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Ключові слова: онлайн-навчання, дистанційне навчання, повсюдне навчання, навчальне середовище, цифрові ресурси.

Key words: online learning, distance learning, ubiquitous learning, learning environment, digital resources.

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IMPLEMENTATION OF INTERACTIVE FORMS OF LEARNING IN TEACHING FOREIGN LANGUAGES TO LAW STUDENTS

Modern challenges of society radically change the guidelines of the domestic system of higher legal education, language education being one of these directions. Today, the priority is not only the formation of competencies determined by the program, but also the development of students as mobile, competitive individuals who can initiate and take an active part in interpersonal and intercultural communication, quickly take decisions in difficult circumstances and find a way out of non-typical situations. The use of an interactive approach to learning foreign languages can be singled out of the numerous pedagogical conditions that ensure the successful solution of this problem. This approach is based on the active interaction and communication of all participants in the educational process and allows to create comfortable learning conditions in which each student feels his/her progress and intellectual ability [1, p. 9]. Interactive learning involves participation in the learning process of every single student of the group.

During their joint activities all students exchange their ideas and knowledge and maintain mutual control and evaluation. The lecturer acts as a consultant, organizer, assistant, and creates conditions for student initiative.

Modern methodology offers a large number of ways to implement an interactive approach to learning foreign languages: Warming Up (creation of an encouraging environment, organization of communication), discussion, presentation, round table, role-playing games, trainings, case method, portfolio, project methodology, audio- and video- discussion, etc. In the educational process in either language or law schools not all of them can be implemented equally successfully though. The would-be philologists and lawyers have different goals of learning foreign languages, and therefore different attitudes to interactive learning, which has a communicative focus.

As practice shows, future lawyers often do not feel the need to know a foreign language for their further professional career; thus the motivation to study it, as a rule, is rather low. Moreover, they consider foreign language classes to be an obstacle to mastering a future profession. Thus, the lecturer is faced with the task of destroying the existing idea of the need to learn the language, to create a positive emotional attitude to this discipline and show the possibility of acquiring professional knowledge by means of a foreign language.

Under such conditions, the use of the project method is the most appropriate. This allows not only to develop skills and abilities of students in all types of professionally oriented speech activities, but also to organically integrate knowledge from different fields when solving one problem, and apply them in practice. It is the project methodology that makes it possible to shift the emphasis from various types of exercises to active mental activity which, for its creation, requires mastery of certain language tools. It should be noted that the success of the project method depends on the availability of the task and the practical and cognitive significance of the likely results which are important for students for their research and creative prospects.

Another problem faced by law school lecturers is the fact that freshmen have different basic levels of foreign language proficiency, from Elementary to Upper-Intermediate and even Advanced. Therefore, being in the same group, students of different levels often lose interest in learning the language. This problem can be solved with the help of such type of interaction as cooperative learning (cooperation).

Cooperation is defined as one of the main forms of organization of interpersonal interaction characterized by combining the efforts of participants to achieve a common goal while sharing their functions, roles and responsibilities [2]. An example of cooperation is the method of team support of individual learning, when students work in small groups on individual tasks at an acceptable pace, seeking help and advice from each other, correcting mistakes and evaluating results.

As practice shows, certain conditions for the formation of positive motivation are created in the organization of group work in which students play the roles of an «instructor» and «students». This technology allows to

teach techniques of business cooperation and to mainstream the activity of each student; it also helps to equalize the overall level of learning material.

The lecturers in foreign languages at the National University «Odesa Law Academy» note that the ability to converse in a foreign language is one of the weakest skills of many students. They can perfectly learn a standard text but have significant difficulties and uncertainty in unprepared speech. We believe that one of the means of combating this uncertainty is to create an atmosphere of communication in the classroom, which should inspire students to find inner needs to express their own opinions. A new interactive learning technique, forum-theater, is designed to contribute to this.

The difference between a forum-theater and just a theater is the idea that a forum-theater is aimed to unite the participants of the performance and the audience to jointly solve the problem and find best decisions. A leader or the chief debater, is chosen from among the students; his/her task is to identify the main issues, conflicts, organize an effective exchange of views in the form of discussions, debates, etc. The audience is also divided into the roles of opponents who express their own point of view on the problem and try to persuade the participants of the performance and the rest of the audience, and make critical remarks.

For law students, holding a forum-theater is usually a new experience, so the instructor should change his/her role position at different stages of work:

- 1) the lecturer, being the organizer, provides clear instructions on problem formulation, script development, performance, organization and discussion, decision making;

- 2) as a consultant he/she gives advice to students, tells them how to complete tasks, offers new ideas for solving the problem;

- 3) the instructor-participant personally acts in the play or speaks in the discussion, communicates with students «on equal terms», creates a relaxed, natural atmosphere in the audience;

- 4) as a silent observer he/she gives students complete freedom to make independent decisions without any help;

- 5) at the end of the performance, as a judge he/she draws conclusions about the effectiveness of the forum-theater, corrects and analyzes the mistakes of students.

In addition to the creative use of communication skills, the forum-theater aims to form and improve interactive skills: organizational (unite the team), communicative (initiate interaction in communication), perceptual (perceive, understand and evaluate yourself and others), prognostic (predict other people's behavior) in the process of interaction and determine ways to influence it), creative (find original ways to solve the problem), self-regulation (the ability to maintain balance in the process of interaction).

The above-considered ideas allow us to conclude that the use of an interactive approach in foreign language teaching allows law students with different levels of language training to take an active part in joint activities, learn new behaviors, supplement theoretical knowledge with practical, collectively discuss and solve complex situations. Interactive forms of

learning provide high motivation and contribute to the formation of professional communicative competence.

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Ключові слова: навчання іноземних мов, інтерактивний підхід, інтерактивні види навчальної діяльності.

Key words: teaching of foreign languages, interactive approach, kinds of interactive learning activities.

ТОМЧАКОВСЬКИЙ ОЛЕКСАНДР ГЕОРГІЙОВИЧ

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КОМУНІКАТИВНА СПЕЦИФІКА АНГЛОМОВНИХ НАВЧАЛЬНИХ СЛОВНИКІВ

Комунікативна специфіка навчальних словників полягає у їх адресованості чіткому сегменту читацької аудиторії. Це не-носії англійської мови, що вивчають її як іноземну мову і живуть поза ареалом її поширення, а, отже, поза ситуативним контекстом. Особливості користування, яким адресовані навчальні словники, визначають зміст та форму подання лексикографічного матеріалу, який націлений, насамперед, на розширення словникового запасу читача та, крім того, має на меті ближче познайомити його з культурою англомовного соціуму [1].

Полікодова словникова стаття має потужний інформаційний потенціал і є ефективним навчальним ресурсом. Аналіз інформаційного потенціалу полікодових статей в англомовних навчальних словниках дає підставу стверджувати, що поява піктографічної складової в будь-якому випадку оптимізує передачу і сприйняття інформації [2].

Основне завдання лексикографічної статті тлумачного словника полягає в наданні певного обсягу інформації, необхідної для адекватного розуміння читачем того чи іншого слова, яке його цікавить. Для вирішення зазначеного завдання укладачі словників вдаються до викорис-