

UDC 378.147

DOI:

**Natalia Soroka**, Ph. D. (Psychology), Associate Professor of the Foreign Languages Department No.2  
Yaroslav Mudryi National Law University, Kharkiv

**Tetiana Shchokina**, Ph.D. (Philology),  
Associate Professor of the Foreign Languages Department No.2  
Yaroslav Mudryi National Law University, Kharkiv

## WAYS TO FORM FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE LAWYERS

The article is devoted to the analysis of various approaches to defining the concept of foreign language professional competence, proposed by various domestic and foreign scholars and offers ways to form it in the process of teaching a foreign language (English in our particular case) to future lawyers in the course of language training. Communicative competence involves mastering all types of language activities and the basics for oral and written culture, which are based on the socio-cultural knowledge background. The problem of forming the communicative competence of future lawyers can be solved by involving students in the process of specially organized communication training, which will form a model of communicative competence of lawyers with language, speech, sociocultural, educational and compensatory components, since it is extremely important in everyday life as well as in the professional sphere. As the lawyer's activity is characterized by dynamism, unpredictability, the presence of problem situations that require immediate resolution, the authors consider it necessary to use innovative learning technologies, namely role-playing technologies that promote more motivated, free and positively oriented foreign language communication of future legal professionals.

**Keywords:** foreign language communicative competence; legal profession; communicative orientation; linguistic means; communicative skills and abilities.

**Ref. 15.**

**Наталія Сорока**, кандидат психологічних наук, доцент кафедри іноземних мов №2  
Національного юридичного університету імені Ярослава Мудрого, м. Харків

**Тетяна Щокіна**, кандидат філологічних наук, доцент кафедри іноземних мов №2  
Національного юридичного університету імені Ярослава Мудрого, м. Харків

## ШЛЯХИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ ПРАВНИКІВ

Статтю присвячено аналізу підходів до визначення поняття "іношомовна професійна компетенція", запропонованих різними вітчизняними та закордонними науковцями і окреслено шляхів її формування в процесі викладання іноземної (англійської) мови майбутнім юристам в курсі мовної підготовки за професійним напрямом. Комунікативна компетентність передбачає опанування усіма видами мовної діяльності та основами культури усного і писемного мовлення, які ґрунтуються на соціокультурній базі знань. Проблема формування комунікативної компетенції майбутніх правників може бути розв'язаною через залучення студентів до процесу спеціально організованого навчання спілкування, що дасть змогу сформувати модель комунікативної компетенції юристів з мовними, мовленнєвими, соціокультурними, навчально-пізнавальними та компенсаторними компонентами, оскільки вона є надзвичайно значущою не лише в повсякденному житті, але і в професійній сфері. Оскільки діяльність юриста характеризується динамічністю, непередбаченістю, наявністю проблемних ситуацій, які вимагають миттєвого врегулювання, автори вважають за необхідне використовувати інноваційні технології навчання, а саме технології рольової гри, які сприяють більш вмотивованому, вільному та позитивно-орієнтованому іношомовному спілкуванню майбутніх спеціалістів юридичної професії.

**Ключові слова:** іношомовна комунікативна компетенція; юридична професія; комунікативна спрямованість; мовні засоби; комунікативні навички та вміння.

**Problem statement. Analysis of recent researchers and publications.** The American researcher N. Chomsky introduced the concept of "competence" in his work "Language and Mind" in 1968 [3]. It was one of his most significant works. Later the term "competence" was adopted by the world scientific community and

used in the methodology of teaching foreign languages. Many scientists (A. Leontiev [6], M. Canale [2], R. Milrud [9], N. Zimnaya [15], N. Gez [4], V. Safonova [10], J. Savignon [11], E. Litnevskaya, V. Bagryantseva [7], F. Litvinko [8], V. Avrorin [1], M. Kabardov [5], A. Taova [12] and others) have devoted their works to the issues of

competence, particularly the formation and development of foreign language communicative competence in the process of teaching foreign languages.

A. Leontiev defines a foreign language communicative competence as the ability to carry out speech activity by means of the language being studied in accordance with the aims and situations of communication within the framework of a particular field of activity. The term is based on the set of skills that allow to participate in speech communication in its productive and receptive forms [6].

F. Litvinko gives a broad definition of communicative competence and believes that “communicative competence is the system of knowledge that deals with and based on the language, its units, their construction and functioning in speech; outlines the ways of forming thoughts in the language being studied and understanding the other people’s judgments; acquaints with native speakers’ national and cultural features. It occurs on the specifics of various types of discourses. All the features mentioned above form students’ ability to communicate in various types of speech activity in accordance with the communicative tasks being solved, to understand, interpret and generate logically linked ideas and statements” [8].

According to E. Litnevskaya, “communicative competence involves the ability to express a certain thought orally and in written form correctly (in accordance with the norms of the native literary language), clearly, accurately and expressively in accordance with the communicative situation and the purpose of utterance, as well as the ability to understand a foreign text, carry out its informative processing and afterwards to get involved into a dialogue” [7, 506].

Based on the analysis of the researchers’ works mentioned above, we can assume that foreign language communicative competence is the system of language knowledge that presupposes an active use of written and oral aspects of language in order to achieve specific goals.

However, the issue of foreign language communicative competence in the process of teaching future lawyers has not been the subject of detailed scientific investigation.

**The aim of the article.** The aim of the paper is to consider and analyze the formation and development of foreign language communicative competence in the process of teaching future lawyers.

**Materials and methods.** Today, one of the most generally accepted meanings of the term “competence” is a combination of knowledge, skills and abilities of the language being studied.

We consider future lawyers foreign language

communicative competence within the framework of the state’s modern language policy which is aimed at improving professional communicative competence. The legal profession is based on various types of communication with people who differ in their social, religious, moral and political principles. Therefore, it is extremely important for specialists in legal field to possess a communicative competence. Unlike other disciplines, foreign language as a subject has a particular range of peculiarities: communicative orientation, interdisciplinary, multifunctionality, multilevelness, objectlessness and infinity.

The communicative orientation of foreign language teaching is predetermined by the solution of specific communicative and pragmatic tasks in real life foreign language situational communication. The interdisciplinary of foreign language is connected with the fact that information from different fields of science may be used in the content of foreign language communication.

In linguistics there exist no unified approach to the question of definition and content of language functions. The functions distinguished by the scientists are the following: communicative, cognitive, regulatory and emotionally expressive. Foreign language multilevelness is determined by the need, on the one hand, to master various linguistic means that are related to aspects of the language (lexical, grammatical, phonetic), and on the other hand, to acquire skills in four types of speech activity.

The acquisition of foreign language as a subject does not provide students with direct knowledge of reality (in contrast to the criminal law, where a specific definition is given to its subjects). “Language is a means of expressing thoughts about objective reality, while its consistent patterns are the subjects of other disciplines. In this sense, foreign language as a discipline is “objectless” ... The specifics of foreign language as a subject also lies in its infinity” [15, 59–60]. Students in the process of studying foreign languages cannot be limited with learning the only topic. They need to acquire and possess a wide range of components, from phonetics to grammar and syntax. Thus, a foreign language as an academic subject in higher education institutions is limited to a particular program, but as an object of cognition it is entirely unlimited.

We suppose that the original function of any foreign language, can be explained by the definition given in the work of V. Avrorin: “The language function is the practical demonstration of its essence, the implementation of its purpose in the system of social phenomena, the certain existence of the language, specified by its very nature” [1, 34]. We consider the foreign language communicative function

as a complex integrated phenomenon in which all its basic characteristics are combined. One of the foreign language features is its multifunctionality.

Taking into consideration the foreign language specifics in comparison with the specifics of other subjects, we can highlight certain other distinctive functions that are as important as those mentioned above. According to L. Vygotsky, "mastering a foreign language follows the path directly opposite to the one, the native language is developing... A child assimilates the native language unconsciously and unintentionally, while the foreign one – beginning with awareness and intention" [13, 233]. The awareness of means and ways how to form and express the ideas and their implementations in phrases, the process of language comprehension accompanies the mastering of foreign language. This statement does not contradict the fact that in the process of foreign language communication the content can be controlled by the consciousness exclusively: a person consciously chooses what to say, whom to address and in what consequence the information is necessary to say. The form of thought expression is implemented at the level of basic mechanisms of human activity. Thus, one can distinguish a thought-forming or thought-creating foreign language function.

Let us mark one more peculiarity that has become the distinguishing characteristic of a language and a foreign language in particular: the foreign language, as a subject unlike other disciplines embodies a goal of education as well as a learning tool. Since students acquire information and study various disciplines through a language as a tool, mastering foreign language itself, causes the problem of gradual, externally correlated perception of certain, less complicated means and ways in order to solve, using previous knowledge, more complicated and complex perceptive tasks. The regulatory and cognitive functions of foreign language are associated with this process.

Students get acquaintance with cultural, historical features and values of another country, learn customs and traditions that are atypical for the country they live in. Therefore, we can distinguish the cultural function of foreign language. In the context of interdisciplinary communication, foreign language has become the means of expanding, differentiating and clarifying the conceptual and categorical apparatus of other disciplines in the process of future lawyers training. Based on this statement, we can distinguish the accumulative function of the language. Using the various functions of foreign language consciously, students do not only satisfy the cognitive interest, but also develop foreign language communicative competence.

**Conclusions.** The formation of future lawyers' foreign language communicative competence can be implemented by means of involvement of specially organized communication training in the educational process. This process occurs and can be realized through communicative competence formation of future lawyers through the development of communicative skills in all types of speech activity: speaking, reading, listening and writing. If consciously mastering the linguistic means, students gain knowledge and experience about different ways of expressing thoughts and emotions in accordance with communicative situations. Acquaintance with cultural traditions and spiritual values of another country allows students to form the personal intercultural competence. Thus, specially organized foreign language communicative training allows future lawyers to form such components of communicative competence as speech, language, sociocultural, educational, cognitive and compensatory competences. Foreign language communicative competence refers to a group of key competencies, which plays particularly important role in a personal life as well in the professional activity and growth.

At the same time, the formation of foreign language communicative competence for a future lawyer requires specific conditions that would effectively contribute to this process. We consider the use of innovative technologies for teaching foreign languages as one of the most prominent ones, in particular, role-playing game technologies, which contribute to more motivated, free and friendly foreign language communication. The professional activities of a lawyer are characterized by dynamism, unpredictability, and various situations that require immediate resolution of a problem. In this regard, the development of future lawyers operational thinking is considered to be very important in order to form their communicative competence through the opportunities that foreign language acquisition provides.

I. Zimmaya defines communicative competence as the mastering of complex communicative skills and abilities, the formation of adequate skills in new social environment, the knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, upbringing; orientation in the communicative means inherent in the national, class mentality, development of the role repertoire within the framework of this profession [14].

The formation of foreign language communicative professional competence is the key to the successful development of a professional career for future lawyers. It involves the preparation of highly qualified

specialists who are ready to cooperate and interact in the field of law and international law with native speakers of another country and culture in order to conduct research and professional activities in the field of law and international law, as well as to continue communicative and professional growth and development.

#### ЛІТУРАТУРА

1. Аврорин В. А. Проблемы изучения функциональной стороны языка. Ленинград: Наука, 1975. 276 с.

2. Canale, M. From Communicative Competence to Communicative Language Pedagogy. In J. C. Richard, & R. W. Schmidt (Eds.), *Language and Communication* London, 1983. pp. 2–14.

3. Chomsky, N. *Language and mind*. Cambridge: Cambridge University Press, 2006. 190p.

4. Гез Н. И. Формирование коммуникативной компетенции как объект зарубежных методических исследований. *Иностранные языки школе*. 1985. №2. С. 17–24.

5. Кабардов М. К. Языковые и коммуникативные способности. Москва: Педагогика, 1989. С. 103–104.

6. Леонтьев А. А. Психолого-педагогические основы обновления методики преподавания иностранных языков: Лекция-доклад. Москва: Исследовательский центр проблем качества подготовки специалистов, 1998. 24 с.

7. Литневская Е. И., Багрянцева В. А. Методика преподавания русского языка в средней школе: учеб. пособие для студентов высших учебных заведений. Под ред. Е. И. Литневской. Москва: Академический проект, 2006. 588 с.

8. Литвинко Ф. М. Коммуникативная компетенция: принципы, методы, приемы формирования: сб. науч. ст. Белорус. гос. ун-т. Минск, 2009. Вып. 9. 102 с.

9. Мильруд Р. П. Методика преподавания английского языка. Москва: Дрофа, 2005. 256 с.

10. Сафонова В. В. Социокультурный подход к обучению иностранному языку как специальности: автореф. ... докт. дис. Москва, 1993. 47 с.

11. Savignon, S. J. *Communicative Competence: Theory and Classroom Practice*. USA: McGraw-Hill, 1997. 23 p.

12. Таова А. А. Формирование коммуникативной компетентности студентов – будущих юристов в образовательном процессе современного вуза: автореф. дис. ... канд. пед. наук. Владикавказ, 2011. 22 с.

13. Выготский, Л. С. *Мышление и речь*. Москва-Ленинград: Огиз-Соцэргиз, 1934. 326 с.

14. Зимняя, И. А. Психологическая характеристика иностранного (второго) языка овладения в языковом вузе. URL: <http://psychlib.ru/mgppu/ZSnt1980/ZPH-048.HTM#>.

15. Зимняя И. А. Психология обучения иностранным языкам в школе. Москва: Просвещение, 1991. 221 с.

#### REFERENCES

1. Avrorin, V. (1975). *Problemy izucheniya funktsionalnoy storony yazika* [Problems of studying functional side of language]. Leningrad, 276p. [in Russian].

2. Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J. C. Richard, & R. W. Schmidt (Eds.), *Language and Communication* London, pp. 2–14. [in English].

3. Chomsky, N. (2006). *Language and mind*. Cambridge: Cambridge University Press. 190p. [in English].

4. Gez, N. (1985). Formirovanie kommunikativnoy kompetentsii kak obekt zarubezhnykh metodicheskikh issledovaniy [The formation of communicative competence as object of foreign methodological research]. *Foreign languages at school*, No.2, pp.17–24. [in Russian].

5. Kabardov, M. (1989). *Yazykovye i kommunikativnye sposobnosti* [Language and communicative abilities]. Moscow, pp.103–104. [in Russian].

6. Leontiev, A. (1998). *Psikhologo-pedagogicheskie osnovy obnovleniya metodiki prepodavaniya inostrannykh yazykov: Lektsiya-doklad* [Psychological and pedagogical basis for updating methodology of teaching foreign languages: Lecture report]. Moscow, 24p. [in Russian].

7. Litnevskaya, E. & Bagryantseva, V. (2006). *Metodika prepodavaniya russkogo yazyka v srednei shkole* [Methods of Russian language teaching in secondary school]. *Educational manual for students of higher educational institutions*. Moscow, 588p. [in Russian].

8. Litvinko, F. (2009). *Kommunikativnaya kompetentsiya: printsipy, metody, priemy formirovaniya* [Communicative competence: principles, methods, formation techniques]. Minsk, 102p. [in Russian].

9. Milrud, R. (2005). *Metodika prepodavaniya angliyskogo yazyka* [English Teaching Methodology]. Moscow, 256 p. [in Russian].

10. Safonova, V. (1993). *Sotsiokulturnyy podkhod k obucheniyu inostrannomu yazyku kak spetsialnosti* [Sociocultural approach to teaching foreign language as specialty]. *Extended abstract of Doctor's thesis*. Moscow, 47p. [in Russian].

11. Savignon, S. (1997). *Communicative Competence: Theory and Classroom Practice*. New York: McGraw-Hill, 23 p. [in English].

12. Taova, A. (2011). *Formirovanie kommunikativnoy kompetentnosti studentov – budushchikh yuristov v obrazovatelnom protsesse sovremennogo vuza* [Formation of communicative competence of students – future lawyers in educational process of modern university]. *Extended abstract of candidate's thesis*. Vladikavkaz, 22 p. [in Russian].

13. Vygotsky, L. (1934). *Myshlenie i rech* [Thinking and speech]. Moscow-Leningrad, 326p. [in Russian].

14. Zimnyaya, I. A. (1980). *Psikhologicheskaya kharakteristika inostrannogo (vtorogo) yazyka ovladeniya v yazykovom vuze* [Psychological characteristic of foreign (second) language as object of mastering in linguistic university]. Available at: from <http://psychlib.ru/mgppu/ZSnt1980/ZPH-048.HTM#p48> [in Russian].

15. Zimnyaya, I. A. (1991). *Psikhologiya obucheniya inostrannym yazykam v shkole* [Psychology of teaching foreign languages at school]. Moscow, 221p. [in Russian].

Стаття надійшла до редакції 20.01.2021