

meaning with the additional meaning of assessment of the text is due to the use of language of two types: emotionally neutral resources and the elements containing evaluation due to interacting with the context surrounding units.

In the polemical discourse all the available language tools are used to achieve the illocutionary goal. It will not be an exaggeration to say that the pragmatic potential of the language resources is fully realized in the polemic texts. It is essential that we should observe and analyze the actualization of the pragmatic potential in each language system.

In conclusion, we should state that the proposed scheme facilitates studying of the existing theories on the advanced level, understanding the theory and practice of discourse analysis. The author tried to analyze functioning of language resources in a polemical discourse. Although these resources are widely used in polemics they are not exclusively available only in a polemical discourse, they continually vary, interact with other resources. It allows to assume that these linguistic units make the polemical discourse different from other types of discourse.

REFERENCES:

1. Радзиевская Т. В. Текстовая коммуникация / Т. В. Радзиевская. – М.: Наука, 1992. – С. 80–109.
2. Девкин В. Д. Немецкая разговорная речь / В. Д. Девкин // М.: Наука, 1979. – 300 с.

С. М. Романюк¹
Т. Є. Малєва²

INTERCULTURAL PROFESSIONAL COMPETENCE AS AN INDISPENSABLE COMPONENT OF LAWYERS' TRAINING PROGRAMS WITHIN THE UKRAINE-EU INTEGRATION REFORMS

Integration of Ukraine with the European Union requires radical changes and improvements in all spheres. Education, in particular higher professional

¹ Доцент, кандидат філософських наук, доцент кафедри іноземних мов №2 Національного юридичного університету імені Ярослава Мудрого.

² Старший викладач кафедри іноземних мов №2 Національного юридичного університету імені Ярослава Мудрого.

school is not an exception. One of the landmarks is Decree of the President of Ukraine «On Declaring 2016 the Year of English Language in Ukraine». The Decree states learning of the English language as a priority of the development strategy which Ukraine has to apply in order to make headway in entering into the European space as a full-fledged member. It provides for necessity to evaluate public servants' knowledge of English and organize English training programs for public servants and local government officials [1].

In this connection higher vocational school faces great challenges to develop and maintain appropriate professional programs for English learning taking into consideration individual interests and levels, employers' demands and requirements, and such important aspect as time and effort consumption for a learner, on the one hand, and on the other hand, expenses of respective organizations, employers and English program providers.

The analysis of the studies and publications is evident that the problem of the professional competence of lawyers, most of them serve in public sphere, including the intercultural professional is widely discussed in scientific circles both in Ukraine and abroad from different points of view: lingua-didactic approach; pedagogical and psychological approach; cross-disciplinary perspectives; instructive education for adults and professionals through e-learning. Generally, the advocates of the competence approach in higher education are unanimous that a professional must possess equally both professional qualifications and specific functional competences where an intercultural competence is an indispensable component of the professional training. Nevertheless, the problem of English training of law practitioners and respective public servants is still terra incognita in Ukrainian higher and post-graduate education that requires immediate steps to be explored and put into practice.

Professional training is commonly referred to as the process of forming new skills or competence, or improving the ones acquired in the course of education or practice, the ultimate goal of which is achieving the target competence level by a trainee in order to perform his/her general or specific professional tasks and functions. The process involves theory, instructions, practice and assessment. As the goal of professional upgrade is purely practical the more instructive program is the more progress trainees make and the more practical value the training course has. Instructional effectiveness consultant M. David Merrill reviewed numerous instructional theories in an effort to identify the basic common elements in various

instructional approaches. He found five first principles of instruction that «learning is promoted when: (1) learners are engaged in solving real-world problems; (2) existing knowledge is activated as a foundation for new knowledge; (3) new knowledge is demonstrated to the learner; (4) learners are required to apply their new knowledge or skill to solve problems; and (5) learners are encouraged to integrate (transfer) new knowledge or skill into their everyday lives.» [6, P. 43]. These all principles assume that the instructional elements of demonstration, application, and feedback are necessary aspects of the educational experience in order to foster the development of competence in learners. These principles provide detailed guidance regarding the types of instructional activities that facilitate professional training and learning, and increase competence. First, good practice in instruction encourages student-instructor interaction so that students may become cognitively engaged with the learning environment. Second, because adult learners have a wealth of life and professional experience, good practice involves cooperation among students in order to take advantage of the different skills and expertise of the various learners. Third, good practice encourages active learning so that adult learners are engaged in solving problems and addressing issues that apply to their daily lives. Fourth, good practice emphasizes time on task so that the majority of the adult learner's time is spent engaged in learning activities rather than listening to information presented by others. Fifth, good practice communicates high expectations to learners in order to challenge their performance. Sixth, good practice provides prompt feedback to adult learners about their performance related to learning activities. Finally, good practice involves respecting the diverse talents of adult learners and the various ways in which they learn so that no artificial boundaries are created on the assumption that there is only one right way to learn or demonstrate competence. So, the sooner a learner can apply his newly acquired knowledge and skills in practice, irrespectively his\her failures and successes the more the learner is motivated and encouraged to make progress.

Here, it is appropriate to refer to the analysis of the most sought-after competences of lawyers at the labor market. The Danish scientists determined the ratio of the competencies in employers' demand and skills of the newly-qualified lawyers who landed their first job at a law firm. It turned out that graduates acquired only 35% of skills necessary to develop contracts; 52% – to draft and keep legal documentation; 21% – to conduct negotiations;

4% – to manage the personnel; 20% – to prepare a trial; 42% – to carry on business with clients; 21% – to think creatively and the minimum of social skills [2]. For example, in the USA Continuing Legal Education (CLE) was established to ensure «that, throughout their careers, lawyers . . . remain current regarding the law and maintain the *requisite knowledge and skill necessary to fulfill their professional responsibilities*». [4, P. 509] Barbara A. Bichelmeyer underlines that CLE plays such a large role in ensuring the ongoing professional competence of practicing attorneys, forty-one states have made CLE mandatory, and such states established commissions that are responsible for regulation of CLE credits. The regulatory duties of these commissions joined in ORACLE (Organization of Regulatory Administrators of CLE) in most states include program accreditation and attorney record keeping duties for CLE program attendance. Naturally, English is not part of the program, although American attorneys have opportunity to improve the competencies connected with the intercultural professional competence (public speaking, negotiating, drafting, contacting and servicing foreign clients, etc.).

In order to meet the European language standards and the educational and professional needs of law students the foreign languages department #2, Yaroslav Mudryi National Law University has taught *International Legal English* (ILE) course since 2006. ILE is designed for those legal practitioners and law students who seek an upper-intermediate to advanced level (B2-C1) and who want to acquire the language tools they need to work with their own countries' legal systems in English, assisting and advising clients and others on the law of their jurisdiction, and to practice law in a global legal environment. It is important to emphasize that the course is based on realistic materials and tasks of the kind that legal practitioners would be expected to encounter in their daily working lives. As to the communicative interactive tasks they are aimed at training law students and practitioners to be able to use the language in practical situations, to participate in meetings, negotiations, and discussions of a legal nature, express opinions clearly are able to understand and produce texts such as legal correspondence and memoranda. Based on the textbooks by Amy Krois-Lindner the course is effectively supplemented with the own product of the foreign languages department #2 [4, 5]. The textbook constitutes a practical reference and self-study resource, which will help both legal professionals and law students understand English legal language

as it appears in contemporary written and oral contexts, and to use clear, accurate English in everyday legal practice [7]. It is aimed at developing the ability to give a short, informative talk on a law-related topic, to organize information and ideas, use vocabulary appropriately, express and justify opinions, and convey a clear message.

Moreover, from our personal academic experience it is evident that more and more students are getting into English from the third year of study as they start making their first professional steps during their in-depth training in public or private business sectors. Many of them land a job as secretaries or junior aides at a law firms, a state department or a public organization where they are faced with the necessity of having a good command of English as they their duties include a good deal of client liaison, lots of research and writing different types of documents, including in English. Some of them have plans to continue their education at European universities or go into scientific research. Hence, it is appropriate to improve the legal English course by integrating legal writing, academic writing, business correspondence and spoken business English. The can also be optional subjects for law students to achieve maximum effectiveness in different situations or courses specially tailored to practitioners' needs and employers' requirements.

Naturally, for the levels described above to be achieved it is advisable to estimate the formation level by means of the following parameters, to name a few: active and correct use of basic grammar and lexical units of different genres; fluent and effective oral communication for social, professional and academic purposes; fundamental skills of public speaking (communication, presentation, report) including use of computer-based technologies; ability to lead discussions and to express certain communicative intentions; search, comprehension, analysis and use of relevant information from different sources; all kinds of reading of original printed sources; understanding of oral speech (dialogue, monologue, and it is reproduced in audio or video format); clear, well-structured and detailed writing communication for general, professional and academic purposes (e.g., filling the applications and forms, writing of annotations, abstracts and presentations); effective interpretation and translation of oral and writing forms.

Finally, for Ukrainian lawyers or public servants the intercultural professional competence is necessary as a guarantee to gain access to the

European labor market in jobs where they have English speaking colleagues, partners or clients, where they must keep documentation in English, where they must obtain or provide information in English. Awareness of the above necessities of their future career will boost motivation and make study conscious and purposeful. It is essential that Ukrainian employers articulate their need for intercultural competent employees and support different training projects for developing required skills of their employees within their organizational perspectives while law students and legal practitioners are individually responsible to develop and maintain appropriate professional competence to be successful player at the labor market. Legal education for different levels from Bachelor degree to up-grading courses should shift attention to training intercultural competent lawyers to acquire mastery in the skills discussed in the present paper.

Література:

1. Указ президента України № 641/2015 про оголошення 2016 року роком англійської мови в Україні [Електронний ресурс]. – Режим доступу: <http://www.president.gov.ua/documents/6412015-19560>.
2. Компетентність як показник якості юридичної освіти // Юридичний вісник України [Електронний ресурс]. – Режим доступу: http://yuricom.com/ua/yuridichni_visnyk_ukrainy/overview/?id=988.
3. Bichelmeyer, Barbara A. Best practices in adult education and e-learning: leverage points for quality and impact of CLE [Електронний ресурс]. – Режим доступу : <http://scholar.valpo.edu/cgi/viewcontent.cgi?article=1217&context=vulr>.
4. Krois-Linder, A. Professional English : Introduction to International Legal English / Amy Krois-Linder, Matt Firth and Translegal. – With CD-ROM Pack. – Cambridge University Press, 2008.
5. Krois-Linder, A. Professional English : International Legal English / Amy Krois-Linder, Matt Firth and Translegal. – With CD-ROM Pack. – Cambridge University Press, 2006
6. Merrill, M. David First Principles of Instruction [Електронний ресурс]. – Режим доступу : <http://mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf>.
7. The Letter of the Law : Навчальний посібник з англійської мови для навчання професійного спілкування майбутніх правників (2-е видання), Черноватий Л. М., Липко І. П., Романюк С. М., та інш. – Х.: Право, 2012.