

Nowadays changes in economy take place faster than before and the pace of life has increased. Accordingly, a student must adapt quickly to these conditions. He should be versatile and flexible. Our education can hardly bring up such a person. The student who understood this before and began to study not for marks but for the correct necessary information is lucky. And what should the rest of the students do, who still think that studying for excellent marks is a social safety? This leads to the fact that graduating from the university a person is not ready for the modern world.

Reliance on the free market-based economy system implies strong competition. A recent graduate just goes abroad in order to sell his workforce there. As we understand from what is listed above it has a direct impact on the life quality of the country.

Every day we get a large flow of information from everywhere. Television, radio, Internet are full with all sorts of things. Even unwillingly we perceive this flow of information stream. But it is very important for teenagers to be able to filter and structure it and use only what is useful. It is not taught in high and secondary schools. Scattered over trifles, wasting their energy on all around, teenager loses his creative abilities and country loses geniuses.

Motivation plays a large role in a student's life. It is necessary to show a student the aim he should reach. As a rule, most students are studying for a diploma, without even thinking what will be tomorrow. It is like a regular, mandatory step after school for them. Just it's necessary. And people do not realize the reason. At this moment motivation plays an important role.

To my mind, future employees should communicate to people who have reached the success. It is necessary to do such meetings for students. Successful workers of firms and companies can share experience both positive and negative. It wouldn't be the reclame, it's just help for students in a preparing for future job.

I think a prerequisite for success is to conduct trainings and seminars for youth. First, it is psychological relief, it is the realization that the student is not alone in this world, and will receive help from parents, country, and the government. Senior students can visit schools and share their emotions about education. It will help pupils to determine with their specialty and be ready moral for entering university. All these activities require funding from the government. Part of the proceeds should be allocated to this development of young people.

The more confident and successful youth is in the country, the more stable and strong the economy will be. It is necessary to begin with the reasons of the problems.

In Ukraine, the youth unemployment rate is 11%. This high level is due to the fact that a significant part of youth don't have corresponding skills and work experience. Moreover, a trend of mismatch of supply and demand exacerbates the labour market. At the same time, general budget costs in the country exceed other countries. In the United States, investment in higher education does not exceed 2% of GDP, whereas in Ukraine it is 2,3% GDP. According to the research, main barriers to employment are: low level of practical training (59%), excessive demands on wages and career prospects (40%), and lack of work experience (37%).

To create suitable conditions for the development of students, it is necessary for improving the country's legislation in such areas:

- Providing more autonomy in the management of university and financing, simplifying procedures for obtaining charity, determining their own strategies in the area of scientific research work.
- Increase in the number of budget places for studying.
- Simplifying the procedure of changing study program and plans of university, taking part sponsor companies in this process.
- Settlement of the issue of investment protection and intellectual property rights.
- Providing public access to the financial statements of universities.

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MODEL OF BLENDED LEARNING ENGLISH OF STUDENTS OF NON-LANGUAGE HIGH SCHOOLS

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Abstract. The article is devoted to technology of blended learning which is becoming the most popular and effective in learning a foreign language, as it allows to arrange a time of as well as a teacher as productively as it is possible and a single student, and makes the learning process fun and affordable.

Key words: innovative activity, methodical work, blended learning technology.

МОДЕЛЬ ЗМІШАНОГО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ НЕМОВНИХ ВУЗІВ

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Анотація. У статті розглядається технологія змішаного навчання (*blended learning*), яка стає найбільш затребуваною і ефективною при вивченні іноземної мови, оскільки дозволяє максимально продуктивно організувати час викладача і студента, а також робить процес вивчення мови захоплюючим і доступним.

Ключові слова: інноваційна діяльність, методична робота, технологія змішаного навчання.

At the moment the use of new techniques and technologies in the educational system is highly relevant. Innovation in education - developments designed to resolve problem situations in order to ensure optimization of educational process, creating favorable conditions for mastering the material and improving the quality of education.

Innovative activity not only provides the basis for competitiveness of one or another institution in the education market, but also determines the direction of teacher's professional development, his/her creative research, promotes personal growth of students. So innovation is inextricably linked with the scientific and methodical work of teachers and learning and research activity of students.

The main purpose of innovation in education is the development of skills by teacher to motivate student's actions, to orient by himself in the information received, generate creative unconventional thinking with the latest achievements of science and technology. Processability today becomes the main characteristic of the teacher and means a transition to a higher level of organization of the educational process.

Traditionally, learning a foreign language in non-language high school was focused on reading, comprehension and translation of specialized texts, as well as the study of the problems of scientific style syntax that was defined by a standard educational program. Modern methods of teaching foreign languages are based on the communicative approach and include the use of various Internet technologies that contribute to the educational process a democracy, openness, and mobility.

Currently, the process of language training in non-language high school takes different forms and scales. Changes in the process of learning English, which occur in many leading universities, are the proof of it.

Technology of blended learning is becoming the most popular and effective in learning a foreign language, as it on the one hand, allows to arrange a time of as well as a teacher as productively as it is possible and a single student, and on the other hand, makes the learning process fun and affordable.

The concept of "blended learning" appeared not so long ago. On the one hand, it is an association strict *formal* learning tools (work in class, learning the language course material) with *informal* (discussion of the most important aspects of educational material via e-mail and Web conferencing). On the other hand, it is a

combination of different ways of presenting educational material (full-time face-to-face, electronic and online learning and self-study learning) using the methodology of knowledge managing [1].

Blended learning technology creates benefits for the effective teaching of a foreign language using interactive elements or distance learning. All the components of blended learning harmoniously interact, but this occurs only if they methodically and correctly organized.

Benefits of blended learning primarily include the ability to build individual educational trajectory of the student with the teacher, the student can constantly interact with fellow students and a teacher, increasing responsibility of the student himself for learning outcomes.

In a blended learning environment, teachers need to effectively manage the blend (combination of classroom and extracurricular work of student); to encourage independent and group work of students, to create online support for students. For students, in turn, it is necessary to formulate the ultimate goal of learning, to identify and develop their own style of learning, develop an individual learning plan [2].

Teacher and students work together, thereby ensuring the quality of teaching and learning process accompanying educational process with independent, helpful, efficient and motivating to development approach [3].

Before the advent of information and communication technology (ICT) teachers of foreign languages used the technical means that in a certain period of time were relevant: language labs, a variety of audio and video. At the moment educational technical opportunities has expanded - online computer tests that allow determining the level of language proficiency, a variety of training programs, the possibility of online communication with native speakers, access to authentic foreign language texts appeared.

Efforts of many Methodists in modern conditions are aimed at developing technologies of self-study students. For this purpose there were created whole multimedia e-learning or learning management systems, in which both students and teachers have the opportunity to effectively move forward on the path to cognitive goals. These systems can operate in real time, have a high level of interactivity, contain a large number of individual and group assignments.

Functioning of these systems is provided by the so-called "online platforms", with which it is possible to create rich information environment and conditions for active learning. Future foreign language education is difficult to imagine without this kind of technology.

Among the tools of "online platform" necessary for individual and group research activities (e.g., preparation of thematic projects) in the field of teaching foreign languages we may include: *Chat* - a form of group communication on the Internet in real-time; *blog* - Web diary, the main content of which - regularly added entries (posts), containing text or images, *forum* - a set of sections for discussion / exchange of views on certain topics in virtual form; *wiki* - a site on the Internet, the structure and content of which users can modify using the tools provided by the site

The use of electronic tools on the one hand, is an opportunity to choose own path in learning foreign language teaching (student working with ICT in a convenient time, in a convenient location and the number of times that is necessary exactly for him) and the ability to control own cognitive processes in the organization of work during extracurricular time. On the other hand the ease of use of ICT increases the level of student motivation in learning a foreign language.

Modern blended learning model assumes that

- All material of practical lessons are available to students and can easily be used for self-study, i.e. training materials exist not only in print but also in electronic form;

- teacher makes a resource map where the main and supplementary materials, Internet links, which can use the student during the passage of a particular language course are shown;

- there is a possibility of online communication, using tools such as chat, forum, blog, wiki;

- a development of individual and group projects is carried out that develop skills in searching, and information analyzing, teaches teamwork, properly allocate duties and responsibilities for decisions;

- audio and video lectures, which make the learning process easier and more saturated are used.

Blended Learning Technology aims to form students' ability to plan and organize their activities, focusing on the end result. Students learn to make decisions, to make informed choices and take responsibility for it. At students the skills and ability to work in the information space, to search for by themselves, select and analyze information, present results using a variety of modern technologies are formed, that is the formation of speech and socio-cultural competence has place.

Obviously, the blended learning model is consistent with the concept of modernization of modern education based on the introduction of new educational standards and joining the Bologna process and other international agreements. Innovations in teaching foreign languages connected are not only to using new teaching methods based on blended learning, new ways of organizing classes on the basis of *modular training*, providing for the development of individual educational trajectories, independent learning using information technologies, but also methods of learning outcomes assessment in modern conditions.

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PECULIARITIES OF TEACHING ENGLISH FOR LAWYERS

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Abstract. The paper is devoted to describing of features of teaching English for lawyers. Some approaches of teaching English are enumerated. Main methodological points of teaching English are mentioned.

Key words: teaching, activity, method, concept, language, communication, learning process.

ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ЮРИСТІВ

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Анотація. Стаття присвячена опису особливостей викладання англійської мови для юристів. Перелічено деякі підходи до викладання англійської мови. Зазначено основні методичні аспекти викладання англійської мови.

Ключові слова: викладання, діяльність, метод, концепція, мова, комунікація, процес навчання.

The prospect of teaching **LegalEnglishis** concerned with legal experience or knowledge about the world of laws and jurisprudence.

There exists the misconception that teaching English for Lawyers means teaching Legal Studies to learners of English. While in some cases it may be true (Legal Studies courses, for example, where teachers will need to present Legal concepts and Legal terminology), a large number of students of Legal English are people who are already working in jurisprudence within their own linguistic environment and background and who wish, for a number of reasons, to be able to perform their professional role in English, too. The teacher's role in this second case is not to present legal concepts to the learners or to instruct them how to conduct their activity. On the contrary, it is to empower the learners to develop their language skills within a certain legal context. Teachers of English for Lawyers are firstly English teachers.

Teaching Legal English differs from teaching General English in a number of ways and methods. It happens in the choice of contexts for listening and reading texts and in the choice of lexis in grammar and vocabulary exercises. In addition to these important linguistic issues, there are a number of relevant factors that relate to teaching English for Lawyers.

In short, teaching specific legal concepts in English will both give learners important practice in his or her field of law and put the teacher into the role of a