

Міністерство освіти і науки України
Полтавський національний технічний університет
імені Юрія Кондратюка
Тернопільський національний педагогічний університет імені
Володимира Гнатюка
Львівський державний університет безпеки життєдіяльності
Ніжинський державний університет імені Миколи Гоголя



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**Тернопільський національний педагогічний університет імені Володимира
Гнатюка**

**Львівський державний університет безпеки життєдіяльності
Ніжинський державний університет імені Миколи Гоголя**

Матеріали Всеукраїнської науково-практичної Інтернет-конференції «Інноваційні технології у контексті іншомовної підготовки фахівця» [Електронний ресурс] – Полтава: ПолтНТУ, 2015. – Режим доступу до збірн.: http://lib.pntu.edu.ua/?module=elib*nid*8801

У збірнику опубліковано матеріали конференції, присвяченої проблемам у галузі гуманітарних та соціальних наук. Видання призначено для науковців, аспірантів, студентів.
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CREATING MODERN ENGLISH TEXTBOOK FOR LAW STUDENTS

Lysytska O.

Candidate of Philology, Associate Professor,
Department of Foreign Languages
Yaroslav Mudryi National Law University
Kharkiv

Creating an effective English book for students of non-linguistic universities raises many questions. Among them there is a problem of writing textbook that would meet current requirements for training and would include material that would respond to daily challenges as well as depict topical matters in modern legal sphere.

At present the status of the English discipline at Universities is going through big changes. This is due, primarily to intensification of international relations in all areas of life including the legal sphere. Knowledge of a foreign language is a necessary tool for lawyers in their daily activities.

When creating effective foreign language course for law students, a number of issues and problems arise including the lack of textbooks and the required level of quality of them.

Research the daily practice of teaching foreign languages at non-language universities shows that the main focus is developing abilities and skills required to implement professional communication but unfortunately the main emphasis is placed just on reading and translating professionally oriented texts.

Not enough time is spent on studying with the culture of the country of the language studied, and the existing cross-cultural differences that create difficulties in intercultural communication. Thus, along with specialized texts in the textbooks there should be texts or exercises which would have information on the cultural traditions of English speaking countries.

Current state standard that includes requirements for the minimum content of educational training focuses on the development of communication skills when learning a foreign language. Therefore textbooks for students of non-language universities should contain exercises and tasks focused on the development of speaking skills both oral and written. The main measure used when creating different tasks is modeling professionally oriented situations (in court, during questioning, at a notary's office, at a scene of a crime etc.). Before performing of a task a teacher explains vocabulary and speech constructions that are required to execute and organize the practice of new material. Explanation of new vocabulary should be done through the use of context, not translation.

Another issue that arises when creating work book is connected with the necessity to organize thematic material. This problem is that all legal topics can't be included in any textbook. Authors of textbooks typically face with the problem which thematic blocks to include. Some authors focus exclusively on the legal system of England, some on Great Britain and the United States. The lack of textbooks which include legal texts reflecting Ukrainian legislation and information on legal system may be explained by the lack of authentic literature although the legal texts devoted to law-enforcement bodies of Ukraine as well as judicial system and legal personalities are urgent and essential for several reasons. Firstly, this presentation of the material would help avoid one-sided approach, secondly, in the legal subjects

courses it is the study of the laws of Ukraine, its judiciary and law enforcement that much emphasis is placed on.

The use of specific methodological tools and strategies that are the result of accumulated experience increasingly determine the success and effectiveness of educational activities. Therefore, the authors of textbooks for the new generation of law students should consider complex relationships that exist between language, culture and the legal sphere.

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ON DIFFERENCES BETWEEN GE TEACHING AND ESP TEACHING

Макаренко О.Є.

асистент кафедри іноземних мов

Української академії банківської справи

м. Суми

There are certain arguments that no differences can be defined between Business English (or English for Specific Purposes) teaching and General English teaching. However, many researchers come to the conclusion, that Business English is different from General English at least in such aspects as in the role of teacher, in course design, in teaching models, etc., thus different teaching methods should be applied in order to realize expected teaching goals.