

та імпліцитної, через деталі зовнішнього світу (екстеріорізація). Саме до другого типу зображення можна віднести й художню деталь. З точки зору змісту тексту, його глибинної, інтенціональної семантики, інтеріорізація і екстеріорізація є концептуальними засадами психологізму. Вони, цитуючи вираз Мішеля Фуко, утворюють концептуальний хребет будь-якого психологічного тексту. Саме тому у ході нашого дослідження ми дійшли висновку, що цей тип художньої деталі має бути обов'язковим компонентом класифікації художньої деталі.

Список використаної літератури:

1. Березняк М. А. Типы и функции художественной детали в англоязычной прозе : автореф. дисс. канд. филол. наук / М. А. Березняк. – Одесса, 1985. – 17 с.
2. Кухаренко В. А. Интерпретация текста / В. А. Кухаренко. – М. : Просвещение, 1988.
3. Щирова И. А. Психологический текст: деталь и образ / И. А. Щирова. – Филологический факультет Санкт-Петербургского Государственного университета, Санкт-Петербург, 2000.

Ключові слова: концепція, художня деталь, імплікуюча деталь, характеріологічна деталь, психологічна деталь.

Ключевые слова: концепция, художественная деталь, имплицующая деталь, характеріологическая деталь, психологическая деталь.

Key words: conception, artistic detail, implication detail, characteriological detail, psychological detail.

BILOBROVA OLENA VASYLIVNA

*National University «Odesa Law Academy»,
Senior lecturer of the Department of foreign languages № 1*

BAILO IVAN YAKOVLEVYCH

*National University «Odesa Law Academy»,
Senior lecturer of the Department of foreign languages № 1*

SCIENTIFIC VALIDITY OF THE ORGANIZATION OF STUDENTS' INDEPENDENT WORK IN MASTERING A FOREIGN LANGUAGE

In recent years, more and more attention is paid to the organization of independent work in the process of teaching a foreign language. Competently organized independent work of students is the key to a successful educational process in the field of a foreign language.

Efficient independent work of students takes on an utmost importance when teaching a foreign language. The teacher should correctly direct the cognitive activity of students, which they perform independently.

The analysis of scientific sources on the content and organization of the process of teaching a foreign language at universities confirms the axiomatic nature of the assumption that independent work is an invariant structural version of a single teaching foreign language complex. The main task of any university is to train specialists for independent practical activities. The process of teaching at a university is increasingly based on the independent and creative activity of trainees or learners and self-learners.

Independent work is a type of educational activity performed by students in the classroom, both under the guidance of a teacher and without direct guidance from a teacher during independent preparation and participation in various extracurricular activities.

In recent years, independent work has become an obligatory link in the specially planned learning process. First of all, it provides the individual work of students in accordance with the directions of the teacher or the training program. In modern methodological literature, on the one hand, students' independent work is considered as a type of educational activity carried out without the direct participation of the teacher, but, all the same, under his/her guidance. On the other hand, it is thought to be a means of involving students in independent cognitive activity. When teaching a foreign language to students their independent work will only be successful if it is planned in advance and is an integral part of the educational process. The students will achieve good results in case their work and that of their teacher is organized and performed systematically.

A substantial role in the organization of independent work belongs to the teacher, since he/she must correctly determine the content and volume of the material submitted for independent work.

When planning independent work, it is necessary to proceed from the leading methodological statement substantiated in the methodological literature: in the course of independent work, the main functions of learning are carried out – the consolidation of knowledge and their conversion into stable practical skills.

In modern conditions, to the goals of independent work, it is also necessary to add the search and acquisition of new knowledge, including those with the use of modern information technologies.

V. A. Kan-Kalik puts forward the following principles the independent activity of students should be built upon:

- when planning an independent work on a particular course, first of all, it is necessary to highlight its so-called fundamental tree, which includes the basic system of methodological, theoretical knowledge that must be brought to the obligatory lecture study. Thus, its fundamental volume will take 50 percent out of a 100-hour course;

- further on, as derivatives of this «fundamental tree», it is proposed to form various types of independent work of students, providing them with topics, nature of study, forms, location, variable ways of implementation, control and accounting system, as well as various reporting methods.

According to V. A. Kan-Kalik, none of independent works of students will produce an educational and professional effect outside such a system.

Independent work of students is especially important when teaching foreign languages, since students are provided with educational materials that need to be memorized, analyzed, consolidated, and this becomes possible only in conditions of independent work. In the process of teaching foreign languages, there are teaching materials that can be learned in classroom lessons when working in pairs, in groups, or while performing individual work by students. The teacher's organization of independent work will primarily depend on how effectively this work is carried out by students in the classroom and outside it. The task of the teacher is to organize the work of students in such a way as to ensure the active independent activity of students, to create conditions for their self-expression and self-development [1].

The effectiveness of independent work is a result of the following factors:

1. Classroom work is drawn up by the teacher in accordance with regulatory documents.
2. The activities carried out are motivated.
3. Students have developed the ability to learn.
4. Formation of educational competence among students as a methodology for independent study of a foreign language.
5. The availability of practically assimilated knowledge, skills and abilities among students.
6. The availability of self-educational skills among students.

V. A. Yakunin proposes the following definition of self-education: «By the term self-education in the structure of an integral education system, we mean such a student's activity, the immediate and distant goals of which he/she sets himself/herself, but the process of achieving them is, to a certain extent, an object of guidance by the educational program/system.» [3].

The National University «Odesa Law Academy» has developed a manual aimed at acquiring knowledge, which is used for independent study of legal English with minimal control by the teacher. The manual is supplemented by a relevant video course «Legal English in Use», which helps students to independently develop legal vocabulary and terminology with further consolidation in texts and exercises.

The material corresponds to the complexity of the level of the relevant classroom course. For independent work in the 1st year, educational texts of general legal topics and topics of higher legal education are offered. The choice of texts for the II and IV year students is due to the search for the scope of practical application of the acquired knowledge and skills in working with documents of European organizations, both in the field of practice and for research [5].

Thus, the student acts as an independent subject of educational activity, as well as an independent user of a foreign language. In the process of independent work, the productive activity of a foreign language learner:

- is of a creative nature, which ensures the development of the student's personal qualities as a linguistic person, his/her self-realization and self-development;

– is based on educational competence in the field of language learning, which is a prerequisite for productivity and creativity.

The emphasis on productive educational activity as the goal and principle of teaching foreign languages also means that, along with communicative competence, educational competence as the ability for independent, autonomous assimilation of a foreign language, which provides conditions for its creative use is an obligatory component of the content of education.

In modern conditions of teaching a foreign language, there is a need for a different approach to the arrangement of independent work, which should be focused on the student's personality, on his/her initiative, on the development of his/her creative potential, all in all, on productive learning activities.

The key category in the modern concept of teaching/mastering a foreign language is the linguistic personality, the secondary linguistic personality [2]. His/her ability and readiness for independent and conscious study of a foreign language is an important quality of a linguistic personality.

The priority role of the student in independent work does not diminish the role of the teacher, but, on the contrary, it makes his/her task more difficult, it increases the requirements for him/her as the organizer of this process. The task of the teacher is to correctly direct and organize the cognitive activity of students, which they perform independently. That is, the teacher needs to create a developmental situation that provides the student with freedom and responsibility in choosing and making decisions, independence of actions in solving educational problems, combined with taking responsibility for the result.

The main task of the teacher is to form the student's need for independent productive educational and cognitive activity, i.e., to teach students to learn.

The scientific validity of the process of organizing students' independent work in the process of mastering a foreign language is determined by the following conditions:

– the axiomatic nature of independent work as an invariant component of a single complex of classroom and extracurricular classes in a foreign language;

– the specifics of a foreign language in any pedagogical system as an aim and means of education and training;

– in the course of independent work, the main functions of training are carried out: consolidation of knowledge and their conversion into sustainable skills;

– the secondary linguistic personality of the student is formed mainly in the process of his/her independent mastering of foreign language knowledge in the course of independent work.

References:

1. Мильберт Г. Е. Самостоятельная работа студентов в условиях реализации Болонского процесса. *Проблемы современной филологии и лингводидактики*: сб. науч. тр. Вып. 8. СПб.: Изд-во РГПУ им. А. И. Герцена. 2017. С. 151.

2. Халеєва И. И. Языковая политика: элемент или доминанта политики в области языкового образования. *Знание языка и языкознание*. М., 1998. С. 79.
3. Якунин В. А. Обучение как процесс управления. *Психологические аспекты*. Л. : ЛГУ, 1988. С. 159.
4. Особливості юридичної терміно-системи англійської мови / Н. М. Антонюк, О. Ю. Титаренко, І. В. Горохова. *Вісник Академії адвокатури України*. т. 1. 2008. С. 139–149.
5. Юлінецька Ю. В., Алексеев М. Е. Юридична англійська європейських судів: Збірник завдань для самостійної роботи студентів-юристів III курсу / Ю. В. Юлінецька, М. Е. Алексеев; Націон. ун-т «Одеська юридична академія». – Одеса: Фенікс, 2017. – 50 с.

Ключові слова: іноземна мова, самостійна робота, продуктивна навчальна діяльність, творча активність.

Ключевые слова: иностранный язык, самостоятельная работа, продуктивная учебная деятельность, творческая активность.

Key words: foreign language, independent work, productive learning activity, creative activity.

КОВАЛЕНКО НІНА ОЛЕКСАНДРІВНА

*Національний університет «Одеська юридична академія»,
старший викладач кафедри іноземних мов № 2*

ЮРИДИЧНИЙ ПЕРЕКЛАД НІМЕЦЬКИХ ПРАВОВИХ ДОКУМЕНТІВ

Зв'язки України з Федеративною Республікою Німеччиною, Австрією, Швейцарією у всіх сферах життєдіяльності сприяють розширенню використання німецької мови, а напрацювання цих держав в області права можуть надати неоціненну послугу нашим юристам при удосконаленні правої системи країни. Відповідно, для цієї мети найбільш затребуваним є юридичний переклад німецьких правових документів і тому саме він вимагає додаткового розгляду і ближчого вивчення.

Переклад, слідуючи Л. К. Латишеву, «один з видів людської діяльності, найбільш досконалий вид мовного посередництва» [4, с. 23]. Ідеальним виконавцем подібного посередництва є професійний юрист з необхідним рівнем знання мови. У процесі розвитку і вдосконалення права, створена професійна мова юристів (Juristendeutsch), яка сприяє чіткій та достовірній передачі правових понять, а тексти юридичного характеру мають, згідно висловлювань І. С. Алексеевої, «клішовану» форму і трансформування їх змісту «повинно оформлятися раз і назавжди встановленим чином, відповідно суворих конвенцій» [1, с. 282]. Незважаючи на це, існує безліч підводних каменів, здатних ввести в оману і спотворити при перекладі отримувану інформацію.