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TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR FUTURE LAWYERS

ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ДЛЯ МАЙБУТНІХ ЮРИСТІВ

The article analyzes the specific features of teaching English for Specific Purposes to future law students in the context of globalization, European integration, and the growing demand for internationally competent legal professionals. It emphasizes that English proficiency today is an integral component of a lawyer's professional culture and a necessary condition for successful communication in international legal practice. The study highlights that the main goal of ESP instruction is not only to develop language knowledge and skills but also to form the ability to apply them effectively in professional contexts – during negotiations, in court hearings, when drafting legal documents, and while providing consultations to foreign clients. The paper discusses methodological and pedagogical approaches that integrate linguistic, legal, and cultural content, ensuring the development of professional communicative competence. Considerable attention is given to the use of interactive and innovative teaching methods, including case studies, role plays, business games, debates, simulations of trials, and integrated interdisciplinary lessons that combine foreign language and legal studies. The use of authentic legal materials contributes to mastering professional terminology and developing analytical and argumentative skills. The article also focuses on the implementation of modern educational technologies – digital platforms, online resources, mobile applications – which help personalize the learning process, increase students' motivation, and simulate real professional communication. The author stresses that the development of intercultural competence plays a decisive role in the professional growth of law students, enabling them to understand legal systems, customs, and communication styles of other countries, and to function successfully in multicultural environments. Teaching English for Specific Purposes to future lawyers, therefore, becomes an essential factor in forming highly qualified, competitive, and globally oriented specialists capable of solving complex professional tasks in English and effectively participating in international cooperation.

Key words: law students, professional competence, intercultural communication, innovative methods, interactive learning, digital technologies, globalization.

У статті проаналізовано особливості викладання англійської мови за професійним спрямуванням майбутнім юристам у контексті глобалізаційних процесів, європейської інтеграції та зростання потреби в підготовці висококваліфікованих, конкурентоспроможних і міжнародно компетентних фахівців у галузі права. Підкреслено, що володіння англійською мовою сьогодні є невід'ємним елементом професійної культури юриста, необхідною умовою ефективної комунікації та співпраці в міжнародному правовому середовищі. Зазначено, що головною метою навчання англійської мови за професійним спрямуванням є не лише розвиток мовних знань і навичок, а й формування здатності застосовувати їх у реальних професійних ситуаціях – під час судових засідань, ділових переговорів, підготовки процесуальних документів, укладання договорів, надання консультацій іноземним клієнтам тощо. У статті окреслено методичні й педагогічні підходи, що інтегрують лінгвістичний, правовий і культурний аспекти навчання, сприяючи розвитку професійної комунікативної компетентності. Значна увага приділена використанню інтерактивних методів навчання, зокрема кейс-стаді, рольових ігор, ділових ігор, дебатів, моделювання судових процесів, а також міждисциплінарних занять, які поєднують іноземну мову з фаховими дисциплінами юридичного циклу. Використання автентичних юридичних матеріалів – міжнародних угод, судових прецедентів, договорів, законодавчих актів – сприяє опануванню професійної термінології, формуванню аналітичних, логічних і аргументативних навичок студентів. Окремо наголошено на впровадженні сучасних освітніх технологій: цифрових платформ, онлайн-курсів, мобільних застосунків, чат-ботів та елементів штучного інтелекту, які дозволяють персоналізувати навчальний процес, підвищити його ефективність, мотивацію студентів та створити умови, максимально наближені до реальної професійної комунікації. Зазначено, що розвиток міжкультурної компетентності має вирішальне значення у професійному становленні юриста, оскільки дає змогу майбутнім фахівцям розуміти правові системи, етикет, традиції та стилі спілкування представників інших країн, що забезпечує їхню успішну інтеграцію у світовий правовий простір. Отже, навчання англійської мови за професійним спрямуванням у підготовці студентів-юристів є одним із ключових чинників формування сучасного фахівця нового покоління – компетентного, культурно свідомого, здатного до аналітичного мислення та ефективної участі у міжнародній правовій співпраці.

Ключові слова: англійська мова за професійним спрямуванням, студенти-юристи, професійна компетентність, міжкультурна комунікація, інноваційні методи, інтерактивне навчання, цифрові технології, глобалізація.

Problem statement. The current development of international business contacts and the expansion of international cooperation in various fields of activity necessitate the mastery of foreign languages as a means of international communication for specialists in any profession, based on the specific characteristics of their field. Proficiency in English enables lawyers to work with international legal documents, participate in negotiations, conferences, seminars, conduct legal analysis of foreign legislation, and apply it in their practice.

A high level of English language proficiency among future lawyers is becoming one of the prerequisites for successful professional activity and competitiveness in the labor market, allowing them to freely communicate and correspond with foreign colleagues, participate in discussions on professional topics, advise foreign individuals and legal entities on legal issues, draft legal documents in modern English, resolve various issues in the field of law, etc. In this regard, the issue of the specifics of teaching English for professional purposes to future lawyers becomes relevant.

Analysis of recent research and publications.

Many scholars have devoted attention to the study of professional communication training: N. Borisko, V. Borshchovetska, N. Zinukova, S. Kolomiets, Z. Korneva, O. Tarnopolsky, C. Barret, P. Bimmel, L. Dam, T. Hutchinson, D. Little, W. Littlewood, A. Waters, and others. Scientific research into innovative methods of teaching foreign languages to future lawyers in wartime includes the works of such scholars as N. Azarova, Yu. Anisimova, M. Lebedeva, I. Savka, and T. Yaremko. The scientific works of O. Badurka, P. Bilenchuk, N. Koval, and O. Skakun are devoted to improving the professional training of lawyers. The theoretical and practical results of these scientific works formed the basis of our research.

The aim of this study is to identify and analyze the peculiarities of teaching English for specific purposes to future lawyers.

Presentation of the main material. Foreign language for specific purposes, involves developing the foreign language proficiency of future lawyers and taking into account the specifics of their future professional activities. To solve this problem, it is necessary not only to teach students legal terminology in English, but also to develop their ability to use legal terms in practice. An integral feature of teaching English for specific purposes to future lawyers is taking into account the specifics of the professional sphere, which will

allow them in the future to use their knowledge for documentation, negotiations, protocols, and successful communication with foreign colleagues. It should be noted that by the term professional competence we mean the ability to demonstrate professional qualities, improve qualifications, establish business connections, and adapt to needs and changes [1, c. 204].

According to international requirements, the level of English proficiency of future lawyers cannot be lower than B2. Unfortunately, not all students have English skills that meet this level. To achieve the appropriate level, teachers need to engage students in developing their professional competence through English language learning, primarily by selecting appropriate topics for discussion and choosing materials that cover all types of speech activities. Therefore, teachers need to take into account the following features of teaching English for specific purposes: age, psychological, pedagogical, organizational, technological, and specific to representatives of a particular specialty. Since we teach English for specific purposes to future lawyers, let's consider the characteristics specific to these specialists. It is worth taking into account the fact that future lawyers have chosen their specialization and entered the university in order to study professional subjects and acquire professional competence in their field [2, c. 232]. Learning English may not be a priority for them, although most students understand that English is the language of international communication and are therefore willing to make an effort to master a foreign language. Teachers need to constantly increase the motivation of future lawyers to learn English and model the language environment during the learning process. At the same time, teachers must take into account the interests of their students and their professional knowledge in the process of teaching English for specific purposes.

Among the specific characteristics inherent in future lawyers, the following should be highlighted: law students are distinguished by a tendency to use clear formulations from specific sources, to justify their statements, to think critically, etc. In addition, the issue of developing professional competence in future lawyers is relevant given the insufficient number of hours allocated to English language study in higher education institutions.

A distinctive feature of teaching English for professional purposes to future lawyers is independent work by students, in the planning of which the teacher must take into account

the individual characteristics of each student. Independent work can be carried out by preparing students for a variety of learning materials. Interesting, modern, and high-quality materials with a communicative focus play an important role in this process. Among the features of teaching English for specific purposes to future lawyers, the following should be highlighted: a large number of terms, specific grammatical structures, differences between their own national legal system and the legal system of the country whose language they are studying.

It should be emphasized that both spoken and written forms of legal language are difficult to understand even for native English speakers, who find it difficult to understand the language used in court, and their lawyers have to explain the meaning of many phrases to them. Learning English legal vocabulary plays an important role in developing students' communication and discussion skills in typical professional communication situations, as well as in developing writing skills. The specifics of teaching English for specific purposes to future lawyers necessitate the optimization of the educational process. Let us consider the possibilities for implementing the teaching of English for specific purposes to future lawyers. In today's environment, this task can be accomplished through the use of interactive methods that bring learning closer to real-life conditions and various Internet resources. It is important to select teaching materials that reflect contemporary and professional issues faced by legal professionals and ways to solve them in practice. In the process of mastering English for specific purposes, future lawyers need to work with authentic legal documents that discuss aspects of law, the legal systems of other countries, and their cultures, which contribute to the study of terminology.

Adequate communication requires not only to know how to use certain foreign language vocabulary to express their thoughts correctly and competently (knowledge of the linguistic code of the language being learned), but also to know how to use certain means foreign language in various situations of communication with foreigners (how to correctly start and end a conversation; how to address the interlocutor; what topics should be discussed in different situations, etc.); the ability to use strategic competence techniques in case of difficulties in the communication process and to evaluate the performance of the act of communication. Given the specifics of training future lawyers in professional foreign language competence, attention should be paid to the pedagogical conditions that contribute to

the formation of this personal phenomenon among representatives of the legal profession: ensuring the foreign language orientation of the learning process, fostering and organizing independent work of students in higher education institutions; creating a favorable socio-psychological climate in the educational environment in the process of students mastering a foreign language; introducing personality-oriented dialogue and game technologies in the process of developing professional foreign language competence in students who are future lawyers. In legal practice, the communicative competence of a lawyer plays an important role, since the legal profession is one of the professions with a high degree of linguistic responsibility, where words are a professional tool, the mastery of which determines not only the success of professional activity, but also the fate of other people and society as a whole [3, c. 104].

The main task of foreign language learning in higher education institutions at the present stage is not only to teach students to use it as a means of communication in all types of speech activity in various situations, but also to apply the foreign language in all types of speech activity in professional situations, to be capable of foreign-language professional communication in solving professional problems. Future specialists in the field of law need to perform highly skilled analytical and organizational work, correctly assess situations, and express their opinions in a reasonable and clear manner. The discrepancy between the professional language training of future lawyers and the current state of affairs is exacerbated by the contradictions between the labor market's requirements for fundamental language training for such specialists and their actual language knowledge, abilities, and skills.

Taking into account the main requirements for organizing work aimed at developing the professional qualities of future lawyers in the process of learning a foreign language, it seems appropriate to consider the following possibilities for implementing methods of professional orientation in the training of future law specialists in the process of studying humanities disciplines.

1. Tasks aimed at developing competence in dialogical and monological speech and writing using authentic legal texts to model typical communicative situations. In the process of performing such exercises, future lawyers learn

- to express their own opinions;
- ask for the point of view of their interlocutor;

express agreement/disagreement on a particular issue;

- identify the main points, supplement;
- summarize a conversation;
- write business letters, such as: a letter of inquiry, a letter of response to an inquiry, a letter of complaint, a letter of order, a letter of confirmation of order, a letter of reminder, a letter of invitation, a letter of refusal, a letter of warning, a letter of acceptance of a position, etc.

2. Tasks aimed at developing communication and discussion skills using active listening techniques. In the process of performing such exercises, future lawyers develop the ability to conduct discussions, debates, and negotiations. Exercises aimed at developing communication and discussion skills are designed to simulate real situations of professional communication. Due to Ukraine's increasing integration into European and global structures, oral communication is becoming increasingly important, as future lawyers may undergo internships in other countries, particularly English-speaking ones.

3. Tasks in the form of educational business games, which are aimed at activating the learning process. Business games in the learning process are useful for overcoming language difficulties, practicing language material, activating language activity, etc.

Another method of studying a foreign language for professional purposes is integrated classes – interdisciplinary classes (combining material from several courses or disciplines). An integrated, binary class is a class in which different disciplines are combined around the study of a single topic. The specificity of such classes lies in the fact that they are conducted jointly by teachers of two or more related disciplines [4, c. 150].

During such classes, students assimilate the material more effectively and delve deeper into specific aspects of the content. For example, when studying the topic "The System of Courts in USA" from the course History of the State and Law of Foreign Countries, instructors conduct lessons in both the native and foreign languages. This allows students to better understand the material and gain an appreciation of the customs and traditions of other countries. Like a game, a debate is a type of discussion. Debates allow participants to demonstrate their knowledge and share their experiences and ideas. The purpose of using this form of discussion is to teach students to express their views calmly in a friendly atmosphere. Debate participants must be able to present arguments for

and against the idea under discussion and convince their opponents of the correctness of their position using clear logic.

Case studies allow students to work with real or realistic legal situations, developing their ability to analyze facts, argue legal positions, and make decisions in English. Business games create conditions for modeling professional interactions, such as negotiations or contract signing, in which students can practice their communication skills in a format that is as close as possible to real professional challenges. Simulations of court proceedings in English provide an opportunity to immerse oneself in the work of lawyers, judges, or other participants in the judicial system, honing not only language skills but also legal thinking. The use of modern technologies significantly increases the effectiveness of English language teaching in higher education institutions. Various online platforms offer interactive tasks, tests, and materials that meet the professional needs of students. Practical methods, namely case studies, business games, and mock trials, play an important role in teaching English at law schools. Mobile applications such as Quizlet and Legal English Vocabulary Trainer enable students to expand their vocabulary, improve their grammar, and practice pronunciation at any convenient time [5, c. 1092].

The implementation of chatbots and artificial intelligence systems helps create a personalized learning environment where students can communicate with virtual partners, simulating real-life situations. The introduction of chatbots and artificial intelligence systems helps to create a personalized learning environment where students can communicate with virtual partners, simulating real-life professional situations. The integration of these technologies helps to increase student motivation, develop their communication skills, and adapt the educational process to the conditions of the modern digital world. Mastering the English language in higher education institutions of law contributes to the development of intercultural communication, which is an integral part of a lawyer's professional activity in the context of globalization.

Knowledge of the linguistic features and cultural nuances of international legal discourse helps students navigate a multicultural environment, taking into account the specifics of the legal systems of different countries. The use of authentic materials, in particular international conventions, treaties, or court precedents, enables students to analyze the

peculiarities of the wording of legal documents in English. The development of intercultural communication in the educational process is aimed at forming skills for adapting to cultural differences, which includes studying linguistic etiquette, analyzing the legal traditions of other countries, and developing tolerance for the cultural characteristics of partners. This helps future lawyers to interact effectively in an international environment, conduct negotiations, represent clients' interests, or participate in international arbitration. Thus, the development of intercultural communication increases students' professional readiness for the challenges of a globalized world.

Conclusions and prospects for further research. The discipline "Foreign Language for Specific Purposes" is an important component in the training of law students, the purpose of which

is not to provide future lawyers with a certain set of linguistic knowledge, but to enable them to use it for keeping records, conducting business negotiations on professional topics, providing legal advice, etc. Taking into account the specifics of teaching English for specific purposes allows for improving the level of oral and written communication skills, which opens up opportunities for future lawyers for career growth and successful employment.

Further research on the formation of foreign language communicative competence may involve a more in-depth analysis of the latest methods of teaching foreign languages for professional purposes using authentic materials, which will contribute to the development of methodological recommendations for both classroom and independent learning for master's students in public management and administration.

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