

**FEATURES OF FORMATION OF FOREIGN LANGUAGE
PROFESSIONALLY-ORIENTED COMPETENCE OF LAW STUDENTS ON THE
BASIS OF CASE STUDY**

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Abstract. The article deals with the problem of definition of the notion of “professionally oriented foreign language training of future legal specialists”, particularly, it reveals the differentiation of the notions of “foreign language training”, “foreign language education” and “teaching foreign languages”, determines the purpose and the content of foreign language education and teaching foreign languages and the peculiarities of foreign language education of future legal specialists. The concept of professionally oriented foreign language training is analyzed and defined by scientists as a process of teaching foreign languages oriented to the formation of foreign language professional competence for solving professional tasks in their sphere. The key factors of professionally oriented foreign language training of future legal specialists (cognitive and informational, linguistic, professional, psycholinguistic, content and structural) are introduced in the paper. The leading role of foreign language education consists in effective communication, cultural awareness, ability to work and adapt to multilingual and multicultural teams and high level of communication competence, which are considered as the key requirements of the recruitment strategies of employers.

Keywords: foreign language training, foreign language education, teaching foreign languages, professionally oriented foreign language training, future legal specialists, professional linguodidactics, case study.

Modern conditions of continuous development of legal science and expansion of the information space set new goals for higher education to train specialists who meet the standards of higher professional education. Improvement of the educational process in legal education dictates the need to move from information and communication methods and forms of education to active and interactive. Acquisition by future lawyers of communicative competence in the educational and professional sphere of communication contributes to the intensification of the educational process, improves the quality of training of lawyers.

Conceptually new approaches to language teaching in a nonlinguistic higher school submitted the following: professionally-oriented focus of the learning process; communicative, motivated student activities; take into account real communication needs of the future lawyer in dealing with clients and colleagues in terms of multi-lingual space; taking into account specifics of professional communication in the field of written and oral communication; the reliance on the students linguistic, speech and communication skills.

The purpose of professionally-oriented English language training in law school is to acquire future lawyers the basics of communicative competence

necessary for professional communication, mastering oral and written forms of communication in the language of the specialty as a means of information activities and further self-development. Cognitive-language and operational- speech competencies allow students to use language as a means of obtaining professionally relevant information using different types of reading; communicative competence allows to participate in oral and written professional communication. Acquisition by future lawyers of the basics of communicative competence in the field of professional communication is carried out in the process of realization of the ultimate goals of the discipline [1].

Today, the higher school sets the task not only to significantly update the content of language teaching, but also to introduce new ways of forming the communicative competence of future specialists. When selecting approaches to the formation of communicative competence of students, the correspondence of forms and methods of educational work to the goals of the formation of a competent specialist is taken into account. For this purpose it is necessary to select such approaches which being directed on formation of competences, can be called competence. Among them, there are those forms and methods of work that have not only educational but also professional justification, while the formation of students' competencies depends on their activity.

In the process of teaching the specialty language to students of non-philological faculties, the following competence technologies can be used:

- *development of critical thinking through reading and writing*
- *game technology (language games, role-playing games, situational tasks)*
- *problematic discussions*
- *interactive learning technology (in pairs, small groups)*
- *scenario-context technology*
- *project method*
- *method of debate*
- *modular learning technology*
- *case study method*
- *method of situational problems*

Among the most effective methods of teaching the language of the specialty is the case study method [2]. The essence of this method is the independent communicative activity of students in an artificially created professional situation, which makes it possible to combine theoretical training and practical skills necessary for creative activity in the professional sphere. Students are invited to understand the situation of professional activity, which provides for the need to solve the problem. In the process of solving the problem, students are forced to update the necessary complex of acquired knowledge. The case-method allows to take into account the professional training of students, interests, developed style of thinking and behavior, which makes it possible to widely use it for teaching the language of the future profession. The case study method is an effective method of active training of

law students of senior courses on the basis of real situations. We can say that this method is aimed not so much at the development of specific knowledge or skills, but at the development of the General intellectual and communicative potential of students as specialists.

Competence-based approach puts on the first place not the awareness of the student, and the ability to solve problems, so the technology for the formation of professional competence should be practice-oriented and as a result to form the ability of the student to act, solve professional problems. Summarizing the above, it should be noted that taking into account these aspects will increase the efficiency of the educational process and will contribute to the successful formation of communicative competence in a non-linguistic University. The relevance of the introduction of competence technologies in the practice of higher professional education is currently due to two trends: the first follows from the General direction of the development of education, its orientation is not so much to obtain specific knowledge as to the formation of professional competence, skills and mental activity, the development of personal abilities, among which special attention is paid to the ability to learn, change the paradigm of thinking, the ability to process huge amounts of information; the second follows from the development of requirements for the quality of a specialist, who, in addition to meeting the requirements of the first trend, must also have the ability to optimal behavior in different situations, to differ in the system and efficiency of actions in professional activities.

The use of the above methods increases the level of knowledge of the language as a whole; contributes to the development of skills in the use of terms and their understanding more effective than simple memorization; develops creative thinking, forcing to think in the language; develops presentation skills (the ability to publicly present their work in the language of the future profession); teaches to formulate various types of questions; develops the ability to lead a discussion, argue answers, which contributes to the development of speech without reliance on the finished text; improves skills of professional reading of the scientific text or the text on a speciality and information processing; teaches to work in team and to develop the collective decision; allows to solve fully individual and group independent work; allows students to think creatively.

Thus, communicative competence in modern conditions becomes not less important component of qualification of the expert, than actually professional knowledge and abilities. Practical skills to set and solve a certain type of communicative tasks, to determine the goals of communication, to assess the situation, to take into account the intentions and methods of communication of the partner, to choose adequate communication strategies language means, to be ready for a meaningful change in their own speech behavior, to establish and maintain the necessary contacts with colleagues and other, “techniques” of communication (rules of politeness and other norms of behavior) contribute to the effective implementation of the communicative task of professional communication.

The case method combines two elements: the case itself and the discussion of that case. Cases provide a rich contextual way to introduce new material and create opportunities for students to apply the material they have just learned. Effective cases are usually based on real events, but can be drawn from both the present and the past. A decision-maker faced with the situation described in a case can choose between several alternative courses of his action, and each of these alternatives may be supported by a logical argument. During the classroom discussion students carry out analytical work of explaining the relationships among events in the case, identify options, evaluate choices and predict the effects of actions. Cases could be different in volume and content. It depends on the aims of teaching foreign languages, the level of students, as well the type of required help in the process of making the decision. Therefore, cases relatively can be divided into following types:

Scientific research, which is oriented at accomplishing research activity; 2. Practical, which reflects real life situations; 3. Educational, the task of which is organizing educational process [3]. Scientific research case study acts as a model for getting advanced knowledge of a situation and action in it. Its educational function comes down to scientific research teaching skills by the help of modeling approach. Practical case study sets up a problem of a detail life situation reflection. Therefore this case creates a practical case model. Educational task of practical case comes down to a training of vocabulary and grammar learned before, practicing and decision making in a particular language situation. Educational case reflects typical language situations, which are appearing in a real life more frequently. Students are more possible to come across with such situations in their professional life. Furthermore, training and educational tasks are placed on the first place. There are numerous advantages to use cases while teaching foreign languages. Study cases help to develop and raise critical thinking and reflective learning of the learner; develop problem solving skills; improve the student's organizational skills; enhance communication skills; train managerial communication skills; encourage collaborative learning and team-working skills; connect theory and practice; get students to be active, not passive. The case study method usually involves three stages: individual preparation; small group discussion; large group or class discussion. Case studies are usually discussed in class, in a large group. However, sometimes, teachers may require individuals or groups of students to provide a written analysis of a case study, or make an oral presentation on the case study in the classroom. It is extremely important that the case studies are well prepared in advance so that each student knows what his role is. There are many ways of introducing the case study to your students. Here is a list of steps that should be completed during the case study introduction class:

- 1) Read the case study thoroughly with your students. Here you can deal with any lexical or grammatical issues. You may also like to ask your students to represent the background information in a visual form.

2) Provide the students with some input on how they should analyze the case study.

3) Pre-teach the language required to discuss the case study [4].

There are many publications for teaching meeting skills, presentation skills or negotiation skills. It is important to select the skill you would like to focus on and teach the specific language. A classroom case discussion is usually guided by the supervisor. Students are expected to participate in the discussion and present their views. The interaction among students, and between the students and the teacher, must take place in a constructive and positive manner. Such interactions help to improve the analytical, communication, and interpersonal skills of the students. To sum up the above information we can state that the power of the case method lies in the active participation of the students. In case learning, students encounter the problem before they create the structure to solve it. The method is basically inductive and experiential.

The case method offers certain benefits. For one, cases are usually interesting. They involve real parties with real problems and therefore tend to stimulate students more than do textbooks with only hypothetical problems. The case method also helps students develop the ability to read and analyze cases, which is a crucial skill for attorneys. Students learn to reduce cases to four basic components: the facts of the controversy; the legal issue that the court decides; the holding, or legal resolution, that the court reaches; and the reasoning that the court uses to explain its decision. Students, especially in their first year of legal study, often outline these components in written case briefs, to which they can refer during classes and while they prepare for exams. Another advantage of the case method is that it teaches, by example, the system of legal precedence. By reading cases, students learn how and why judges adhere, or do not adhere, to law developed in previous cases. Students also learn how judges have the discretion to create law by construing statutes or constitutions.

The case method continues to have critics. One criticism focuses on law school examinations. Typically, law students are tested only once in each class. They face enormous pressure to perform well on this examination since their single score on it usually constitutes their entire grade for the class. It is difficult to test analysis skills, so often these examinations test the students' ability to spot legal issues and apply legal rules [5]. Therefore, although professors try to teach case analysis skills, students tend to focus on simply learning rules of law in the hope of getting good grades. This diminishes the case method's intended result.

The case method may be unpopular with law students owing to the amount of reading it requires. It is not uncommon for law professors to assign twenty to thirty pages of reading, containing excerpts from four or five cases, each night for each class. Some law professors have argued that pupils learn to analyze cases within the first few months of law school, and that thereafter the case method becomes ineffective because students lose enthusiasm and interest in reading cases.

Another complaint concerns the role of casebooks. Casebooks commonly contain cases or case excerpts as well as some explanatory text. They are most often compiled by law professors, who arrange the cases to show legal development or illustrate the meaning of legal principles. These casebooks provide only a small sample of cases, the vast majority of them appellate-level decisions. Thus, law students usually receive little or no exposure to decisions of trial courts. Some commentators suggest that students therefore miss critical elements of a lawyer's initial role: discovering and shaping facts and determining legal strategies to present to the court at the trial level.

Frequently, students do not see legal conflicts in their undeveloped form until they graduate and begin practicing law. Law schools increasingly are trying to remedy that problem by offering instruction in basic lawyering skills.

For example, classes in trial advocacy allow students to conduct mock jury trials. Other courses teach client-counseling skills, document-drafting skills, and oral argument skills. The idea is not to abandon the case method entirely but to balance it with other teaching methods.

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САСА СТУДЕНТТЕРІНІҢ ШЕТТІЛДІ КӘСІБИ-БАҒЫТТЫ ҚҰЗЫРЕТІНІҢ ҚАЛЫПТАСТЫРЫЛУЫ ЕРЕКШЕЛІКТЕРІ

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Аңдатпа. Мақалада «болашақ заң мамандарының кәсіби бағдарланған шет тілін даярлау» ұғымын анықтау мәселесі қарастырылған, «шет тілін оқыту» түсінігі айқындалған, «шет тіліне білім беру» және «шет тілдерін оқыту» түсініктерінің дифференциациясы ашылған. Шет тілдерін оқыту мақсаты мен мазмұнын және болашақ заң мамандарының шет тілін оқыту ерекшеліктерін анықтайды. Кәсіби бағытталған шет тілін оқыту тұжырымдамасын ғалымдар өз салаларындағы кәсіби міндеттерді шешу үшін шетел тілінің кәсіби құзыреттілігін қалыптастыруға бағытталған шет тілдерін оқыту процесі ретінде талдайды және анықтайды. Мақалада болашақ заң мамандарын кәсіби-

бағдарланған шетел тіліне оқытудың негізгі факторлары (когнитивті және ақпараттық, лингвистикалық, кәсіби, психолінгвистикалық, мазмұндық және құрылымдық) енгізілген. Шет тілдік білім берудің жетекші рөлі жұмыс берушілерді жалдау стратегиясының негізгі талаптары ретінде қарастырылатын тиімді қарым-қатынастан, мәдени хабардарлықтан, жұмыс қабілеттілігінен және көптілді және көпмәдениетті топтарға бейімделуден және коммуникация құзыреттілігінен тұрады.

Тірек сөздер: шет тілдерін оқыту, шет тілдерін оқыту білімі, шет тілдерін білім беру, кәсіби бағдарланған шет тілін оқыту, болашақ заңгерлер, кәсіби лингводидактика, кейс-стади.

ОСОБЕННОСТИ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ КОМПЕТЕНТНОСТИ ЮРИДИЧЕСКИХ СТУДЕНТОВ НА ОСНОВЕ CASESTUDY

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Аннотация. В статье рассматривается проблема определения понятия “профессионально ориентированная Иноязычная подготовка будущих юристов”, в частности, раскрывается дифференциация понятий “Иноязычная подготовка”, “иноязычное образование” и “преподавание иностранных языков”, определяются цель и содержание иноязычного образования и преподавания иностранных языков, а также особенности иноязычного образования будущих юристов. Понятие профессионально ориентированной иноязычной подготовки анализируется и определяется учеными как процесс обучения иностранным языкам, ориентированный на формирование иноязычной профессиональной компетентности для решения профессиональных задач в своей сфере. В статье представлены ключевые факторы профессионально ориентированной иноязычной подготовки будущих юристов (когнитивно-информационный, лингвистический, профессиональный, психолінгвистический, содержательный и структурный). Ведущая роль иноязычного образования заключается в эффективном общении, культурном самосознании, умении работать и адаптироваться в многоязычных и поликультурных коллективах и высоком уровне коммуникативной компетентности, которые рассматриваются в качестве ключевых требований кадровых стратегий работодателей.

Ключевые слова: иноязычная подготовка, иноязычное образование, преподавание иностранных языков, профессионально-ориентированная иноязычная подготовка, будущие юристы, профессиональная лингводидактика, кейс-стади.

Статья поступила 25.08.2020