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CURRENT PROBLEMS OF FOREIGN LANGUAGE STUDYING AT LAW SCHOOLS

The processes of globalization, modernization and integration taking place in the modern world lead to the promotion of scientific and technological progress in Ukraine and development of its national culture and education [1 st. 379 (B)].

All this creates the formation and development of highly-skilled specialists of the new generation. Moreover, application for higher education should be savvy in both the field of jurisprudence speaking one foreign language at least.

However, there is an urgent need to study a foreign language in a non-linguistic university, in particular at Law Schools.

The problems of studying a foreign language are the following:

Short-time foreign language courses lead to disinterest among students in the subject of study. Common methods of teaching in a higher educational establishment are usually out of date, and the information provided in the framework of interaction between a student and a teacher is unhelpful.

Therefore, it is important for the foreign language teacher to know the latest teaching methods, special educational techniques to choose from in accordance with the knowledge level, needs, interests of students etc [2].

A foreign language teacher has mostly philological education but not a professional in Law. The ignorance of the terminology system, the subject and basic concepts of the specialty, and hence the peculiarities of professional literature translation causes misunderstanding among the participants of the educational process and often leads to loss of teacher's authority and subsequently, the refusal to teach professional foreign language. Thus, to teach Legal English it is necessary to have not only a high level of foreign language, but also basic knowledge of professional discipline [3].

Therefore, for law students their future professional activity, which will consist of interpersonal communication, must be developed in all three acts of professional interaction:

1. Perceptual (perception of the partner within the process of communication);
2. Communicative (exchange of professional information);
3. Interactive (interpersonal communication) [4].

In this regard, the most important task of higher educational institution is to provide a comprehensive language training and to involve students into active

communication in a foreign language. This will help to overcome the language barrier in the future.

*CLIL refers to situations where subject, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language [5].

Based on the Western European Practice of CLIL, D. Coyle [6] highlights the following benefits of this approach:

1. Growth of linguistic competence among students and confidence in their linguistic and linguistic opportunities.
2. Increasing expectation on the effectiveness of learning from both the faculty and the students.
3. Development of students' skill to make decisions in situations of risk and problem solving.
4. Development of vocabulary and grammar skills in the foreign language usage.
5. Motivation and encouragement of students to develop their own autonomy and independence in the educational process.
6. Improvement of the level of proficiency in the native language, especially literacy.
7. Increasing of speech spontaneity in communication through the use of language as a way of life, but a goal of studying.
8. Development of students' skills in self-education and concentration on their learning.
9. The ability to integrate linguistic competence and linguistic culture into the curriculum.

Analyzing all above-mentioned it can be concluded that the use of interactive methods of teaching a foreign language and implementation of a person-oriented in to the framework of communicative practice in foreign language classes help to adopt the materials use them in future.

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