

бностей; збагачення особистісного і професійного досвіду; адаптація до умов життя і діяльності в інформаційному суспільстві.

Сьогодні багато педагогів-науковців та дослідників переконані, що підготовка фахівців у будь-якій сфері повинна здійснюватися на новій концептуальній основі у рамках компетентнісного підходу. У XXI столітті національна доктрина розвитку освіти України визначила, що головною метою української системи освіти є створення умов для розвитку і само-реалізації кожної особистості, забезпечення високої якості освіти випускникам вищих навчальних закладів.

Саме тому формування професійно-орієнтованої читацької компетенції студентів-правознавців є перспективним напрямком у розвитку сучасної системи освіти. Це дозволить покращити комунікативні, інтелектуальні, професійні та особистісні характеристики студентів для їх подальшого застосування у професійній діяльності.

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LINGUISTIC REASONS OF LEGAL LANGUAGE'S MISUNDERSTANDING

Linguistic barrier of misunderstanding may be connected either with the style of the speech, used lexis or structure of the sentence. Legal language has its own peculiarities.

As to the teacher's style of speech, rather fast tempo of explanation may lead to misunderstanding. Rapid speech is a quick report of information. Understanding and mastering of such information will be successful if the information processing is fast as well. But such coincidence happens rarely. The speed of processing (perception, understanding, realization, memorization) of information is strictly individual, and a student who learns the phenomena of legal matters, can not possess high speed of processing. Though the student had time «to catch» the idea during the quick tempo of explanation, he does not have enough time for comprehension of perceived information. Thus, fast tempo of explanation results in misunderstanding, trains superficial thinking and creates the psychological discomfort, connected with the intellectual stress of «pursuit of teacher's thought».

The investigations dedicated to the problems of understanding emphasize the dependence of understanding on the lexical variety of description. If the speech is too detailed, as any law, that takes into account every feature, the described situation will be so complicated that its understanding will be almost impossible. The same result is achieved if the speech is too scant (Крымский С. Б. Характеристики понимания // Логический анализ естественного языка. 1982, с. 155). Everything is clear as to the scant vocabulary, there exists

the bareness of informational grounds of understanding. Obviously the excess information expands horizons (field) of realization, increases conjectures, hypotheses and foreknowledge. Students' thinking does not cope with the realization of a great deal of answers to the questions that appear during the process of understanding. The plenty of linguistic devices almost ousts the area of scientific search out of the context. V. F. Berkov emphasized that language is certain if there is the dead certainty as to the limits of its sole interpretation (Берков В. Ф. Терминологическая неточность как источник проблем в науке // Логика научного поиска. 1977, с. 66). Contextual inaccuracy may appear during the transfer of meaning of one phrase to other using metaphors, analogies, comparisons. The understanding may be barred by the confusion of meanings in which the word or phrase is used (literal meaning, figurative meaning).

Misunderstanding may be result of such semantic phenomena as extension (widening) of lexical meaning and specialization (narrowing) of lexical meaning. The extension of lexical meaning reveals the development of lexical meaning from concrete to abstract, from special to general. Specialization is reverse to extension of lexical meaning. It reveals the development of lexical meaning from general to special.

Obvious linguistic reasons of misunderstanding are different speech impediments, as to say, didactic deficiency. Incomprehensibility and monotony of speech, wrong intonation, unreasonable pauses and phrasal stresses may lead to the misunderstanding of the content.

The content is of great importance during the process of understanding. Sometimes it is almost impossible to understand what is talked about without knowing the content. Even the easiest phrases may sound awkward.

The language difficulty depends not only on lexis used in legal text (legal terms, unknown words, rarely used words – obsolete words, neologisms etc.), but on syntactic difficulties, length and structure of sentences as well.

The sentence is clear if all the words and relations between their meanings are also clear. All words of the sentence should be kept in temporary storage during the process of its understanding. But the storage capacity is limited. That is why the length of the sentences should be limited too. The longer sentence is, the more difficult it is for understanding. Very long sentence may be understood only after repeated perception. But this condition may be met only in the case with the text. During aural reception it is almost impossible. Psychological studies hold that the optimal sentences for the understanding by the students should contain not more than 14-17 words (including adjectives). It is suitable for mother tongue. As to the foreign language, the sentences should contain 7 ± 2 words.

As to the structure of the sentence, the reason of misunderstanding may be the difficulty of its structure. Y. A. Mikk draws the following classification of words and construction as to their difficulty (Микк Я. А. Оптимизация сложности учебного текста. 1981, с.40):

1. Zero category:

- 1) Subject – predicate – adverbial modifier;
- 2) Subject – predicate – object;
- 3) Subject – compound verbal predicate;
- 4) Simple question sentences;
- 5) Coordinating conjunction.
2. The first category:
 - 1) Subject – predicate – indirect object – object;
 - 2) Attributes to nouns (adjectives etc.);
 - 3) Coordinating conjunctions.
3. The second category:
 - 1) Passive voice;
 - 2) Correlative Conjunctions;
 - 3) Complex sentence;
 - 4) Simile;
 - 5) Participle and adverbial participle;
 - 6) Infinitive in function of the subject.
4. The third category:
 - 1) Subordinate clause in function of the subject.

Constructions and words of zero category do not lead to the difficulties of understanding. Understanding of the third category is most complicated.

Difficulties with understanding are result of complex sentences especially with subordinate subject. It is easier to understand the content if it is expressed by a simple sentence. If it is impossible to do, the most important thought should be expressed by the main clause and less important thought should be in subordinate one.

Participles, adverbial participles, infinitive constructions complicate the understanding of the legal language as well as a big amount of adjectives and adverbs, complex phrases of more than three words, double negation etc. If words connected by the meaning are separated by many other words, the general meaning of the sentence may be lost. That is why if the word needs specification, it is better to define it immediately.

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DIFFERENT TUPES OF LEXICOGRAPHIC TERMS IN DIACHRONIC AND SYNCHRONIC ASPECTS FOR DESIGNATION OF LEGAL DICTIONARIES

The most common units among the lexicographic terms which express the notion «dictionary» in their different versions in English are: a dictionary (itself), a word-book, a lexicon, a vocabulary, a glossary, a thesaurus, a concordance, an onomasticon.