

Experimental work of forming professional foreign language competence of law students

Trabajo experimental de formación de competencias profesionales en lenguas extranjeras de estudiantes de derecho

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Summary

The article is devoted to the problem of formation of professional foreign language competence of future lawyers in non- linguistic surrounding at the Yaroslavl Mudriy National Law University. With this aim pedagogical experiment was held, which included three stages: axiological, formational, monitoring. Research of the formed professional foreign language competence defined with the help of specially created tests, solution of situations and evaluation of teachers, communications with them. Probability of the results was done by the detailed organization of the experimental, representative choice of students, who participated in the experimental work, differences and similarities of methods of research, according to tests of research. The effectiveness of the system of professional training of future specialists is mostly defined by how consistently it is taken into account. Both students and professors understand the dependence of success of legal activity on the level of formed professional foreign language competence. Professional foreign language competence of future representative of legal profession, prioritize knowledge of foreign professional terminology, knowledge of legal systems of foreign countries. In addition to knowledge, students and professors noted the importance of applying this knowledge in practical international activities to achieve the success in formation of foreign language competence of future lawyers.

Keywords: professional foreign language competence, duties of citizens, physical education, sport club, legal act.

Resumen

El artículo está dedicado al problema de la formación de competencias profesionales en lenguas extranjeras de los futuros abogados en un entorno no lingüístico en la Universidad Nacional de Derecho Yaroslavl Mudriy. Con este fin se realizó el experimento pedagógico, que incluyó tres etapas: axiológica, formativa, de seguimiento. Investigación de la competencia profesional formada en lengua extranjera definida con la ayuda de pruebas especialmente creadas, solución de situaciones y evaluación de profesores, comunicación con ellos. La probabilidad de los resultados se realizó mediante la organización detallada de la elección experimental, representativa de los estudiantes, que participaron en el trabajo experimental, diferencias y similitudes de los métodos de investigación, de acuerdo con las pruebas de investigación. La eficacia del sistema de formación profesional de los futuros especialistas se define principalmente por la coherencia con la que se tiene en cuenta. Tanto los estudiantes como los profesores comprenden que el éxito de la actividad jurídica depende del nivel de competencia profesional formada en idiomas extranjeros. Competencia profesional en lenguas extranjeras del futuro representante de la profesión jurídica, priorizar el conocimiento de la terminología profesional extranjera, el conocimiento de los sistemas jurídicos de países extranjeros. Además del conocimiento, estudiantes y profesores señalaron la importancia de aplicar este conocimiento en actividades prácticas internacionales para lograr el éxito en la formación de la competencia en lenguas extranjeras de los futuros abogados.

Palabras clave: competencia profesional en lengua extranjera, deberes de la ciudadanía, educación física, club deportivo, acto jurídico.

Introduction

Problem Statement

In legal work, professional foreign competence of a lawyer is important, because legal profession belongs to the professions of «huge linguistic responsibility», where the word serves as a professional tool, on which depends not only the success of professional activity, but also fate of people and society as a whole. Professional competence of a lawyer is connected with communicative competence, which includes knowledge of language means and situations of communication, speaking skills, allowing the lawyer to achieve the effectiveness of

communication and interaction, to understand different documents, to use adequately language and speech means in specific tasks and conditions of communication, mastering foreign language “helps to deepen knowledge in the field of professional activity”(Kostikova, Holubnycha, Shchokina, Soroka, Budianska, Marykivska, 2019, 415).

Since both linguists and psycholinguists view language not only as a certain system of linguistic means, but as one of the aspects of human activity - social (speaking activity is mental and creative activity), then the acquisition of foreign language, aimed at forming in those who are taught, the features of the secondary linguistic personality is conscious (cognitive) and creative process, and not «programmed behavior". Foreign language serves as a source of information about the socio-economic, scientific and technical and general cultural progress of society, which opens to those who studies it, access to the enormous spiritual wealth of other peoples, and increases the level of their humanitarian education.

The internationalization of social life necessitates mastering and using foreign language by each individual. It becomes an effective factor in the socio-economic, scientific and technical and general cultural progress of society, which increases the status of foreign language as a branch of education.

Analysis of Recent Researches and Publications

For the creation of the experimental work to form the professional foreign language competence of future lawyer we took the system of monitoring (controlling) created by Hrishkova P.O. (2007). This system is transparent and logical, students should know the criteria of evaluation of each of the task, the system of monitoring must be logical which characteristic is to make tasks more complicated on each of the stage and ensure the secure and adequate evaluation of knowledge, skills, ability, appreciable attitude of students, “be the one which motivates, but not punishes both teachers and students” (Hrishkova, 2007). Rajgorodskij D.Y. describes and uses two methods: “Motives of choosing profession” and method of diagnosing operative evaluation of feelings, activities and mood (FAM) which is one of the questionnaire of states and moods (Raigoridskij, 2001). Yadov V.A., Vasiljeva M.P., Herasimenko O. took as a base method of identifying index of satisfaction of the profession, used it for discovery index of teachers and students’ satisfaction and of their own level of the formed professional competence.(Yadov,1995; Vasiljeva,2003; Herasimenko, 2001).

And their own teaching experience at higher law school, in practice, there is often a discrepancy between the content of the training of representatives of future legal profession and the main characteristics of the use of foreign language. Thus, teaching of foreign language is usually separated from teaching students their professional activities using foreign language, and the inclusion in the methodical manuals texts which contain professional topics can only be considered as an external implementation of the principle of communication between language and vocational training.

The Aim and the Task

The **aim** is to hold pedagogical experiment, which includes three stages: axiological, cognitive, active to check the theoretically backgrounded pedagogical conditions of formation of professional foreign language competence of future lawyers.

Main **tasks** of the research are: to study definite parameters of application of such methods of research: testing, questioning (written poll) analysis of the results of students’ activities (performance of tasks, written papers), watching students work during classes, diagnostical discussions, participation in the discussions, role plays, real communication of students.

Participants

For the experimental work 326 students of 1-5 year of study of faculty of training lawyers for work in the Ministry of Foreign Affairs of Ukraine (MFS Ukraine) of the National Law University of Ukraine named after Yaroslav Mydriy, which were divided into two groups – experimental E (150 people) and Controlling C (176 people) and 20 professors were involved.

Methods and techniques

Methodology of the definition of the level of formed professional foreign language competence of students of Higher Law Educational establishments is based on the demands of Pam- European Recommendations of language education and specially created survey (questionnaire), polls, tests, usage of situational methods, self-checking.

Methodological provisions in terms of performance of control foresee, that it should be systematic and transparent; students should know evaluation criteria of every type of task. System of control; demands logical structure, which is characterized by consequent complication of tasks on each stage and guarantees reliable and adequate evaluation of knowledge, skills, abilities, appreciable attitude of students, “the one who motivates, but not punishes students and teachers”. (Hrishkova, 2005).

It should be noted, to increase the probability of results of each of the distinguished parameters was studied with the help of two methods. For example, to examine comfort of students in studying process tasting was used (method of diagnoses of operative evaluation of feelings, activities and mood) and observation. Research of students’ interest to future profession activities and foreign language was held on the basis of the detailed answers of students, analyzing their expressions during classes and closed questions of the survey. Research of the formed activity component of professional foreign competence defined with the help of specially created tests, solution of situations and evaluation of teachers, communications with them. Probability of the results was done by the detailed organization of the experimental, representative choice of students, who participated in the experimental work, difference and similarities of methods of research, according to tests of research. With the help of standardized methodologies discovery of choosing profession of lawyers by students and to diagnose their feelings, activities, mood as discovery of such characteristics was very significant for the realization of such pedagogical conditions as creation of favorable socio- psychological climate. With this aim two methods were used: “Motives of choosing profession” (Addition A) and method of diagnosing of operative evaluation of feelings, activities and mood (FAM), which is an example of poll of states and moods (Raigorodskij, 2001). To develop this method, as the foundation were taken three components of functional psycho-emotional state – feeling, activity and mood – could be characterizes by polar (valuation, mark, rating) between each of them exists continual consequence of intermediate meanings. Method of diagnosing (FAM) is a short table which lists 30 pairs of words, with reflect researched peculiarities psycho-emotional state of students (feelings, mood, activity). Each of them is represented by 10 pairs of words. On the blank between rating scale there is researched among polar characteristics. Each student was offered to match his state with the definite mark on scale (Addition B).

In the process of watching the work of students at English practical classes, legal disciplines, during organization and holding upbringing work of students, expression of students were analyzed to discover changes in attitudes towards knowledge, future job, motivation to learn and use foreign language, to define the level of interest for the formation of professional foreign competence. The questionnaire (written survey) as a method of research was used by us widely. The questions of survey were designed specially to be divided into two groups. The first group is open survey:” What questions would you like to discuss at English classes?”, “What are your

likes and dislikes in English classes?”. Answers to these questions allowed to discover students’ interests to different professional questions and define the motivation of studying and using foreign language. Processing of answers was through counting frequency of usage different topics, peculiarities and forms.

The second group of questions in terms of definition of indicators of axiological blocks of professional foreign language competence of students presupposes closed questions (choice or evaluation).

To study the level of problem of formation of professional foreign language competence in practical work of higher Law Educational establishment were also designed instruments and “Survey of student and teacher”, audited by set of English test with the aim to find out the level of formed cognitive block of professional foreign competence of students (Addition B). The method of survey at the ascertaining stage of the experimental work became leading, as it helped collecting massive material understanding the real state of things in practical work of Higher Law educational establishment by concerning the formation of professional foreign language competence of students – future representatives of legislative branch.

One more group of questions is devoted to students, and for teachers who interacted with students as participants of the experimental work. To survey three questions were included, which were offered to answer at ascertaining stage and controlling stages: 1. Give, please, evaluation of activities of every student in his (her) professional development (in scale: 1-low level, 2- middle level, 3- high level). 2. Name, please, students of the group who, as you think, have the higher level of professional foreign competence. 3. Name, please, students of the group, who, as you think, have the lowest level of professional foreign language competence.

Within the aim to receive the representative material 20 professors and 326 students of 1-5 year of study of the faculty of training lawyers for the Ministry of Foreign Affairs of Ukraine named after Yaroslavl Mydriy were questioned.

Creating this survey, the aim was to create it in a form of interview with students and teachers about the most important questions as to the professional foreign language competence was connected with practical activities. With this aim a great part of questions and tests was created not just to rate knowledge, erudition of respondents, but also give them an opportunity to express their own thoughts from different problems of professional training of lawyers in modern conditions. At the same time the aim was to minimize the survey to make it comfortable to work with. The content of the survey allowed to use all the indicator of all the three criteria of evaluation of professional foreign language competence of representatives of legislative branch (axiological, cognitive and active).

The survey contains 20 questions of opened and closed types, in which “multiple choice”, “unfinished proposition”, “opposite answers”, “putting into position with hidden opportunities” were used.

For the bigger credibility of results, the survey of responds was hold anonymously. Depending on sum of points collected by respondent the level of formed of his professional foreign language competence was evaluated as a corresponding one of three defined by as levels of formed of professional foreign language competence: low, middle, high. By level we mean discrete, relatively stable, distinctive state of researched object.

Answers of respondents evaluated in points and quality of points for answer this or that question were defined according to the level of its complication.

The aim of the ascertaining stage of pedagogical experiment was the definition of the objective characteristics which all owes to define the level of formed professional foreign

language competence of students as the important steps. The solution of this main task demanded the disclosure the range of additional data, which characterize in general the state of formed professional foreign language competence of students.

During ascertaining stage of the experimental work also should be clarified:

- understanding the importance of formation of professional of foreign language competence from the point of view of students and teachers;
- practical state of formed professional foreign language competence.

To answer those questions, it was necessary to identify by means of experience:

- understanding by students and teachers the term “professional foreign language competence”
- attitude of students and teachers to the problem of formation of foreign language competence and understanding of its meaning for completing future professional activities of lawyers;
- level of formed professional foreign competence;
- level of satisfaction of students of the existing level of formed professional foreign language competence.

To clarify those questions and statements professors and students held two practical conference involving two departments Commercial Law Department and Ecological Department. Students were given a lot of questions and tasks in the sphere of Commercial Law and Ecological Law. They discussed and made presentations on such topics like:

- Ecological duties of citizens of the planet and Ukraine, explain the nation ecological duties, explain general ecological duties of citizens;
- Importance of teaching people (not only children) to take care of their health, go in for sport;
- Questions of legal support of sport clubs were enlightened.

Professors also created a range of legal tasks for students to solve.

- 1) Captain of foreign tankers which stays in neutral waters of Ukraine, throw 20 tons of oil mixture to clear reservoirs to prepare them to receive oil aiming to shorten the time of staying in port Pivdeniy and to economize expenses. This spill of oil was not registered in marine documents. Arriving to the port the ship captain rejected to show the inspector of State Azov- Black Sea ecological inspection of Ministry of Protection of surrounding nature of Ukraine Stefanjuk documents concerning operations for living resources of the sea and people’s health and also did not allow him to check the ship. Stefanjuk turned to territorial department of Transport Police demanding access for him on the board of the Ship (Kozak, 2001).

Analyze the situation. Give legal grounds for inspector’s demands. Could the Captain be brought to responsibility for breaching ecological legislation? Could criminal case be initiated?

- 2) Health of young generation and health of all the Ukraine Nation is very important task of the government policy. Students were asked to search for all the law, legal acts and provisions for creation of sport clubs, provisions that explain who should be the Board of Directors, what taxes are payed, where to register this type of activity in Ukraine, what Memorandum of association should be created.

Students prepared great presentations in power point. It turned out that in the National Law University named after Yaroslavl Mudriy there are a lot of famous sportsmen, champions in different kinds of sportsmen among students and professors.

Table 1. Characteristics of the level of formed professional foreign language competence of lawyers

Level	Characteristics of the level of formed professional foreign language competence of lawyers	Quantities of points
low	Negative or not formed motivation in choosing profession of lawyer (preponderance of pragmatic motives), negative attitude towards profession of lawyer, unhidden dissatisfaction with the process professional training in Higher educational law establishment , misunderstanding of the necessity of receiving professional foreign language knowledge ; professional knowledge is perfunctory and unconscious, appear sporadically, foreign language knowledge of professional activities (knowledge of professional terminology)almost absent; adoptive, unconscious, unstable character of revealed skills, failure to use skills in professional situations	0-39
satisfactory	Preponderance of accompanying motives in choosing profession of lawyer; positive motivating attitude towards legal profession and satisfaction with the process of professional training; understanding of the necessity of formation of professional foreign language knowledge, but absence of clear comprehension of their application in future professional activities. Knowledge of foreign language is systematic but its depth is revealed only in separate aspects of professional activities; productive character of skill revelation of application foreign language knowledge , though creative moments are being revealed situationally, level of subjective activities of students is not very high	40-79
High	Stable formed motivation in choosing profession of a lawyer, pursuit of self-realization and self-development in it; conscious positive motivation as to the professional training. Thorough, stable systematic foreign language knowledge according to all indicators are revealed in all aspect. Creative character of performance of skills of application of foreign language knowledge in different situations of professional activities high level in pursuing of independent activities to improve foreign language knowledge and skills	80 and more

Additions

The first cut showed that the beginning of the experiment control and experimental groups didn't have statistical differences as to the level of foreign knowledge and skills of students according to the level of formed motivation for the future professional activity, motivation of formation of professional foreign competence, application of foreign language in professional activity and motives in choosing profession of lawyer. It is stipulated that general direction of professional training at the ascertaining stage of the experimental work and this is the first year of study of Higher Law educational establishment, in general coincides with characteristics of study on which professional training in this period is oriented.

Addition A

Method "Motives in Choosing Profession"

Dear students! Below you can see statements which can characterize any profession. Read and estimate which of them influenced your choice in choosing your future profession more.

Scale of estimation: 5 – very much, 4 - very, 3 - enough, 2 - not much, 1 – didn't at all.

1. Demands communication with different people.
2. Parents like it.
3. Presupposes high filling of responsibility.
4. Demands moving to a new place of living.
5. Responds my abilities.
6. Allow to use existing equipment.
7. Gives an opportunity to be useful for people.
8. Helps physical and mental development.
9. Well paid.
10. Allows to wok close to home.
11. Prestigious.
12. Gives an opportunity to increase professional skills.
13. The only possible in current circumstances u.
14. Allows to realize leaders' skills.
15. Attractive.
16. Close to my favorite school subject.
17. Allow immediately receive results of work for others.
18. Chosen by my friends.
19. Allows to use professional skills out of work.
20. Gives great opportunities to reveal creativity.

Addition B

Method FAM

Dear students! You are offered to describe your state in which you are now with the help of the table, which consists of 30 polar features. In each pair you have to choose that characteristics which more precisely describes your state and indicates the number which responds the level of expression of this characteristics

1 Feeling good	3 2 1 0 1 2 3	Feeling bad
2. Feel strong	3 2 1 0 1 2 3	Feel weak
3. Passive	3 2 1 0 1 2 3	Active
4. Frivolous	3 2 1 0 1 2 3	Lively
5. Merry	3 2 1 0 1 2 3	Sad
6. Good mood	3 2 1 0 1 2 3	Bad mood
7. Employable	3 2 1 0 1 2 3	Destroyed
8. Full of strength	3 2 1 0 1 2 3	Exhausted
9. Slow	3 2 1 0 1 2 3	Quick
10. Lack of arms	3 2 1 0 1 2 3	Active
11. Happy	3 2 1 0 1 2 3	Unhappy
12. Cheerful	3 2 1 0 1 2 3	Gloomy
13. Tense	3 2 1 0 1 2 3	Relaxed
14. Healthy	3 2 1 0 1 2 3	Sick
15. Indifferent	3 2 1 0 1 2 3	Focused
16. Indifferent	3 2 1 0 1 2 3	Worried
17 Enthusiastic	3 2 1 0 1 2 3	Cheerless
18. Happy	3 2 1 0 1 2 3	Sad

19. Rested	3 2 1 0 1 2 3	Tired
20. Fresh	3 2 1 0 1 2 3	Exhausted
21. Sleepy	3 2 1 0 1 2 3	Exited
22. Desire to have rest	3 2 1 0 1 2 3	Desire to work
23. Calm	3 2 1 0 1 2 3	Warried
24. Optimistic	3 2 1 0 1 2 3	Pessimistic
25. Stamina	3 2 1 0 1 2 3	Stimulating
26. Brave	3 2 1 0 1 2 3	Weak
27. Hard to think	3 2 1 0 1 2 3	Easy to think
28. Unfocused	3 2 1 0 1 2 3	Focused
29. Full of hopes	3 2 1 0 1 2 3	Disappointed
30. Healthy	3 2 1 0 1 2 3	Unhealthy

The analysis received from the method FAM during first semester of study (ascertaining stage of the experimental work) showed in general satisfactory feeling, activity and mood of students during classes. All indicators of every student of the experimental and control group were in the frameworks of norm which points the favorable state and existence of motivation to work to develop professional foreign language competence.

Survey of student and professor

1. **Finish the sentence: «Foreign language competence of a lawyer – is...»**
2. **Does, according to your point of view, success depend on professional activity of a lawyer from the level of his foreign language competence?**
 - depends to a large extent
 - depends to some extent
 - does not depend
 - difficult to answer
3. **Include in the notion “Foreign language competence of a lawyer” more significant, in your discretion, characteristics. Range in a decreasing order.**
 - knowledge of culture of the country of a studied language
 - level of creative thinking
 - broaden the outlook
 - general erudition
 - good command of several foreign languages
 - culture of speaking
 - another answer
4. **How do you estimate your attitude towards the fact of existing “foreign” culture.**
 - tolerant
 - neutral
 - kind
 - wishing to know more
 - cautiously
5. **What do you think about conditions that influence more to set mutual understanding while intercultural communication?**

- emotional contact between participants of the communication
- absence of semantic barrier in communication
- cultural tolerance
- mutual liking of the participants of the communication
- mutual activity and cooperation relationships
- mutual interests

6. What opportunities in formation of foreign language competence of students in the processes of higher education can you see?

- application of opportunities of the subject (foreign language)
- independent study of students for self-improvement
- attendance of special additional classes, special classes
- extracurricular classes
- difficult to answer.

7. What changes do you think are necessary in the program of foreign language subject?

- include more topics with professional content
- pay more time and attention to questions of professional communication
- difficult to answer.

8. What means of formation of foreign language competence do you think more actual and important?

- professional communication with other participants of educational process
- more targeting and active usage of opportunities of foreign language
- reflection of activities and behavior
- any other answers
- difficult to answer.

Results and discussion

According to the results of the survey, the conclusion could be done that both students and professors understand the dependence of success of legal activity on the level of formed professional foreign language competence: absence of connection between phenomena pointed only 4, 65 % of total quantity of questioned. The main mass (87%) pointed the considerable level of interconnection of professional foreign language competence and professionalism of lawyer, 2, 55 %-small connection, 5, 8 – middle level of this dependence. The large part of questioned professors (95, 5 %) admits significance of professional foreign language competence of the lawyer to his professional activity.

The results of the ascertaining stage of the experiment gave grounds for the conclusion that a significant part of students do not have the necessary level of professional foreign language competence. This fact, however, in many cases, not realized by the students: this is evidenced by high self-esteem consider personal characteristics (the difference is about 50% in the assessment of low level of formation of foreign language professional competence at students of experimental and control group.

Participants of the experiment, conferences, round tables of Ecological Law and Commercial Law (both students and professor) were asked to define the concept of "professional

foreign language competence of a lawyer" in order to analyze what content they put in this concept.

As typical answers, the following definitions of the concept of "professional foreign language competence" can be identified, which was given by students:

- 3) "knowledge of foreign language: international normative documents, laws, legal system of foreign States, etc.'";
- 4) "characteristics of a professional lawyer with a sufficient command of foreign language, which provides an opportunity to participate in international legal processes») "possess legal vocabulary in foreign language, which ensures the ability to apply their knowledge in practical legal activities."

Professors of the higher legal educational institution gave such definitions of the concept of professional foreign language competence:

- 1) "characteristics of a lawyer's personality with a high level of knowledge of foreign language, professional legal vocabulary, and professional skills";
- 2) "personal characteristics of a purposeful person who knows the rules of etiquette, knowledge of a foreign language, and professional skills»;
- 3) "personal characteristics of a lawyer who speaks foreign language

Professors of the higher legal education institution gave the following definitions of the concept of professional foreign language competence: "the ability to apply their knowledge in practical legal activities" (Maksimenko, 2000).

As you can see from the responses of students professors on professional foreign language competence of the future representative of the legal profession, prioritize knowledge of foreign language "with the respect to the language level, the cultural background, the age and the tastes of the learners" (Sheikhzadeh, Bejarzehi, 2018, 197), taking into account professional terminology, it should be noted that students pointed to the need to acquire the legal language of international instruments, legal systems of foreign countries, which indicates a greater awareness of students on legal issues. In addition to knowledge, students and professors noted the importance of applying this knowledge in practical international activities, and it was the teachers who pointed out the need to use a foreign language at the domestic level. And only the professors noted this characteristic in the professional foreign language competence of a lawyer as a sense of the need for further self-development, which is very important for such a characteristic as "competence".

The majority of respondents (87 %) noted that in modern textbooks "this concept is almost not found" and therefore they could not name (or called incorrectly), which of the scientists is engaged in the problem of forming foreign language competence of future specialists in any field of professional activity, including legal.

Many identified foreign language competence either with the General culture of the lawyer (60.61 %), or with a simple knowledge of a foreign language (77.43%), thus underestimating the importance of other components of foreign language competence (axiological and activity).

So, thanks to the survey of students and professors of foreign language of higher legal education, it turned out that the vast majority of students surveyed (86.8 %) could not give a clear definition of the concept of "professional foreign language competence", 13.2 % either gave an incorrect interpretation, or even evaded the answer.

In addition, students had difficulty identifying the essential characteristics of this personal phenomenon, including in this concept most of the answers offered in the questionnaire, noting that it is "difficult for them to prioritize any characteristics".

Based on the results of the survey, it can be concluded that both students and teachers understand the dependence of the success of legal activities on the level of professional foreign language competence: only 4.65% of the total number of respondents noted the lack of connection between these phenomena. The majority (87 %) noted a significant degree of correlation between professional foreign language competence and lawyer's professionalism, 2.55 % — a small relationship, and 5.8 % — an average degree of this dependence. The majority of professors surveyed (95 %) recognize the importance of professional foreign language competence of a lawyer in his professional activity.

After the survey was conducted, a special work was carried out with understanding of the phenomenon of "professional foreign language competence of a lawyer", revealing the problem of its formation in the course of professional training in a higher legal institution (for professors – at Department meetings, joint meetings of departments, during methodological seminars; for students – during curatorial hours, in foreign language classes, consultations), because to identify the level of formation of this phenomenon through the assessment of teachers and self-assessment of professors and students, it was necessary to form a clear generally accepted idea of this phenomenon, its structure and features.

During the ascertaining experiment, a characteristic feature was revealed: many students do not seek personal self-improvement, do not feel the need for independent formation of professional foreign language competence, but remain consumers of educational material in a ready-made form, which is provided by teachers in the framework of programs for professional training of students.

Conclusions

When evaluating the actual state of formation of professional foreign language competence of students, we took into account all structural components: axiological, cognitive, and activity. The analysis made it possible to give a monographic description of the formation of professional foreign language competence of each student and compare it with the results of self-assessment. The results of the ascertaining stage of the experiment gave grounds for the conclusion that a significant part of students not have the necessary level of professional foreign language competence. This fact, however, in many cases, not realized by the students: this is evidenced by high self-esteem consider personal characteristics (the difference is about 50% in the assessment of low level of formation of foreign language professional competence at students of experimental and control group.

The main reasons for students ' lack of formation of professional foreign language competence are: lack of a clear idea of the structure and essence of foreign language competence, a holistic systematic approach to the problem of its formation, a limited range of opportunities for self-realization of the individual, insufficient development of organizational forms and technologies for the formation of the phenomenon under study. After analyzing the data obtained during the ascertaining experiment, the following conclusions were drawn:

- 1) the initial level of professional foreign language competence of students, identified by them in the educational process of a higher legal educational institution, is insufficient and requires purposeful formation and improvement;
- 2) as pedagogical conditions, the introduction of which contributes to the effective formation of professional foreign language competence of students, highlighted: providing a foreign language professional orientation of the learning process, Education and organization of independent work of students of a higher legal educational institution;

creating a favorable socio-psychological climate in the educational environment in the process of mastering a foreign language by students; using personality-oriented dialog, game technologies in the process of forming professional foreign language competence of students-future lawyers.

Understanding the information received allowed us to conclude that if the formation of professional foreign language competence of students is not specifically and purposefully carried out in the process of professional training of future lawyers in a higher legal educational institution, then the spontaneous formation of this important personal quality in the process of professional training is inefficient and slow. Therefore, this process should be directed and improved.

Thus, the results of the ascertaining experiment showed a low level of formation of professional foreign language competence of students – future lawyers and confirmed the need to find and implement in the educational process of a higher legal educational institution ways to successfully form professional foreign language competence of students. The obtained data were used as the basis for the formative stage of experimental work to ensure the process of forming professional foreign language competence of future law students by introducing certain and theoretically justified pedagogical conditions.

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