

виступу серед найвидатніших ораторських промов; ступінь загостреності соціального контексту; тематико-ідеологічні тенденції; гендерний аспект; темпоральні рамки. Вивчення великої кількості вже сформульованих трактувань і напрацьованих підходів та їх комплексне використання дозволяє обрати оптимальну методологію для аналізу англomовного політичного дискурсу.

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Ключові слова: дискурс, політичний дискурс, англomовний політичний дискурс, підходи та методи дослідження, лінгвістичні та екстралінгвістичні чинники.

Key words: discourse, political discourse, English political discourse, approaches and methods of research, linguistic and extralinguistic factors.

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REMOTE TEACHING IN LEGAL HIGHER EDUCATION

According to the Concept for the Development of Legal Education in Ukraine, there is some inconsistency between the content of legal education, the quality of training in law schools and the challenges facing modern democratic society. One of the components of this problem is the

unpreparedness of scientific and pedagogical teams at law schools for the introduction of modern teaching and learning technologies [1].

Nowadays, how students learn has changed for them as well as for educators throughout Ukraine. Teaching and studying from home to maintain safety have become new normality. That is why we should create fertile spaces for learning and develop core skills and competencies that relate to the world in which they are living and will live. The expert underlined that instead of having just a teacher presentation for the entire duration, we could have a shift from teacher talk to learner interaction in every phase of the lesson and at the end of the lesson if we could have a comprehension check, we could know whether the students were actively listening or not.

A methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class is flipped learning. According to Kari M. Arfstrom, cofounder of the Flipped Learning Network, flipped learning is about creating opportunities for active engagement. It's «a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter» [3].

The students could be taught synchronously, live online through remote teaching or asynchronously through a learning management system. And we can do that if instructions, delivery of procedures and teacher explanation of concepts, anything the students can manage (the receptive skills) goes out of class. That means in class time we can work on productive skills like communication skills and collaboration and interaction.

The educators define four benefits of flipped learning. The first and very important one is equity because we know that we don't necessarily have it in the beginning. One of the ways is to have students share how they can help each other, or how they need each other's help. That helps to build a learning community and equalize the working field, in terms of students who do have a background or resources, and students that do not.

The next step is to build enrichment. We need to have enriched education and make it exciting and interesting. Have activities that are going to be beyond, that might connect with the outside world and future profession.

The third key is engagement. Once you've enriched the experience, students are more likely to engage, and then when they do that, they're more likely to participate and feel empowered, which is the fourth component. Once they feel empowered, which is not something we do to them, but they feel it. Then they'll take up ownership of their learning, and that applies to any status.

At present remote teaching has some advantages. It allows remote participants with no possibility of attending a course to access professional training; also works well for part-time students who work or have other commitments which prevent them from attending a regular course. The main

disadvantage of completely remote teaching is that the rate of progress is notoriously slow if it is completely asynchronous.

Flipping learning encourages learners to be more responsible for their learning; they are responsible for accessing and engaging with the direct instruction (video, articles, textbook...). It is their responsibility to ask questions about the learning materials in class before they start on their collaborative tasks.

One of the purposes of education and professional training of lawyers is to develop students with core skills and competencies that relate to the world in which they are living and will live, which include among others ways of thinking: critical thinking, problem-solving, creativity and innovation, learning to learn and metacognition [4]. Critical thinking and problem-solving means promoting self-directed thinking that produces new and innovative ideas and solves problems; reflecting critically on learning experiences and processes and making effective decisions. It must be the habit of thinking reflectively, rationally and reasonably.

Learning to think critically and solve problems is not easy, but one way to make time for more critical thinking is to use the flipped learning approach when learners watch a lecture or read a text before the lesson. This maximizes class time for exploring topics in greater depth.

In conclusion, it should be claimed that flipping learning also provide opportunities for the learners to improve their digital literacy and develop higher order thinking skills. Integrating critical thinking in the lawyers' professional training is not possible without teachers striving to think critically about their own teaching, classroom practice and meaningful uses for learning.

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Ключові слова: дистанційне навчання, юридична освіта, перевернуте навчання, синхронне / асинхронне навчання.

Key words: remote teaching, legal education, flipped learning, synchronous and asynchronous learning.