

COMMUNICATIVE INTERACTIVITY IN TEACHING THE DISCIPLINE «FOREIGN LANGUAGE FOR SPECIALTY» OF STUDENTS MAJORING FOR SPECIALTY «293 INTERNATIONAL LAW» AT UNIVERSITY

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Abstract. The article addresses the unique aspects of teaching a foreign language within a professional context for aspiring lawyers and examines innovative methods tailored for professional education. The focus of the discipline "Foreign Language for Specialty" is discussed. It is highlighted that the core of professionally oriented foreign language education is its integration with specialized subjects. The study of "Foreign Language for Specialty" entails not only the acquisition of a foreign language as a linguistic entity but also the application of terminology relevant to jurisprudence and its specific professional domains. Consequently, the specialized course "Foreign Language for Specialty" constitutes a vital element within the training framework for prospective law professionals at a higher education institution. This course encompasses two components: "Foreign Language (General Course)" and "Foreign Language for Specialty" aimed at preparing future law specialists (special course). This implies that, on one hand, it involves the acquisition of a foreign language as a linguistic entity, while on the other hand, it focuses on the application of foreign language communicative acts within the legal domain and its specific professional sectors. Thus, it represents the amalgamation of linguistic and professional expertise. In light of this, the course can be regarded as an integrated educational offering. Law students are required to master both disciplines mentioned above. Only under these circumstances will they be equipped to effectively engage in foreign language communicative acts of a legal nature.

The purpose of the article is to outline the main foreign language competencies for future legal professionals and suggest foreign language activities to develop and master them in the environment of studying the discipline "Foreign Language for Specialty". The research findings have revealed that the instruction of this course should occur concurrently with the core subjects, as students lacking foundational knowledge of their specialty and essential legal terminology in their native language will be ill-prepared for the foreign language comprehension of educational content related to jurisprudence, which may result in the ineffectiveness of mastering the material in the discipline "Foreign Language for Specialty". The professionally oriented study of a foreign language for professional objectives (English legal language) should entail the simultaneous learning of a foreign language and the future specialty. Instructors of this discipline must continually enhance their professional and pedagogical competencies, considering the specific industry requirements for teaching a foreign legal language.

Keywords: foreign language for specialty; professional competencies; integrated discipline; business games; business communication skills; undergraduates; legal vocabulary; business cooperation; law area skills; aspiring lawyers.

The contemporary evolution of international business relationships and the growth of global cooperation across various sectors necessitate proficiency in foreign languages as a tool for international communication among professionals in any field, tailored to the distinctive aspects

of their specialties. Professionals, including attorneys, who operate within international organizations or law enforcement agencies that interact with foreign entities, are increasingly involved in international communication pertinent to their roles (Lojko, 2011).

Consequently, the instruction of English for these students is primarily focused on their prospective professional requirements. At present, the caliber of higher education is significantly influenced by the level of foreign language proficiency among graduates. This article aims to explore the specific characteristics of teaching English to aspiring lawyers (Lojko, 2011).

The processes of integration and the enhancement of cultural connections with other nations underscore the necessity for specialists whose qualifications align with contemporary standards for professionals in the legal sector. At present, Ukraine boasts approximately 900 universities, with around 300 dedicated to training aspiring lawyers.

The language education of specialists in the domain of 'Law' is characterized by a professionally oriented applied focus, which is grounded in the professional role behavior of specialists in various personal and business interaction scenarios, utilizing the latest interactive technologies (Marnewick & Marnewick, 2021).

The foreign language education of specialists with higher education entails a blend of professional mobility and highly specialized training within a specific area of knowledge or practical activity, alongside the acquisition of a foreign language.

The professional orientation towards foreign languages is shaped by the requirement for future specialists to apply the scientific knowledge gained during their education in their professional endeavors, utilizing a foreign language (Rainie & Anderson, 2017).

Purpose and Tasks of the Article. The *purpose of the article* is to outline the main foreign language competencies for future legal professionals and suggest foreign language activities to develop and master them in the environment of studying the discipline "Foreign Language for Specialty".

Presentation of the Main Research Results. Foreign language education within higher education institutions must ensure a seamless progression in students' language training while being oriented towards professional applications.

The concept of professionally oriented learning technology in the higher education framework is

viewed as a comprehensive system of didactic, psychological, and general pedagogical methods that facilitate interaction between educators and students, considering their individual capabilities and preferences (Marnewick & Marnewick, 2021).

This technology is designed to implement teaching forms, methods, and strategies that align with educational objectives and the essential professional qualities of a specialist. The objective of instructing foreign languages to students in legal fields is to equip them with a specific set of linguistic knowledge, enabling them to effectively utilize this knowledge in the future for tasks such as maintaining documentation, conducting negotiations, drafting protocols, and engaging in surveys on professional subjects (Naik, 2021).

Any exploration of a foreign language within a professional context is predicated on the inquiry: "What is the necessity for this learner to acquire a foreign language?" ("What is the necessity for this student to acquire a foreign language?") and necessitates active engagement from all participants in the educational process, fostering a mutually beneficial exchange of information through the foreign language, as well as enhancing communication skills for addressing professional challenges and tasks (Shah, Bano, Saraih, Abdelwahed & Soomro, 2023).

The framework for teaching a foreign language is grounded in a set of didactic principles, including scientific rigor, accessibility and practicality, systematic approach, active participation, clarity, personalized attention to students, integration of theory with practice, the interplay between theory and learning, motivation for education, professional orientation, among others (Naik, 2021).

One notable aspect of professionally oriented education is that students, alongside the commonly utilized inter-style vocabulary, also engage with terminology specific to particular professional groups, particularly the vocabulary pertinent to the legal domain. When translating legal documents, it is essential to remember that each nation possesses its own legal framework, corresponding terminology, and unique circumstances (Nosovets, Piskun & Rekun, 2021).

For instance, students often encounter considerable challenges when translating legal terms, as the legal terminologies of British, American, and Ukrainian law differ significantly, a disparity that can be attributed to both linguistic factors and the variations in political systems (Naik, 2021).

Nonetheless, this issue continues to be pertinent because the foreign language proficiency levels of graduates from non-language higher education institutions are inadequate for effective participation in today's labor market. The English language curriculum in higher education should be tailored to professional needs.

This approach focuses on employing teaching forms, methods, and resources that align with relevant educational objectives and the essential professional qualities of a specialist (Dudley-Evans & Maggie, 2024).

Acquiring a foreign language for professional purposes entails facilitating a mutually beneficial exchange of information through the use of that language, as well as developing communication skills necessary for addressing professional challenges and tasks (Poláková, Horváthová Suleimanová, Madzík, Copuš, Molnárová & Polednová, 2023).

The framework for learning a foreign language is established upon a set of guiding principles. The characteristics of foreign language acquisition and their significance in the professional endeavors of legal professionals shape the expectations for their expertise and abilities (UNLV Continuing Education, 2022).

For an individual to effectively engage with a native speaker of the language being studied, it is essential not only to possess the ability to articulate thoughts accurately and competently using the relevant foreign vocabulary (knowledge of the linguistic code of the target language) but also the capacity to:

- *understand how to employ specific linguistic tools in various communicative contexts with foreigners (such as how to appropriately initiate and conclude a conversation; how to address the interlocutor; which topics are suitable for discussion in different scenarios, etc.);*
- *apply strategic competence techniques when faced with challenges during the communication process and to assess the effectiveness of the communication act.*

Consequently, the primary objective of language learning should align with the student's envisioned professional aspirations, fostering a desire to learn a foreign language as a means of becoming an educated, cultured, professional, competitive, and successful individual (Освітній хаб міста Києва, 2025).

The student is afforded the opportunity to develop professional and communicative competence, the ability to engage creatively and proactively in

communication, and to cultivate essential personal qualities, which constitute the core of contemporary student-centered professional education, provided that the aforementioned principles are adhered to.

A characteristic of teaching English aimed at the professional orientation of aspiring lawyers is the consideration of the unique aspects of the professional field. Consequently, it is essential to align the content and teaching methods with the practical requirements of students, while also taking into account their interests and the necessary motivation (Yampol, Polishchuk & Namestyuk, 2023).

It is advisable to choose educational materials that address contemporary and professional challenges faced by legal practitioners and the methods for their practical resolution, employing interactive teaching techniques that facilitate a closer connection between learning and real-world conditions, thereby fostering the holistic development of students. Let us examine the specific opportunities presented by methods for implementing the professional orientation in the training of future legal specialists during the study of humanitarian subjects (Gillian & Rice, 2023).

Possible questions for discussion within certain topic during studying the course "Foreign Language for Specialty" can be suggested as follows:

Topic #1 "Capital Punishment":

1. Should capital punishment be abolished worldwide?
2. Is the death penalty an effective deterrent to serious crimes?
3. Should minors be eligible for capital punishment?
4. Is capital punishment a violation of human rights?
5. Should the death penalty be used for crimes other than murder?
6. Can the death penalty ever be fairly and impartially administered?
7. Should countries with capital punishment reconsider its use in light of wrongful convictions?
8. Is the death penalty a just response to terrorism?
9. Should execution methods be reevaluated for humaneness?
10. Is life imprisonment a better alternative to the death penalty? (Zuhri & Sukarnianti, 2015).

Topic #2 "Freedom of Speech":

1. Should hate speech be protected under free speech laws?

2. Is freedom of speech under threat in the digital age?

3. Should social media platforms be required to regulate hate speech?

4. Is political correctness limiting freedom of speech?

5. Should there be limits on free speech during times of national crisis?

6. Is it ethical to restrict speech that is deemed offensive or harmful?

7. Should universities have the right to ban controversial speakers?

8. Is freedom of the press more important than national security?

9. Should the government regulate fake news on social media platforms?

10. Is freedom of speech an absolute right?

11. Should speech that incites violence be criminalized?

12. Are campus free speech zones necessary or restrictive?

13. Should whistleblowers be protected under freedom of speech laws?

14. Is censorship ever justified in a democratic society? (Zuhri & Sukarnianti, 2015).

Topic #3 "Balance Between Individual Rights and Public Safety":

1. Is the Patriot Act a necessary tool for preventing terrorism or an infringement on civil liberties?

2. Should gun ownership be more heavily regulated to ensure public safety?

3. Is stop-and-frisk policing an effective method for reducing crime?

4. Should the right to privacy be sacrificed in the interest of national security?

5. Are public safety concerns a valid reason for curtailing individual freedoms during a pandemic?

6. Should the government have the power to impose mandatory vaccinations?

7. Is the use of surveillance cameras in public spaces a violation of privacy?

8. Should the government be allowed to detain individuals indefinitely for national security reasons?

9. Is the right to bear arms essential for individual protection or a threat to public safety?

10. Should individuals have the right to refuse medical treatment even if it endangers public health?

11. Is racial profiling ever justified for the sake of public safety?

12. Should the government have the power to censor media in times of national emergency?

13. Is martial law a necessary tool during extreme public safety crises? (Zuhri & Sukarnianti, 2015).

Topic #4 "Between Individual Rights and Public Safety":

1. Should the government have the right to monitor citizens' online activity for security purposes?

2. Is the Patriot Act a necessary tool for preventing terrorism or an infringement on civil liberties?

3. Should gun ownership be more heavily regulated to ensure public safety?

4. Is stop-and-frisk policing an effective method for reducing crime?

5. Should the right to privacy be sacrificed in the interest of national security?

6. Are public safety concerns a valid reason for curtailing individual freedoms during a pandemic?

7. Should the government have the power to impose mandatory vaccinations?

8. Is the use of surveillance cameras in public spaces a violation of privacy?

9. Should the government be allowed to detain individuals indefinitely for national security reasons?

10. Is the right to bear arms essential for individual protection or a threat to public safety?

11. Should individuals have the right to refuse medical treatment even if it endangers public health?

12. Is racial profiling ever justified for the sake of public safety?

13. Should the government have the power to censor media in times of national emergency?

14. Is martial law a necessary tool during extreme public safety crises?

15. Should freedom of assembly be restricted during times of national emergency?

16. Is data collection by tech companies a threat to individual privacy?

17. Should the government be allowed to control the flow of information during a crisis? (Zuhri & Sukarnianti, 2015).

Topic #5 "Law Enforcement":

1. What are the challenges of implementing community policing, and what are the potential benefits for both law enforcement and citizens?

2. Examine the legal and ethical considerations surrounding police use of force.

3. Arguments for and against their use, considering data privacy concerns and potential benefits for evidence collection.

4. Discuss the advantages and disadvantages of using drones, facial recognition software, and other emerging technologies in police work.

5. Analyze the statistics and causes of racial profiling by police.

6. Examine current police training practices and identify areas for improvement.

7. Discuss potential solutions for improving crisis intervention training and collaboration with mental health professionals.

8. What are the potential benefits and drawbacks of this trend, considering community relations and officer safety?

9. Predict how law enforcement might evolve in the coming years.

10. How can social media be used for community outreach and crime prevention while also considering potential issues with misinformation and privacy concerns? (Zuhri & Sukarnianti, 2015).

Conclusions and Prospects for Further Issue Exploration. Therefore, the distinctive aspect of instructing English to aspiring lawyers is the utmost consideration of the unique characteristics of the professional field. In this context, it is essential to align the content and teaching methods with the practical requirements of students, while also considering their interests and ensuring adequate motivation. Educators should choose instructional materials that address contemporary and professional challenges within the legal domain and explore practical solutions to these issues.

It is recommended to employ interactive teaching techniques that facilitate a closer connection to real-world scenarios and support the holistic development of students. The various aspects of teaching English in a professional context will necessitate further investigation to identify effective methods and approaches that can enhance the language proficiency of future lawyers.

As we do additional research, we will focus on speaking abilities by enhancing the potency of the students' majoring for legal specialties inquiries and providing practice using visual aids when presenting.

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**КОМУНІКАТИВНА ІНТЕРАКТИВНІСТЬ У ВИКЛАДАННІ ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА ЗА СПЕЦІАЛЬНІСТЮ» ДЛЯ СТУДЕНТІВ, ЩО НАВЧАЮТЬСЯ
ЗА СПЕЦІАЛЬНІСТЮ «293 МІЖНАРОДНЕ ПРАВО» В УНІВЕРСИТЕТІ**

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Анотація. У статті розглянуто особливості викладання іноземної мови в професійному середовищі для майбутніх правників та проаналізовано інноваційні методики, адаптовані для професійної освіти. Увага акцентується на предметі дисципліни «Іноземна мова за спеціальністю». Наголошується, що в основі професійно орієнтованого навчання іноземної мови лежить її інтеграція зі спеціальними дисциплінами. Вивчення «Іноземної мови за спеціальністю» передбачає не лише опанування іноземної мови у лінгвістичному контексті, але й застосування термінології, що стосується юриспруденції та її специфічних професійних сфер.

Спеціалізований курс «Іноземна мова за спеціальністю» є життєво важливим елементом у системі підготовки майбутніх правників у закладах вищої освіти. Охоплюючи два компоненти «Іноземна мова (загальний курс)» та «Іноземна мова за спеціальністю», курс спрямований на підготовку майбутніх фахівців-юристів (спеціальний курс) та є поєднанням лінгвістичних і професійних знань. З огляду на це, курс можна вважати інтегрованою освітньою пропозицією. Студенти-правники мають опанувати обидві згадані дисципліни. Тільки за таких умов вони зможуть ефективно здійснювати комунікативні акти правового характеру іноземною мовою.

Метою статті є окреслення основних іншомовних компетентностей для майбутніх правників та визначення видів діяльності для розвитку фахівців у процесі вивчення дисципліни «Іноземна мова за спеціальністю». Результати дослідження показали, що викладання цього курсу має відбуватися одночасно з основними предметами, оскільки студенти, яким бракує базових знань зі своєї спеціальності та основної правової термінології рідною мовою, будуть недостатньо підготовлені до іншомовного сприйняття навчального контенту, пов'язаного з юриспруденцією, що може призвести до неефективності засвоєння матеріалу з дисципліни «Іноземна мова за спеціальністю». Професійно орієнтоване вивчення іноземної мови для професійних цілей (англійська юридична мова) має передбачати одночасне вивчення іноземної мови та майбутньої спеціальності. Викладачі цієї дисципліни повинні постійно підвищувати свою професійну та педагогічну компетентність, враховуючи специфічні галузеві вимоги до викладання іноземної юридичної мови.

Ключові слова: іноземна мова за фахом; професійні компетенції; інтегрована дисципліна; ділові ігри; навички ділового спілкування; старшокурсники; юридична лексика; ділова співпраця; навички в галузі права; майбутні юристи.

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