

INNOVATIVE ASPECTS OF ENCOURAGING INTERCULTURAL COMMUNICATION IN NATIVE AND FOREIGN LANGUAGES WHILST TRAINING STUDENTS OF HUMANITIES IN HIGHER EDUCATIONAL INSTITUTIONS (ON THE EXAMPLE OF PHILOLOGICAL, PEDAGOGICAL AND LEGAL TRAINING PROGRAMMES)

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Abstract: The deepening of international cooperation in all spheres of economic and legal relations requires the formation new approaches in the process of training law students. New trends affecting the professional training of lawyers create requirements for creating opportunities for them to provide in-depth professional communication in the system of international relations. The paper defines that law students should master the skills of acting as a mediator between representatives of their own and foreign cultures, identify the causes of disruption of intercultural communication and effectively eliminate misunderstandings and conflict situations caused by intercultural differences.

Keywords: Foreign languages, Higher education institutions, Encouraging intercultural communication, Training programmes, Training students

1 Introduction

Modern conditions of globalization of society require each individual to have knowledge and skills of intercultural communication. The growth of globalization, the spread of international contacts, the internationalization of Ukrainian society in general, objectively causes changes in the nature of intercultural communication, which deepens business and friendly contacts with other countries, and thus promotes the study of foreign languages by law students through the prism of intercultural communication.

The pedagogical task of updating students' linguistic knowledge involves the formation of a special kind of value orientation in them – the development of a stable desire to independently replenish information, which under certain conditions may be insufficient. We see the essence of actualization of students' linguistic knowledge in the development of their motivated active participation not only during the performance of traditional tasks (translation of a fixed volume of special-purpose texts) but also in the expansion of mandatory material, which involves the transformation of knowledge, their use in communicative exercises, especially modeled communication situations, application in project tasks [14].

Thus, there is a need not only to teach lawyers meaningfully, grammatically correct, and stylistically able to express their views, but also to form within them foreign language communicative competence.

2 Literature Review

An Increased scientific interest in various aspects of intercultural communication and competence was shown by both domestic and foreign researchers in the field of sociology, cultural studies, psychology, linguistics, philosophy, and education. Previous research was carried out in the following areas: the formation of socio-cultural competence (O. Agres [1], O. Apostolyuk [2], F. S. Batevych [3], I. F. Loschenova [14], I. Tofan [24], etc.); formation of communicative competence (J. W. Berry [4], V. V. Machusky [15], I. Tsymbaliuk [22, 27], etc.); formation of professional competence (L. S. Dzevytska [6], M. Dziamulych [7-10; 18-20], D. Matsumoto [16], M. Yatsyshyn [29], etc.); formation of certain aspects of professional foreign language competence (N. V. Hurenko [11], T. I. Oliynyk [17], Ya. Yanyshyn [28], etc.); research of levels of readiness for professional activity (V. Khrebtova [12], O. Stashchuk [22-23],

A. Tokarska [25], etc.); use of information technologies in the educational process (V. A. Komarnytska [13], R. Sodoma [21], O. V. Yudinina [30], I. Zhurakovska [31] etc.).

3 Materials and Methods

Ensuring the successful solution of cognitive and practical problems, as well as the optimal functioning of the system of procedural training of legal professionals involves the use of common law and special scientific methods. In particular, the main methods used in the research process are comparative-historical, the method of experimental cognition, comparison, and also took into account the methods of application of technical means in teaching a foreign language.

In addition, traditional general and special research methods were used. Thus, by the general technique studying the general laws and features of the process of training of any foreign language was considered. A special technique includes the study of learning those linguistic and speech phenomena that are specific to a particular foreign language. Psycholinguistic methods were also used to study the mechanism of speech generation and recognition.

4 Results and Discussion

Intercultural communication is a social phenomenon, the essence of which is a constructive or destructive interaction between representatives of different cultures (national and ethnic), subcultures within a clearly defined spatio-temporal continuum. At the centre of intercultural interactions is man as the bearer of universal universals and cultural features. This person acts and interacts with others on the basis of these universals and features in a large number of communication contexts [3].

As you know, the theoretical and methodological basis for the study of pedagogical conditions for the effectiveness of multicultural education of law students by foreign languages in higher education is the provision that the discipline "Foreign Language" (for example, teaching English and French) has significant educational opportunities, multicultural the potential of the socio-cultural component contributes to the involvement in the educational process of cognitive (intellectual), knowing, emotional and sensory spheres of the student's personality in the context of the multicultural orientation of the pedagogical process by means of foreign languages.

In the process of study, law students must master the skills of acting as a mediator between representatives of their own and foreign cultures, identify the causes of intercultural communication and effectively eliminate misunderstandings and conflicts caused by intercultural differences. One of the tasks of professional training of future lawyers should be the study of intercultural differences, which allows a clearer understanding of the peculiarities of their culture, more effectively interact with representatives of another culture.

Of particular relevance in the context of globalization and internationalization of world economic and legal relations is the study of English by future lawyers of basic legal terminology, which is also directly due to both the international specifics of the legal field and communicative and professional needs, as the legal system, various forms, types, branches and law, and legislation, including philosophy of law, general theory of law, sociology of law, legal (juridical) technology, legal cybernetics; branch legal sciences and, in particular, international legal sciences; international public law, private international law, constitutional law of foreign countries, consular, diplomatic law, regional law, international law, etc., will not have prospects for development without the connection of a foreign language

subtext, which ensures the interaction of national legal systems in order to unify and standardization of legal concepts, the need for communication in the field of legal science and practice.

Intercultural communication of law students is closely related to communicative competence because language and communication are aimed at exchanging information and establishing interaction between partners in the communication process, namely in learning a foreign language. Communicative actions provide social competence and conscious orientation of law students to other people's positions, namely such skills as listening and engaging in dialogue, participating in a collective discussion of a topic or problem, interacting and collaborating with people of different ages and cultures.

It is possible to define intercultural competence as the ability of a person to communicate effectively with representatives of other cultures, i.e. to achieve their goals in communication and at the same time meet the expectations of their partners. Most researchers emphasize the importance of the categories «efficiency» and «adequacy» (relevance) in determining competence. Effectiveness in this context can be explained as a process of communication in order to achieve goals or desired results; adequacy – as the absence of violations of significant rules that operate in a particular cultural context, and compliance with the expectations of the opposite party [4].

General cultural competence is a multicomponent formation. But there is an opinion that one of the main components of general cultural competence is intercultural sensitivity, i.e. sensitivity to differences between cultures, awareness of the possibility of difficulties in intercultural communication. Sensitivity to differences is so important that in some concepts intercultural sensitivity is seen as a separate component that replaces intercultural competence. For example, Milton Bennett's theory is well known in our country [16].

However, it is still more appropriate to consider intercultural sensitivity as one of the most important factors of general competence in interaction with representatives of other cultures. Such views are held by American Researchers H. Chen and V. Starost, who use the metaphor of «umbrella», where intercultural competence, in their opinion, combines intercultural sensitivity, awareness, and skills of interaction with representatives of specific cultures [14].

For foreign language teachers, the use of knowledge in the field of cultural communication in the classroom helps law students to achieve a higher level of knowledge of English. In the case of applicants, the knowledge of cultural communication gained during school will help future students to be prepared to enter the university.

Knowledge in the field of cross-cultural competence enables and helps the teacher to understand through the behavior of a law student which method of teaching to choose. This knowledge can also be used in learning English to help law students relate new knowledge to previous knowledge and experience. The national-cultural specificity of expression is one of the main reasons for the difficulties and their understanding by a non-cultural recipient. It is those factors that do not coincide in the two cultures that become a barrier to understanding in the communication process and require interpretation, comment, and in many cases remain inexplicably clear.

Implementation of the linguistic approach to teaching oral foreign (English) speech to law students can be done by dosed inclusion in practical classes of additional background tasks (for example, hand out cards with phraseological verbs that are most often used in colloquial language) and use language tools to match them according to the content and degree of complexity and agree with the information in the textbooks, taking into account the level of language proficiency of law students (for example, during a practical lesson watch a 3-5-minute video with new vocabulary and then consolidate this vocabulary with exercises). In the process of formation of oral speech skills and

abilities to obtain a certain level of knowledge of a foreign language, there is a systematization of mastered lexical units. This should be done in the case of mastering each new topic [25].

We also share the opinion of A. Tokarska that in linguistics, psychology, socio-psycholinguistics, ethics, legal deontology, the communicative effectiveness of interaction between lawyers and persons entering into legal relations is considered in general as a linguistic and etiquette manifestation of verbal behavior of interlocutors. According to her definition, the communicative activity of law enforcement officers is «intellectually-verbal and non-verbal actions aimed at consensual interaction with persons of different age, gender, professional and cultural-ethnic groups, who mostly show (under adverse conditions and circumstances) a negative reaction to protection rights and freedoms of citizens, unlawful encroachments on their lives and health, government and public order» [25]. Indeed, the legal activity of the development of these elements occurs in the process of communication between law enforcement officers and other members of social groups.

Summarizing modern scientific trends in this field of research, we can state the advantage of a systematic approach to learning a foreign language, taking into account its communicative features, because it is with this approach that systemic language patterns and relationships are manifested in order to most fully and effectively use them in language, that is, for the formation of foreign language communicative competence. The system approach, therefore, is the shortest way to master foreign languages (in our case – English).

A peculiar type of intercultural communication in the context of intercultural dialogue is the teaching of English, where cultural interaction of representatives of different linguistic and cultural communities can be both direct (indirect contacts) and indirect (work with text, work as an abstract model of another culture), dialogical consciousness and thinking of a person with the imaginary world and other people (for example, identification with images of works of art).

In the context of intercultural communication, a foreign language is considered by some researchers as a tool for multicultural development of the personality of learners, or as a means of ensuring a person's integration into a new society, a new social situation [13].

In today's globalized world, English is known as lingua franca because it performs a unifying communicative function, particularly in science, technology, and education, enabling scientists, researchers, and students to join the latest world scientific achievements, exchange information, and participate in international events (professional conferences, congresses, seminars, exchange programs, etc.). Proficiency in English is a prerequisite for successful research and educational processes.

The introduction of cultural elements in the process of teaching a foreign language is a necessary need today because awareness and separation of signs of differences of different cultures, tolerant attitude to these differences stimulate the linguistic, cognitive, and social development of students [17].

That is why the study of a foreign language in higher education acquires a cultural meaning, because the future specialist of a new type, who speaks a foreign language, must carry out professional activities at the international level, adapt to a new means of communication, learn another culture and comprehend their own ethno-cultural sources in a multicultural space and showing a tolerant attitude to a foreign language and culture [30].

Modern requirements for the training of competitive professionals, including in the field of jurisprudence, should take into account the recommendations of the Council of Europe, which clearly define the task of forming plural lingual and plural cultural competence of students. Mastering a foreign language

involves involvement in another culture, to master a new socio-cultural content [5].

Knowledge of foreign languages gives legal professionals significant advantages in carrying out professional activities; a certain level of intercultural communication allows for legal analysis of international markets, legal research, business negotiations without the participation of an interpreter, making optimal decisions in the professional sphere, taking into account various aspects of cooperation with foreign partners, etc.

In this context deserve attention merit and scientific maxims of the N. V. Hurenko, who believes that this process applies to many professionals working in the field of linguistics, including foreign language teachers. Intercultural communication as a field of activity of philologists requires from them a clear awareness and understanding not only of a different mentality and awareness in the field of concepts and phenomena inherent in a particular culture but also the ability to properly apply them in speech. Each nation in the course of historical development acquires a large number of characteristic features that do not penetrate into other, even genealogically related nations. Certain words and phrases denote folk customs, traditions, holidays, administrative, legal, and political systems [11].

As practice shows, it is very important to distinguish such realities or units of nationally coloured lexicon to understand the meaning of a phrase or text as a whole. In addition, the concept of reality is closely linked to the phenomenon of intercultural communication. It is the communication of people belonging to different cultures. It can be extremely difficult due to different notions of when, why, and how to use the language. Thus, intercultural communication is an extremely important factor in understanding and correctly reproducing language.

When forming the lexical and terminological bases of communicative activity of jurists it is important to lay the subjects of legal relations with information about the political system of the country, peculiarities of the judicial branch, tendencies in the development of branches and institutions of law (constitutional and municipal law, administrative and civil law, etc.), responsibilities of various representatives of the legal profession. All this largely determines the nature of the tasks for the development of speech training in any of the proposed areas of activity of the future lawyer.

The practice of intercultural communication in the legal field has proved that a modern specialist must not only master the language of a business partner but also know the cultural characteristics of his country, mentality, and traditions of other cultures. Ignorance of these components makes it impossible to fully communicate, and sometimes nullifies all the efforts of people who reach the international level of legal cooperation [12].

Foreign language communicative competence is a category that is a set of linguistic, sociolinguistic, and subject competencies in the process of teaching foreign language students their specialty. Linguistic competence involves knowledge of vocabulary units and mastering certain formal rules by which vocabulary units are converted into utterances. Sociolinguistic competence is the ability to use and change language units according to the situation (and the context determines their choice). Subject competence means orientation in terms of the content of expression within the relevant professionally significant topics provided by the curricula of special disciplines [6].

On the basis of theoretical researches of a problem of formation of foreign language communicative competence of students in the educational process allocate the following indicators of its formation:

- Availability of knowledge of a foreign language, i.e. awareness of the rules of construction of statements;

- The ability to implement a foreign language, i.e. the transformation of language forms and their use in accordance with the situation;
- Orientation in terms of the content of expression within the relevant professionally significant topics provided by the curricula of special disciplines;
- Availability of extra-linguistic socio-cultural knowledge that ensures the psychological readiness of students for foreign language communication;
- Levels of formation of foreign language communicative competence, acting as its quantitative characteristics (initial level, intermediate and high level) [6].

Each level of foreign language communicative competence is characterized by certain parameters regarding productiveness, productivity, and the ability to switch from intellectual to communicative tasks. The creative level of formation of foreign language communicative competence is characterized by high productivity and the ability to correct in terms of linguistic and socio-cultural knowledge of communication in a foreign language. However, the teaching of a foreign language for professional purposes to future jurists in practice is accompanied by a number of difficulties.

Legal communication is a kind of social communication; based on legal norms, the order of interaction of subjects, which consists in the exchange of legal and other information aimed at meeting their legitimate interests and needs [15]. Legal communication is characterized by a sequence of actions, which is determined by the relevant legal means (means of action and means of establishment), which are dispositive and imperative. Legal communication consists of elements that have a complex structure and requires the stability of relations, which makes it possible to maintain its integrity in the face of internal and external changes.

Thus, the poly-motivation of foreign language learning by university students allows to qualitatively changes the motivation in the process of foreign language classes through the freedom of choice of tasks, individualization. A change in motivation is a change in the general value orientations of students in education in a broad sense. Thus, the process of changing motivation, which goes beyond one subject, is a phenomenon of development of the individual as a whole, and hence its axiological potential.

At the same time, the use of the institute of intercultural communication has become one of the factors in the training of future lawyers. Intercultural communication is relevant for the analysis of communication in the context of the law. Every culture has its own logic, its own idea of the world. What is significant for one culture may be irrelevant to another, so it is important to always take into account the characteristics of the partner – a representative of another culture. In today's world, you can't lock yourself in one country. Constant communication with others allows you to borrow useful ideas.

Thus, the key feature of teaching English in the professional field of future lawyers is the maximum consideration of the specifics of their professional field. Therefore, it is necessary to bring the content and methods of teaching to the practical needs of students, taking into account their interests and the necessary motivation. It is necessary to select educational material that reflects the current and professional problems of legal professionals and ways of their practical solution. It is advisable to use interactive teaching methods that bring learning closer to real conditions and contribute to the comprehensive development of students. Therefore, many features of teaching a foreign language in a professional field need further research in order to find methods and teaching aids that will increase the level of language training of future lawyers, which is one of the conditions for successful employment.

5 Conclusion

Thus, the comprehensive mastery of a foreign language through the prism of intercultural communication by future lawyers will help increase the competitiveness of Ukrainian professionals in Europe and meet international requirements for the basic professional competencies of a modern lawyer. For successful social interaction in the conditions of intercultural communication the level of linguistic preparation of students of legal specialties which allows choosing necessary speech means according to a situation and to carry out the correct reference, to correlate mental schemes with the phenomena of reality is crucial. It is proved that a person's ability to freely use and speak a language (native and foreign) as a means of communication means that he is aware of the peculiarities of the culture that is reproduced in the language; mastering verbal and nonverbal means of language is necessary for the formation of a national "picture of the world" and culture, which is the basis for understanding its meanings.

Therefore, the native language and culture, as well as the development of communication skills within the native culture play a special role in the formation of communicative competence in law students. Constant contrastive analysis of language material (for example, when studying new lexical units) and comparison of cultural realities significantly contribute, in particular, to a deeper knowledge of the native language and culture, awareness of their cultural identity, and help to master a foreign language.

In this aspect, the key role is played by the formation of a standard of legal education, which should include general (in particular, knowledge of the state and one of the official languages of the Council of Europe; skills of collecting and analysing information; ability to make unbiased and motivated decisions the ability to reconcile parties with opposing interests, etc.) and special competencies (knowledge of the structure and standards of the legal profession and its role in society; knowledge of international human rights standards, the foundations of public international law, Council of Europe law and European Union law; documents, etc.) that students must master.

Thus, the practical aspect of intercultural communication as a training course for future lawyers aims to form a qualitatively new type of personality that is able to realize its own national dignity in the unity of differences with others in the global interethnic and intercultural space. The content and structure of the intercultural communication course should reflect the range of the most important problems of the industry.

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