

Решение этой задачи, видимо, будет являться в основном целью следующего этапа (назовем его условно «социальным»).

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ACTUAL ISSUES OF PROFESSIONAL FOREIGN LANGUAGE TRAINING OF LAWYERS

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For a long time, the language used in legal practice was considered only as a natural tool given to a person for use in all spheres of his life, including the legal one. And only relatively recently, the specifics of the legal language attracted close attention from both foreign linguists and lawyers, who began to actively explore its specifics. Linguistics in the field of law, or jurilinguistics, is based on the symbiosis of two sciences - linguistics and jurisprudence. The sphere of interests of this related science includes methods and results of study concerning aspects of the connection between language and law, compliance with the requirements of modern linguistics. Jurilinguistics or legal linguistics, or, the interpretation of the texts of normative legal acts through the prism of their correlation with natural language [1]

As an independent trend in modern philology, it began to be distinguished at the end of the 20th century. Over the past years, there have been changes both in the field of linguistics and in the field of law, which prompted attention to new methods and approaches necessary for teaching professional English to students and legal professionals. The priority of our research is the issue of practical application by students and specialists of this field of acquired knowledge, including when reading and preparing documents of a legal nature, making a persuasive speech during a court session, for using professional English in the field of international private and public law, in legal support international projects, etc.

The development of public relations is undergoing changes, the most important of which is a new format of business relations through the English language.

Since any social relations are based on the regulatory apparatus, that is, on the law, in the business world they are regulated by laws and rules. At the same time, the importance of specialists in the field of private and public international law who speak professional English is growing.

The training of specialists in this area is carried out in several areas, for example, specialists in "jurisprudence", "international law". However, there is a lack of knowledge and skills of professional English among these specialists, which is necessary for the legal support of international business and international public relations [2].

In this regard, the basic requirements for specialists in the field of international public and private law require the question of training specialists who speak the appropriate professional English, based on the disclosure of their content. For example, the goal of higher education is to provide students with professional qualifications and competencies in certain areas of professional activity. At the same time, the bachelor's degree in the specialty "Jurisprudence" is determined by the following professional qualifications.

- "Types of standardization tasks: participation in the development of regulations and preparation for their implementation;

- law enforcement: justification and decision-making within the framework of official duties, as well as the performance of actions related to the implementation of legal norms; development of legal documents;

- law enforcement: ensuring law and order, security of the individual, society and the state; protection of public order; warning, suppression, identification, detection and investigation of offenses; protection of private, state, municipal and other property;

- expertise and consulting: legal advice; participation in the legal examination of documents"[3].

It should also be noted that the professional training of specialists in the field of private and public law with knowledge of English has its own characteristics. First of all, it is aimed at training specialists in the field of "international law", aimed at regulating internal and external relations, and the specialty "jurisprudence" is primarily aimed at meeting the legal demand in the domestic market.

Accordingly, the specialty "International Law" requires a high level of knowledge of international languages in a professional format. The expansion of the geography of business relations creates a need for specialists in private international law.

The labor market places high demands on specialists of this profile based on the needs of the business world. In order to meet the realities of business, educational institutions need to adapt to them. In this regard, there is a growing need to study and apply the best practices in the professional language training of specialists in this field.

To overcome the cultural barrier in professional interaction, it is advisable to strengthen international relations with foreign colleagues, developing professional linguistic competencies. Understanding the content of legal texts, their language structures, terminology opens the way for the practical application of a foreign language in professional activities. The study of English in this context is closely related to the connection of a meaningful block of vocational training. This necessitates a special approach in the methodology of teaching professional English.

Moreover, the current educational standard of higher professional education obliges to take into account the professional specifics in the process of teaching a foreign language and its priority for the realization of the professional goals of future law graduates. The level of professional foreign language competence of graduates is still low and does not meet the modern requirements of the labor market and the professional community. The main reasons for the low quality of teaching English in non-linguistic specialization include the following factors: insufficient hours; the lack of special (according to the profile) training of foreign language teachers teaching students of legal specialties; low level of language education in secondary school in general. One of the important gaps is the discrepancy between the methodology of teaching a foreign language and professional training.

There is a trend of positive dynamics in the teaching of legal English through the development of modern trends and methods of education. The realities of the educational world require a transition to new teaching approaches and authentic tools used in teaching Legal English.

Modern tools for teaching professional English include textbooks, workbooks, explanatory and bilingual dictionaries, professional magazines, podcasts, educational video content, online resources, and the practice of communicating with English-speaking colleagues in legal communities. Teachers of English in legal specialties are increasingly using educational and methodological complexes of foreign authors to study professional legal English.

As practice shows, the data of educational and methodological complexes help to form the foundations of communicative competence among law students. In the process of training future lawyers, it is necessary to develop the following professional language competencies: the ability to communicate in oral and written form to solve problems of interpersonal and intercultural interaction; the ability to logically correctly, reasonably and clearly build oral and written speech; the ability to master the necessary skills of professional communication in a foreign

language; the ability to correctly and fully reflect the results of professional activity in legal and other documentation [4].

To improve the effectiveness of teaching English to lawyers, it is also necessary to apply to the teaching of professional English for lawyers in foreign countries. An analysis of foreign methodological literature shows that teachers of English as a foreign language and professional translators of legal content recommend turning to an extensive body of resources that can be used when teaching Legal English [5].

The analysis of Kazakh educational materials of English for law students mainly shows a discrepancy with market requirements, since most of them are typical of the Anglo-Saxon legal system in terms of content. Whereas the Kazakh legal system is based on the Romano-Germanic legal system, where the main source of law is a normative legal act, which is fundamentally different from the Anglo-Saxon legal system.

In this regard, there is a question of adapting teaching materials for teaching professional English for lawyers from the Anglo-Saxon to the Romano-Germanic legal system. One of the solutions to this issue is the training of professional English for lawyers through the normative rulings of the Supreme Court. By means of such methods, it is possible to solve the following tasks in the professional foreign language training of future lawyers of a wide profile:

- to adapt the student's preparation to a foreign legal system by means of regulatory regulations, which are close in content and language to the Anglo-Saxon legal system, which will favorably affect the international professional interaction of a future specialist in this industry;

- to emphasize the training program for future lawyers in a practice-oriented format. In this part, the specified methodology could increase the effectiveness of professional foreign language training of lawyers, since, in terms of content, regulatory decrees are a set of practical application of a particular rule of law, that is, it is the embodiment, application of the law in practice with their generalization into one code. The main advantage of this source of law is its practice orientation, which is very important in the preparation of lawyers;

- to form non-standard and critical thinking among students in search of legal solutions to various kinds of disputes and conflicts.

An analysis of the study of various methods in the professional foreign language training of lawyers shows that one of the more optimal solutions in this matter may be the modern "case study" technology. Given that the style and content of the language presentation, the normative resolutions of the Supreme Court of the Republic of Kazakhstan are similar to the "case study" technology, it would be advisable to introduce this teaching methodology into the training program for future specialists in this industry.

English language training in the preparation of lawyers is carried out at the intersection of special (professional) language training and general language training. The main direction of training should be the reading of equivalent texts and their use as a tool for teaching colloquial speech. Exploring the problem of students studying in legal specialties, I would like to emphasize that it is very important for them to easily navigate in different educational and legal systems.

Consideration should also be given to the specifics of the legal system under study in the jurisdiction. This aspect is important, since the legal categories in them sometimes differ significantly. Thus, the categories "barrister" and "solicitor" exist only in British law, "counselor"(adviser, lawyer) - in the USA and Ireland. After all, the problems of borrowing are always relevant when learning a foreign language. In the process of teaching future lawyers a foreign language, it must be taken into account that in the modern world a specialist must have the competence, if necessary, to communicate at a professional level with specialists from other states. In this regard, he needs to know the basics of grammar, at the same time it is very important to know the vocabulary of legal specifics. In the event that the future lawyer will have a grammatical base that includes the basics of morphology and syntax and makes it possible to correctly understand foreign language content, while not owning professional vocabulary, it is

impossible to communicate adequately to a business situation. A special role in the process of foreign language training of future lawyers is provided by the acquisition of professional vocabulary. The study of lexical categories is implemented in order to improve the skills of the spoken part and is aimed at the formation of communication skills. It should be clearly understood that legal document management and legal speech have their own professional characteristics.

Accuracy and brevity as qualities of speech require information to be conveyed in such a way that the addressee is convinced that he was understood correctly. Also, in jurisprudence, the ability to operate with arguments and give a legal assessment of acts, using logical methods of persuasion, to have a high level of lexical apparatus is of great importance. Obviously, in jurisprudence, for the most part, well-known words are translated in a different meaning (for example: sentence - sentence, punishment, just - justice, justice; bar - advocacy, bar; jury - jury, etc.).

In particular, improving oral-speech skills, here, from the topics of oral training, those contents that have a legal focus should be used. In this regard, one of the optimal solutions may be international legal acts, such as:

- international declarations, conventions, agreements, protocols (Universal Declaration of Human Rights, Convention on the Elimination of All Forms of Racial Discrimination, International Covenant on Civil and Political Rights, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, etc.) ;
- normative legal acts of private international law (international treaties, domestic legislation, international customs, judicial precedent).

In order to form professional legal vocabulary in English among law students, in our opinion, special attention should be paid to the above legal acts. This approach makes it possible to solve the following problems, such as:

- acquisition of a legal-conceptual apparatus, on the main international legal aspects, such as human rights, legal systems and its main institutions;
- knowledge of the main international legal acts, since they constitute the main basis of legal relations and in the future specialists in this industry will work with them;
- preparation of legal documentation in English (conclusions, minutes, resolutions, legal expertise, definitions, etc.);
- the ability to speak publicly in a court session, in business negotiations, to represent the interests of the parties in various formats of business turnover.

It should be noted that one of the effective technologies in the training of international lawyers is through "case-studies".

These are adapted situational events of a legal nature (criminal, civil, administrative, etc.), the significance of which lies in the fact that such "case studies" represent the practical conditions for the application of laws, which is a key moment in the training of lawyers.

Case study technology, a common practice in the training of specialists in the field of jurisprudence, economics and business sciences abroad. The basis of case technology is the principle of "precedent" or "case", which makes it possible to develop the following skills among students:

- practical, i.e. to form the skills of applying the theoretical foundations, its methods and principles;
- analytical, that is, the ability to distinguish information from information, classify them, mark essential and non-essential points, analyze, be able to present and extract it, find gaps in information and be able to restore them, etc.;
- creative, i.e. generation of other, non-standard solutions;
- communicative, i.e. the ability to discuss, use visual material and other technical means, work in groups, defend one's view of the situation, be able to convince other participants, make a small but convincing reference;

- social, that is, the ability to qualify people's behavior, be able to listen to them, provide support in a discussion or reasonably refute an opposite opinion, control one's emotions, etc.;
- introspection.

The main distinguishing feature of CASE STUDY technology is its generation of a problem situation based on an event from real life. For the effectiveness of the educational process based on the "case study" method, one should adhere to the main points: qualitative and "case study" a certain methodology for its application in the educational process. A good "case study" should meet the following requirements: fit the purpose, have a certain level of complexity, represent several moments of economic life, have contemporary relevance, illustrate typical situations in public relations, promote analytical thinking, encourage discussion, have multiple solutions. The technology of working with a case in the educational process includes the following steps:

- 1) individual independent work of students with case materials (problem identification, formulation of key alternatives, proposal of a solution or recommended action);
- 2) work in small groups to agree on the vision of the key problem and its solutions;
- 3) presentation and research of the results of small groups at the general discussion (within the study group) [6].

Professionally adapted "case studies" should become an integral part of the main classes for teaching oral-speech communication. Most of the legal science, such as international law, criminal law, civil law and others, needs to be widely integrated into the English language training program for law students in order to form the basic language competence of a legal nature.

Of particular importance is the study of English on their own, which makes it possible to expand the professional lexical and grammatical base of students. In this part, it is advisable to produce educational literature adapted to the level of language proficiency for students.

The scientific value of the study lies in the development of mechanisms for the preparation of professional foreign language training of lawyers, taking into account specific aspects of the national legal system with a practice-oriented focus through the prism of the normative legal acts of the Supreme Court of the Republic of Kazakhstan, which are training materials. This approach is well combined with the educational technology "case studies" and thereby increases the effectiveness of training future specialists in this field, since the mentioned technologies will solve the main tasks of foreign language training for students of legal specialties.

Thus, we can conclude that the changes taking place in all areas of the economy require adaptation in the education system. Today, higher education needs to train future specialists who will work in changing conditions, approach solving various situations in an unconventional format, and build their work on a creative basis. Higher education needs to solve new problems, in particular, the smooth integration of economic innovations into the educational process in universities. After all, for a qualitative solution of their professional challenges, a lawyer must have the necessary knowledge and skills of a general theoretical and applied nature.

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ПЕРСПЕКТИВЫ ВВЕДЕНИЯ АДМИНИСТРАТИВНОЙ ОТВЕТСТВЕННОСТИ В СФЕРЕ ОТВЕТСТВЕННОГО ОБРАЩЕНИЯ С ЖИВОТНЫМИ

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Сегодня в Российской Федерации, все чаще мы можем заметить участившиеся случаи нападения бездомных животных на людей. Многие считают, что подобного рода нападения возникают из-за агрессивности самого человека в отношении животного, однако если более подробно посмотреть на случаи, мы увидим, что чаще всего страдают – дети, женщины и пожилые люди.

Самым трагичным и резонансным в начале 2022 года, было нападение собаки на семилетнюю девочку в поселке Домна Забайкальского края Российской Федерации. [1] В связи с данным случаем, по предложению Председателя Государственной Думы Федерального Собрания Российской Федерации была создана рабочая группа, основной задачей которой является создание мер по повышению ответственности должностных лиц, не выполняющих требования Федерального закона «Об ответственном обращении с животными и о внесении изменений в отдельные законодательные акты Российской Федерации» от 27.12.2018 N 498-ФЗ (далее ФЗ № 498) [2,7], а также выработка мер по поддержанию общественных инициатив в сфере защиты животных, создание дополнительных приютов.

Действительно, данные меры необходимы современной России, несмотря на принятый ФЗ №498 в 2018 году, не все органы местного самоуправления предприняли необходимые меры для обеспечения безопасности не только людей, но животных. Так, по итогам пресс-конференции, депутатом, первым заместителем председателя комитета по экологии Государственной Думы Федерального Собрания Российской Федерации Бурматовым В.В., было сообщено о возбуждении двадцати восьми уголовных дел в отношении должностных лиц, не выполнивших необходимые меры по обеспечению безопасности людей от безнадзорных животных, не создавших соответствующую инфраструктуру для бездомных животных. [3]

Помимо этого, со стороны комитета по вопросам собственности, земельным и имущественным отношениям Государственной Думы Федерального Собрания Российской Федерации, 9 февраля 2022 года был внесен законопроект №6818-8, направленный на поддержку строительства и функционирование приютов за счет частных инвестиций. Основными доводами данного проекта является, невозможность субъектов Российской Федерации увеличить количество выделяемых средств на соблюдение требований ФЗ №498 в сфере ответственного обращения с животными. [4]Так, по мнению депутатов предложивших законопроект, отрасль частно-государственного и частно-городского сотрудничества при реализации государственных или муниципальных полномочий является трендом последнего времени, и будет способствовать реализации социально-значимых проектов.