FEATURES OF TEACHING PROFESSIONALLY ORIENTED VOCABULARY OF STUDENTS IN THE LARGE GROUPS (BY THE EXAMPLE OF FACULTY OF LAW)

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Abstract. This article examines the peculiarities and difficulties in teaching students of the Faculty of Law a foreign language in large learning groups, and also gives examples of tasks that can be used in the educational process. The relevance of the article is that in the current conditions of expanding international economic ties, there is a need to train highly qualified specialists with a level of foreign language skills that allows direct communication with foreign partners in professional activities. The purpose of the article is to study the essence, essence and features of teaching professional oriented vocabulary and its possible difficulties. The method of research in this article is the study of theoretical and methodological literature on this topic. The main result of this study is that training professional vocabulary should be conducted in a complex and at the same time different ways and methods can be used. The materials for this study were methodological literature, the work of well-known scientists in the field of teaching methods of foreign languages, using English authentic books and materials.

Key words: education, university education, foreign language, teaching methods, professionally oriented vocabulary, large groups.

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1. INTRODUCTION

Modern reality requires graduates of modern institutions of higher education not only to have a high level of proficiency in a foreign language, but also profound knowledge of professional terminology in order to keep in touch with foreign partners, work with international contracts and freely communicate in a professional environment. Therefore, an urgent task of the learning process is not only the acquisition of knowledge about the terminology of their specialty, but also an active and proper use of them in practice.

Moreover, the expansion of international contacts creates favorable conditions for the prestige of the discipline "Foreign language - English in the field of law" in higher education. In this regard, urgent is the question of improving the quality of the educational process in the discipline and the search for new, more effective methods and ways of teaching our law students.

At the Law Faculty of the Kazan Federal University foreign language (English, French, and German) according to the program is provided on the first and second years of study. According to the curriculum the program includes 3 academic hours per week. A small number of hours allocated according to the state standard for studying this discipline and studying it only at junior courses at the university, when the professional skills and knowledge of students are not yet formed, cause very great difficulties in organizing the teaching of a foreign language as a component of vocational training.

2. METHODS

The methodology of research approaches makes it possible to expand the understanding of the essence and peculiarities, the difficulties of teaching professionally oriented vocabulary of students in large groups.

The leading method of research is the study of theoretical and methodological literature on this topic. In order to prepare competent lawyers who are ready to conduct professional activities not only in Russia but abroad, the University and the Faculty of Law at the 3rd and 4th courses introduced the discipline "Foreign Language in the Sphere of Jurisprudence" for a deeper acquisition of professionally oriented vocabulary.

3. RESULTS

The analysis of theoretical and methodological literature showed that when teaching English at the law faculty, general language and professional language training should be carried out only in a complex (Krutilin, 2003) (Nurkhamitov, 2016).

Specificity of the content of students' training in the first semester involves reading authentic texts and using them as a means of teaching oral speech. Considering the problem of teaching students studying in the specialty "jurisprudence", I would like to note that for them it is extremely important to freely navigate in various educational and legal systems. The importance of background knowledge among students is due to the fact that legal institutions in different systems can significantly differ, which in turn creates a difficulty in teaching professionally oriented vocabulary for students of the law faculty. For example, the terms "solicitor" and "barrister" exist only in British law, "counselor" (counselor, lawyer) - in the USA and Ireland, "attorney" private lawyer (USA). When teaching law students, a foreign language should be borne in mind that a modern specialist needs to have a level that would allow him to communicate with specialists from other countries if necessary. To do this, he must know the basics of grammar, but, most importantly, he must know the vocabulary of the legal direction. Therefore, an important role in the foreign language training of law students is provided with the assimilation of professional vocabulary. The assimilation of lexical units is carried out with the purpose of developing oral communication skills and is aimed at implementing communicative skills and adequate response in typical situations of professional communication, both verbal (to make reports concerning a professional topic) and written (ability to write summaries, any legal papers, etc.)

In order to prepare competent lawyers who are ready to conduct professional activities not only in Russia but abroad, the University and the Faculty of Law at the 3rd and 4th courses introduced the discipline "Foreign Language in the Sphere of Jurisprudence" for a deeper acquisition of professionally oriented vocabulary. Lack of background knowledge and ignorance of vocational-oriented vocabulary is not the only difficulty in the learning process. Taking into account the fact that there is an optimization of the educational process, more and more large educational groups (about 20-25 people) are increasingly forming in universities, where the level of knowledge of English among students varies from initial to advanced, which greatly reduces the
efficiency of the teacher's work and makes it difficult to understand the material students. An example of assignments for fixing lexical material in classes with students in large groups at the Faculty of Law.

**Activity 1**

Students work in groups. They take a card with a category. The students have to name as many words of the category as it is possible.

Crime
Criminals
People in court
Punishment
Crime (verbs)
Non-violent crimes
Violent crimes
Major crimes

**Activity 2**

Work in groups. Match the words with the following situations. Explain your choice.

- Your boss is retiring. Her employees give her an expensive gold necklace at her farewell party.
- You are visiting your overseas partner to discuss a contract. They pay for a 5-star hotel and all your expenses.
- You want to re-design your apartment, but you need permission from your local council. You give money to one of the local councilors to make sure you get the permissions.
- Your sales manager increases your profit every year. You give him a new car.
- You give a little extra money to your hairdresser.
- You can have free lunches in your company canteen.
- You are on good terms with a deputy to make sure you get a government contract.
- You will not be home in time to feed your pet. You ask a friend to feed it.

4. **DISCUSSION**

Large groups consist of students with different levels of foreign language skills, so the teacher faces difficulties in selecting materials and assignments for classes. V. Podgornova and L. V. Popova identify the following "academic difficulties" encountered by both teachers and students (Podgornova & Popova, 2015).

To them it is possible to carry:

1. Different levels of students' knowledge;
2. Lack of time, since not every student has the opportunity to take part in the educational process in full;
3. Inadequate attention to the student by the teacher;
4. A number of psychological difficulties, when students are embarrassed or uncomfortable when working in a crowded audience;
5. Noise in the audience, which interferes with understanding;
6. There are often problems relating to interpersonal relationships, because often the teacher cannot remember the names of all students, and this prevents a more comfortable and suitable working atmosphere. Moreover, it happens that many students do not know each other's names. The concept of modeling teacher's personality, which concerns inclusive identity, refers to the formation of individual's social maturity and spiritual affluence and readiness to evaluate multicultural and language situations that take place in modern society (Kondrateva & Fakhruudinova, 2016). Therefore, it should be noted that, now work in groups and teams should be a priority. Such work allows coping with a number of some difficulties. First, teamwork creates a deceptive impression, as the students are not fully controlled by the teacher, which helps to open up and speak to weaker students.

Secondly, this type of work allows students who experience difficulties in public speaking, feel more comfortable and try to realize themselves not only in linguistic, but also emotionally.

Thirdly, strong students can take on the role of leaders in groups, direct and control the weaker team members. This kind of work also allows solving the problems of time, the involvement of all students in the educational process and the distribution of attention on the part of the teacher. At the same time, noise in the classroom becomes an integral part of the active learning process. At team work can approach such kinds of tasks as:
1. group work on fixing lexical material;
2. tasks that are of a competitive nature;
3. statement of problem questions;
4. holding round tables;
5. Role-playing games;

When working with students of legal specialties, interactive methods of teaching can be widely used. Interactive learning is a special form of organizing cognitive activity that has specific and predictable goals. The main goal of this method is to create comfortable learning conditions that is, conditions under which the student feels successful, and his intellectual independence, which makes the learning process of the foreign language productive (Nurkhamitov, 2016). Interactive learning involves the organization of the learning process, in which almost all students are involved in cognitive activities. The study of the history and culture of the country, national traditions, moral and spiritual values should underlie educational system (Mefodeva, Fakhirudinova, & Zakirova, 2016).

In order to implement the interactive method of teaching, individual, pair and group work, research projects, role plays, work with documents and various sources of information, etc. are organized in the classes (Krutilin, 2003). At the moment, an interactive teaching method such as a case study or a method of a specific situation is widely used in the teaching of university students, which requires an interesting and well-prepared educational material from the teacher. These can be tasks or cases from the field of criminal, administrative, family law, as well as cases in which cases of discrimination or negligence are considered. Materials are studied by students at home on their own, thereby they have the opportunity to think through their speeches for a role-playing game (trial, testimony, questioning of witnesses and so on). As a case, a specific situation reflecting the state of affairs for any period of time can be considered. The situation can reflect a complex problem and some particular real problem. The case can be compiled on the basis of generalized experience, i.e. Not necessarily reflect activities. However, one should take into account that the "office" case may not be perceived by the audience. The case must contain the most real picture and several concrete facts. Often the information does not contain a full description of the activities of the enterprise, but rather has an orientation character. Therefore, to build a logical model that is necessary for making an informed decision, it is possible to supplement the case with data that, in the opinion of the participants, could actually take place (Gubajdullina, & Il'jasova, 2009). Thus, during the discussion of the case in English, students are looking for alternatives to his decision, they are proposing their own version of the solution, which they correctly justify, and then compare it with the decision that was adopted in practice. One correct solution does not exist, so at the end of presentations, the best solution can be chosen. Analyzing the real life situation actualizes a certain complex of lexical and grammatical knowledge of students, which must be learned when solving this problem (Ellet, 2007) (Podgornova, & Popova, 2015). This method is effective in that it allows you to work with interesting material; it makes it possible not only to learn terms, but also to use them in practice when analyzing situations in the lesson. In addition, the teacher has the opportunity to implement an individual approach to each student, regulating the number and complexity of independent assignments, which in turn also increases the effectiveness of training. When combining group work and a large volume of homework, the use of modern technologies and learning management systems (LMS) is becoming extremely relevant and popular. At Kazan Federal University, Modular Object-Oriented Dynamic. The learning environment is MOODLE (Modular Object-Oriented Dynamic Learning Environment). The advantage of this system is the rational organization of the learning process, during which there is a joint solution of learning tasks and the exchange of knowledge. Thus, Russian universities were able to legitimately use various methods of delivering educational information in the educational process, including those not involving the direct presence of the teacher. An important factor for success was also the readiness of a number of teachers to master and introduce new technologically sophisticated teaching methods into teaching practice. The emphasis was on the fact that modern students are basically the so-called "network generation Z", for which the electronic way of obtaining educational information is a normal component of life. Computers, players, video games, cell phones and other digital tools, mediated by the Internet, have long become their accustomed attributes. Therefore, distance learning in general and its individual elements, for example, in the form of blended learning are welcomed by students (Ainoutdinova, 2017).
5. SUMMARY

The analysis of theoretical and methodological literature showed that when teaching English at the law faculty, general language and professional language training should be carried out only in a complex. Taking into account the fact that there is an optimization of the educational process, more and more large educational groups (about 20-25 people) are increasingly forming in universities, where the level of knowledge of English among students varies from initial to advanced, which greatly reduces the efficiency of the teacher's work and makes it difficult to understand the material students.

6. CONCLUSIONS

In conclusion, it should be noted that, despite the bundling of sufficiently large groups, the teaching of a professionally oriented foreign language, in particular vocabulary can be interesting and effective with the right choice of means and methods of instruction. Interactive methods of teaching in conjunction with the introduction of a virtual course with enthusiasm are perceived by students, which positively affects the learning process. At the moment, one of the key tasks of modern higher professional education is the training of a specialist with knowledge of a foreign language competent in the sphere of his professional activity, capable of effective work in the specialty at the level of world standards, continuous self-improvement and self-development. Thus, the growing importance of teaching foreign languages, the formation of communicative competence, the need to make changes in the teaching of foreign languages in non-linguistic universities.

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