadcasting, receptions of analytical mental work, that need knowledge [1, p. 7]. All these factors assist of forming of communicative competence of future lawyers.

An English teacher must be fluent in a foreign language and must demonstrate high foreign language communicative competence. At the same time, the student's foreign language communicative competence is an integrative personal quality, it is a tone which mediates along with other kinds of personal and professional development competence and defines its effectiveness in greater or lesser degree.

The study of the experience of universities dedicated to the formation of students' foreign language competence demonstrates the fact that several methodological approaches in teaching foreign language have spread in recent years.

The first one is an activity approach which is considered in the context of personal and activity approach based on the activity of the studying process of a subject. This approach focuses not only on learning but also on the ways of learning designs and ways of thinking, the development of cognitive forces and the creative potential of the student [7, p. 18].

The context-situational methodological approach to the study of the English language was developed by scientist A. Verbitsky. According to A. Verbitsky context plays an important conceptual role in all processes of the psyche, consciousness and activity in this approach [4, p. 303]. A context is a system of internal and external conditions of behavior and human activities that affects the perception, understanding, and subject's transformation of the definite situation by giving the meaning and significance to this situation as a whole and its components. The context is an extremely important factor which determines an adequate or, on the contrary, the illusory reflection of objects and phenomena of objective reality, their personal sense [4, p. 305]. The situation of communication is a complex term that includes a large number of required and insufficiently studied characteristics: goals and motives of speech acts, records of the student's last speech experience of the interpersonal relation, that is the whole context of communication. To ensure the full implementation of the communicative task it is better to use various kinds of collective and differentiated work in the classroom, to exchange the information and the results of the verbal activity of students by giving a certain amount of new information [4, p. 308].

While teaching students a foreign language, it is important to consider two things: inadequate understanding by the trainees and trainers the specific realities of the country of studying language; the students' interest to the peculiarities of the social behavior of foreigners in different situations. A. Verbitsky includes the following items to the main principles of contextual teaching: pedagogical support of student's personal involvement into the educational activity; consistent modeling the complete content, forms and conditions of professional activity of specialists in educational activity of students; the problem of teaching content and the process of its revelation in the educational process; the adequacy of the organization forms of students' educational activity to the purposes and to the content of education; the leading role of cooperative activity, interpersonal interaction and dialogical communication of the subjects of the educational process; pedagogically justified combination of new and traditional pedagogical technologies; the unity of the training and education of professional's individuality [4, p. 309]. Therefore, the formation of communicative competence must be taught to students within the situational approach. The third methodological approach, which was given the name «communication» one, is understood as a system of education shifting the focus from the aim of «teaching the verbal activity» to «teaching the communication» [4, p. 310].

At the same time, the communication is defined to the literature as a unidirectional process of transferring information from subject to object. Communicative objective is carried out by forming the language and speech skills in reading, listening, speaking, writing, at the end providing the language proficiency and the communication in the context of foreign language environment (educational, professional, daily, socio-cultural). Foreign language communicative competence of the student performs as a general, elusive in learning short time aim. It implies such language proficiency that approaches to the language of native speakers by its linguistic parameters; therefore, oral and written forms of training should differ in correctness, disengagement, stylistic adequacy, accordance to the situation of communication. Thus, foreign language communicative competence can be interpreted as a goal and

as a result, the outcome of foreign language teaching.

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