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### **Professionally oriented approach to the law students language teaching**

The article considered the meaning and essence of professionally oriented approach to teaching a foreign language lawyer's specialty. Analyzed occupational characteristics, features of professional thinking and consciousness of a lawyer. Noted that professional foreign language teaching has its own peculiarities, and is based on competence and student-centered approach, in which the student is an active participant in the educational process. The authors pointed out that along with the traditional methods of effective language teaching technologies of e-learning promotes the quality of law students language teaching.

*Key words:* foreign language teaching, law students, professionally oriented approach, portrait of professional lawyer, teaching methods.

Globalization of the world economy, integration and internationalization of various spheres of human activity are responsible for the new requirements for professionals in the field of international law, whose professionalism depends on the level and quality of their communicative readiness to engage in business dialogue with other cultures. Russia's accession to the Bologna process has given a new impetus to the modernization of education, led to the introduction of a new generation of standards, the implementation of competence-based approach in education.

Introduction of competence-based approach, according to scientists, the regulatory and practical component of education allows to solve the problem that is typical for the Russian education system, where students can master the set of theoretical knowledge, but have great difficulty in activities requiring the use of this knowledge to solve specific problems or problem situations. There are key competencies in learning a foreign language in high school such as: the ability to learn, interest in learning a foreign language and culture, the desire for self-development, personal qualities and skills to raise the level of intellectual and cultural development. Essential aspects of the competence approach includes personal relation of the student to the

developing of a particular competence and to his own educational activities, which provides the motivation of students and develop their independence [1].

According to the requirements of the Federal State education standards of higher professional education of the third generation in Russia, a graduate of law should have, along with professional, general cultural competence, which implies fluency in Russian and foreign languages as a means of business communication.

Thus, foreign communication becomes an essential component of professional activity, and the role of discipline «Foreign Language» in the universities increases significantly in their professional activities.

According to professionally-oriented approach to teaching a foreign language at universities, which includes formation of law students the ability of foreign language communication in specific professional, business, academic fields and situations, taking into account the characteristics of professional thinking in the organization of motivational and incentive and approximately research activities. By profession-oriented teaching refers to teaching, based on the needs of students in learning a foreign language, dictated by the characteristics of their future profession or specialty. It involves a combination of mastering professional-oriented foreign language with the development of personal qualities of students, culture knowledge of the country of the studied language and the acquisition of specific skills, based on the professional and linguistic knowledge. The essence of professionally-oriented foreign language teaching lies in its integration with specialties in order to obtain additional professional knowledge and the formation of professionally significant qualities of the person.

Portrait professional lawyer consists of the characteristics of the context: professional thinking and professional consciousness. Russian and French lawyers, psychologists, philosophers who have studied the quality of legal thinking, talking and writing about his high consistency, seeing in it the features of formal thought — deductive / the output based on the principle of the syllogism. Thinking lawyer qualifies as a logical-formal. It requires precision, unambiguous starting positions and relies on the strict regulations set by law. This kind of thinking that correspond to formal logic, rightly attributed to practical thinking lawyer. At the same time representatives of the legal profession must possess the qualities of creative, dialectical thinking, manifested in a problematical, agility, speed, latitude, criticality [2].

In general, professional thinking lawyer allows the subject to realize such activities as proof, reasoning, interpretation, commentary, constitute its specific characteristics. As the considered problem is a problem of language (speech) — thinking — activity is assumed that learning a foreign language speech activity, carried out in unity with the development of thinking, should be organized on the basis of both voice and mental activity.

Based on this, it is logical to conclude that learning a foreign language professionally oriented speech activity causes the simultaneous development of professional thinking. In other words, correct to assert that the formation of a special foreign language communicative competence of any category of workers is inevitably associated with the formation of the corresponding methods of their professional thinking.

Profession international lawyer should be attributed to increased speech professions responsibility. This is one of those professions where the word is a professional tool, from which, in relation to the context of this legal specialization depends reality signing the contract, the success of national firms, protection from the risks of business failure. Thus, the activities of a lawyer, as well as any sphere of human activity, can be seen through the communication. In these conditions, it is about learning professional communication, which scientists refer to specific types of social communication, as it is carried out, thanks to the special knowledge, governed by a set of codified rules and has a value within a particular social group.

Currently, teaching science to develop sufficient learning models teaching a foreign language at of universities. The most significant of these are:

- Emotional and semantic method of I.Y. Schechter. The main way of mastering verbal communication the author sees in reliance on meaning in a role-playing game. The main means of the method is the system of communicative tasks. On the basis of this method, developed three cycles of learning a foreign language. The object of the first cycle is the development of students speech skills and opportunities that provide communication in the most common situations. Grammar is not taught, there is no homework. The second cycle will reach a business communication to deployed monologue speech. Introduced base for the conversion, referencing, developing writing skills, studied grammar. Students' work is held in the form of gaming and specialized problem situations on the material of general scientific and socio-political nature. In the third cycle occurs further specialization and standardization of speech. Pictures are special texts, business documents and correspondence related to the professional activities of the learner.

- Proposed L. Gegechkori intensive course of learning a foreign language involves the succession of cycles of oral speech (voice training) and intermenstrual phases of learning.

Inter-cycle stage mainly provides training tools and language and communication skills in students. Inter-cycle time is the conscious development of the linguistic material, which was seen in the communicative activity.

- «Immersion-course» of A.S.Plesnevich is designed for the initial level of proficiency in the amount of language high school. The ultimate goal of «immersion» is to train scientists to communicate with their foreign counterparts in terms of the scientific and professional activities. The course of «immersion» in its aims, content and results in a more consistent cycles carried out on the basis of Lozanovs techniques.

Methodological the model of the law students language teaching has to reproduce the process that realize through the methods aimed at:

- mastering student substance of the relevant educational and methodological materials, in which the methods and techniques found embodied in systems of practicing;
- adequate technological support for the educational process;
- the technique of the law students language teaching provides cognitive, procedural and personal development of the learner;
- the integration process of the forming the professional competence and the learning a foreign language in high school;
- the construction of individual learning way and model of teaching a foreign language;
- the provision of teaching and promoting the ability and readiness to lifelong language self-education;
- assessing the special foreign language communicative competence of the law students.

Speaking about the models of teaching a foreign language, it should be noted the increasing role of e-learning, which in recent years has become an integral part of the educational process in higher education and is used in all forms of education. The use of e-learning to enhance the quality of education through the use of quickly replenishing the world's educational resources and due to the fact that while using the e-learning and distance learning technologies increases the proportion of independent work of students during the development of the material. Particularly relevant e-learning becomes under administration of the federal state educational standards of the new generation and the associated decline in classroom work to increase and expand forms of independent work of students, for the organization of which e-learning opportunities.

People's interest in e-learning is so powerful that many high schools began to consider the inclusion of on-line courses in their programs as an essential component. Various theoretical and practical online courses are becoming more and more popular among the population.

E-learning is a major challenge to modern universities, the traditional system of language education. With the rapid development of society, engineering and technology, the changing nature of information culture, the development of social services, and technology, which make information technologies accessible to everyone, and change the nature of communication, modern online education has enormous potential for the realization of completely new ideas in the law students language teaching.

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### **Болашақ заңгер студенттерді шет тіліне кәсіби бағдарланған түрде оқыту**

Мақалада заң мамандығы бойынша шет тілін оқытудағы кәсіби бағытталған көзқарастың мәні мен табиғаты қарастырылды. Заңгердің кәсіби қасиеттері, кәсіби ойлауы мен санасының ерекшеліктері талданған. Болашақ заңгерлердің кәсіби шет тіліндегі тілдесімінің өзіндік ерекшеліктері бар екені және үйренуші оқу үдерісінің белсенді қатысушысы болып табылатын құзыреттілікті және жеке тұлғаға бағытталған көзқарасқа негізделетіні айтылған. Авторлар мамандық тілін үйретудегі тиімді дәстүрлі модельдермен қатар, электронды оқыту технологияларының да енгізілуі кәсіби заңгерлердің сапалы дайындығына үлесін қосатынына баса назар аударады.

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### **Профессионально ориентированное обучение иностранному языку студентов — будущих юристов**

В статье рассмотрены значение и сущность профессионально ориентированного подхода к обучению иностранному языку студентов юридических специальностей. Проанализированы профессиональные характеристики, особенности профессионального мышления и сознания юриста. Отмечено, что обучение профессиональному иноязычному общению будущих юристов имеет свою специфику и основывается на компетентностном и личностно-ориентированном подходе, при котором обучающийся является активным участником образовательного процесса. Авторами подчеркнута, что наряду с эффективными традиционными моделями обучения языку специальности внедрение технологий электронного обучения способствует качественной подготовке профессионалов-юристов.

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