

сположения элементов сложных слов; (3) употребление существительного при образовании сложных слов (Цыбова И. А. Словообразование в современном французском языке. – М.: Высш. шк., 2008, с. 98.).

Таким образом, делаем **вывод** о том, что суффиксация, префиксация и словосложение, относящиеся к морфологическим способам словообразования, являются продуктивными в юридической терминологии, являющейся частью современного французского языка. Проведенный анализ имеет практическую ценность и **перспективу** для выявления этимологической и семантической природы юридических терминов, а также для определения степени адекватности и эквивалентности перевода французских и украинских терминов, правовых реалий и текстов в уголовном законодательстве обеих стран.

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## **INTEGRATIVE APPROACH TO BUILDING PROFESSIONAL FOREIGN COMMUNICATIVE COMPETENCE OF STUDENTS OF LEGAL SPECIALTIES**

Nowadays, one of requirements to the modern highly skilled specialist is knowledge of foreign language. A free professional communication allows student to be the competitive and professionally mobile participant in intensively developing international relations, to open economic clear zones for foreign investments, to create international enterprises. Thus, studying foreign languages in unlinguistic institute of higher education must be interpreted not only as teaching the foreign language but also as teaching the foreign communication is in the context of chosen specialty.

Such training is especially meaningful for legal specialties. Even highly skilled interpreters-linguists cannot know all details of criminal and civil law of the presented country or know all shrewdnesses of legal terminology, which can lead to a distortion of facts or worsen the outcome. Foreign language proficiency will help a lawyer not only to establish the necessary contacts with foreign colleagues and correctly issue legal documents, but also attain success in the judicial practice in the representation and protection interests of Ukrainian citizens in the international courts. That's why it so important to focus on the practical orientation of teaching the foreign language to students of the university, which involves the acquisition of language as a means of communication and the exchange of information and which is necessary for a successful practice of the future specialist.

Dynamics of development of higher education in Ukraine, the modernization of the education system, indicates the presence of contradiction between increasing requirements of society to the level of knowing

foreign language by modern specialists-lawyers and insufficient elaboration of the theoretical foundations and practices of training such specialists in non-language universities. This led to the problem of optimization of foreign language training of students, in particular, the future lawyers. The solution of this problem required the search of form, means, methods of optimization of foreign language training of future lawyers and creation a model of educating to the foreign language in unlanguage institution, that will take off the mentioned contradiction and will allow to provide the high level of quality of language preparation of lawyers for less educational time.

Optimization of foreign preparation of students – future lawyers can be provided if:

- the importance of interdisciplinary connections is installed, positive influence of process of studying the foreign language is reasonable and clear to students, the specifics of foreign preparation of students-lawyers is exposed;

- pedagogical conditions are established and they are reasonable, that is specifics of foreign preparation of students – lawyers is taken into account;

- the model of optimization of foreign preparation of students is worked out, there is educational and technological support.

Social changes taking place in modern society, require a new approach to professional communication training of legal fields. A high level of communicative competence has currently been set for lawyers, prosecutors, judges since criminal procedure doctrine has been rethought and the concept of objective truth (procedural, formal) has been replaced by the concept of relative truth (judicial). According to this «prosecutor's task is gathering material, which is sufficient to prove the charges in court. The task of defense is to show that the prosecutor did not manage with his task. The task of the court – to pass judgment on the basis of that evidential material that was given by parties. The task of the legislator to ensure the impartiality of the court in evaluating the evidence and making decisions» (Aleksandrov A. S. Introduction to judicial linguistics. 1999, p. 35-36).

It should be noted that presently both scientists and lawyers-practices are sharply realize obvious insufficiency of professional communicative preparation of students. Both lawyers and linguists try to decide this question and in theoretical and in a practical aspect (Bachman L. F., Palmer A. S., Canale M., Swain M., Savignon S).

The relationship between speech and law is long-standing. As attacks on the trial bar's competence have grown, speech researchers have become more interested in that relationship and in the role they can play in helping attorneys and future attorneys develop communication skills. Before teaching foreign languages it is important to answer following questions: (1) What communication skills are needed in the practice of law according to type and length of practice? (2) Does participation in trial work affect perceptions of the importance of communication skills? (3) Where and how do lawyers currently acquire communication skills? (4) What do lawyers perceive to be the best methods of

teaching the communication skills needed in legal practice? and (5) Do lawyers with pre-legal or CLE (Continuing Legal Education) training in communication skills perceive themselves as more effective communicators than those without? Of course all these skills are very important for a lawyer. Previous findings showing that skills are acquired primarily through personal experience were corroborated. Based on researches, speech communication department should play a more active role in educating pre-law students. Legal communication sources should include a broader range of communication skills than traditional trial skills. Speech professionals should also become more actively involved in CLE instruction and should advise law school educators regarding appropriate teaching techniques in communication skills.

Forming of professional foreign communicative competence in the conditions of integrative appropriation legal and speech knowledge by students gives an opportunity considerably to shorten a break between purchased theoretical knowledge and their practical application, so as future lawyers get possibility to learn how to carry out judicial actions in a professionally exact speech form.

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### **ISSUES IN LEGAL TRANSLATION**

Legal translation is often more difficult than other types of technical translation because of the system-bound nature of legal terminology. Unlike scientific or other technical terminology, each country has its own legal terminology (based on the particular legal system of that country), which will often be quite different even from the legal terminology of another country with the same language.

The system-bound nature of legal text means that successful translation into another language requires competency in at least three separate areas: first, a basic knowledge of the legal systems, both of the source and target languages; second, familiarity with the relevant terminology; and third, competency in the specific legal writing style of the target language. Without these competencies, the translator's rendition will be a word-for-word translation that is often incomprehensible.

Thus, the professional legal translator must be part linguist, part legal scholar and part detective, willing and able to search out and define legal concepts expressed in the source language of a document that may not even have an equivalent in the language or legal system of the target text. The translator must first decode the source text and reconstruct its meaning in the target text. In many cases, the translator is limited to finding a functional equivalent for a word or phrase or a parenthetical explanation because an exact translation is impossible.