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THE ROLE OF EDUCATIONAL VIDEO IN
THE DEVELOPMENT OF FUTURE LAWYERS' ENGLISH PROFESSIONAL
COMMUNICATIVE COMPETENCE

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Abstract. *Since modern requirements for law specialists' training postulate English as an imminent part of professional education, there is a need for constant revision of methodological tools aimed at the development of professional communicative competence. Several characteristics of video make it an efficient tool of reconstructing an authentic English environment even in the circumstances of distance learning. Thus the objective of the paper is to determine the role of the educational video didactic reserves in building a professional (legal) English competence. The indicated objective required the review of specialized scientific resources. The article focuses on: defining such notions as "the educational authentic video", "professional communicative competence", "learning environment"; representing the criteria of professional authentic films / video selection; investigating the peculiarities of the basic types of authentic educational video; distinguishing the stages in the work on the educational film / video. The paper also discusses judicial video-based assignments targeted at developing legal culture and providing a personalized approach to professional English competence enhancement. The correct selection of video and the usage of adequate guidelines permit to reconstruct a realistic professional environment within a classroom. It will become an extra source for a competitive specialist's training.*

Key words: *educational legal video, professional communicative competence, manual to work with video, methodological guidelines, educational environment*

Introduction. Educational curricular of modern law schools view foreign languages (and primarily English) as the basic component of legal education, targeted at fostering high-quality professional training. The state regulation of language policy [1, p. 10] considers the development of a future lawyer's communicative skills within the context of several legislative documents; among the most significant in the range is the Order of the Ministry of Education and Science of Ukraine "On the adoption of higher education standards, specialty 081 Law for the first (Bachelor's) degree" [8, p. 107]. The information concerning the required foreign communicative competence of lawyers is represented in Paragraph 5, "General competences" section of the corresponding document –

"The ability to communicate foreign languages", and in Paragraphs 12, 14, 16 of "Special (professional) competences" section [8, p. 108]. The legal specialist's characteristics, indicated in Paragraphs 12, 14, 16 show the existence of the repeatedly stressed connection between legal disciplines and foreign languages (English in particular): "SC 12. The ability to analyze legal issues, to shape and support the legal perspective"; SC 14. The ability to provide guidance in legal matters; SC 16. The ability to perform logical, critical and systematic analysis of documents, to understand their legal character and meaning [7]. Such an approach conveys, in its turn, the validity of some scholars' perception of English as the language "of professional interaction" [10, p. 190]. The search for the best tools

aimed at the development of foreign communicative skills is currently one of the most disputable issues of the language teaching theory. Ukrainian and foreign expertise in conducting e-classes demonstrates a frequent confrontation between innovative and traditional approaches; practically every profound research supports the need to combine and apply the advantages of the both to achieve optimal results. The authentic video implementation is the field where the attitudes of methodologists traditionally overlap; nowadays there are numerous studies devoted to the efficiency of the indicated tool. Nevertheless, while the problem of legal English classes' modernization is urgent there will always be matters under-examined at some definite time period. These aspects highlight the relevance of our issue.

Analysis of recent research trends. Scholars' commitment to investigating the role of audio-visual aids in teaching foreign languages reflects the changes brought to classrooms by current technological trends and in harmony with these trends has considerably grown over the recent years. Rare skeptical considerations of the 1990s [23, p. 352] have been replaced by steady promotion of the tool as a unique inexhaustible source of the language proficiency development and "the main information delivery mechanism in online courses" [16, p. 1], stimulating a broad use of the media – feature films, cartoons, educational series – at any stage of the learning process regardless of the discipline. The effectiveness of video for the both sides of the educational path is advocated in papers by J. De Boer [18], J. Koumi [24], P. J. Guo et al. [21], D. L. Schacter and K. K. Szpunar [25], C. J. Brame [16] (the list to be continued); several surveys are focused meanwhile on legal discourse matters – see the papers by T. Dementyeva [4], Ye. Vyushkina [30], K. Burmistrova and L. Stupnikova [2]. In 2015 Z. Woolfitt published an issue accumulating various scientific

approaches to the use of video for high school purposes [31]; nine years earlier the dissertation by O. Dvorzhets represented specific methodologies for video data exploitation when teaching English at linguistic universities [3]. Despite a solid scientific basis there are matters requiring additional treatment: the challenges of a future lawyer's professional communicative competence enhancement and the optimization of bachelors' individual work on the premises of legal authentic video, the development of corresponding methodological guidelines to help graduates and their teachers in constructing media-based personal educational itineraries, etc.

The purpose of this paper is to determine the role of the educational video's didactic reserves in building a professional (legal) English competence. The indicated purpose implies the necessity to fulfill the tasks: to define such notions as "the educational authentic film / video", "professional communicative competence", "a learning environment"; to set the selection criteria for professionally-oriented videos; to consider the characteristics of the basic types of authentic films used for educational purposes; to specify the stages in the work on the educational film; to create a set of video-based assignments focused on professional issues and aimed at developing a foreign language proficiency and communicative competence.

Methods. The tasks listed above can be solved by the analysis of current scientific approaches and synthesis of the theoretical information given on the subject. The study also focuses on elaborating methodological strategies and practical recommendations which can be applied to manuals containing a set of tasks tailored with the aim of assisting both students and instructors in their work with educational video resources on legal matters.

Results. English communicative competence is commonly viewed as the familiarity with the language code, basic

communicative rules and the conditions of the communicative act (along with the ways and tools of either their usage or rejection) [12, p. 45]; it primarily importance for the future lawyer defines the objectives of the foreign language course designed for the students of judicial faculties. There is no single opinion concerning the number of the communicative competence elements. If in 1980 M. Canale and M. Swain distinguished only three integral parts – grammatical, sociolinguistic and strategic competences (with the remark “minimum” leaving some perspective for the row extension) [17, p. 27–28], – K. Burmistrova and L. Stupnikova supplemented the range of key components (discursive and pragmatic) by a professional one. According to the scholars’ interpretation, the discursive competence is the ability to participate in cross-cultural communication, the pragmatic competence represents the aptness of understanding and producing a foreign language discourse, and the professional competence conveys the capacity to conduct a professional business conversation either in native or foreign professional environment [2, p. 105]. Employing both the instructions of the CEFR and the results of L. Yermakova’s work, O. Tarnopolskyi and Z. Kornieva differentiated six main components of the professional communicative competence. Apart from the basic linguistic and sociolinguistic elements, these are: pragmatic – producing and understanding oral and written messages according to a definite situation, specific intentions of the speaker and the relationships with other participants of a communicative act; formal / logical – the ability to construct connected statements, comprehend their logic and transmit this logical coherence by means of special formal language tools; psychological – the readiness to pursue constructive solutions, the capacity to find arguments and support one’s personal perspective in oral and written business

communication, etc.; substantial – the awareness of the content of the professional conversation [9, p. 232–236].

The proper incorporation of professional peculiarities when constructing a cross-cultural framework for a future lawyer’s foreign language course depends, according to O. Kurhaieva and H. Sorokovykh, upon the efficiency of the language environment for professional language acquisition. The scholars interpret the indicated term as “the open linguo-didactic system which incorporates communicative and information technologies and tools to ensure the conditions for providing students with personal itineraries when learning the language and culture on the basis of multi-level and differentiated educational assets” [6, p. 493]. The scientists thus claim the dependence of the professional competence upon the clarity in identifying the environmental functions and characteristics. The foreign language environment is generated to foster a student’s transformation into a creative self-organized agent of foreign language practices; its aim is to prepare a student for conducting transparent cross-cultural negotiations within the framework of various legal systems by means of developed discursive skills (when giving legal advice to citizens or participating in collegial discussions and court hearings, etc.) [6, p. 493–494]. Yet the development of the legal communicative competence in the artificial environment of a non-English speaking country is a complicated task, inter alia, owing to the necessity of communicative codes coincidence to support the effectiveness of the judicial discourse [2, p. 104–105]. Attention should be given here to special terminology and jargon which distinguish the judicial discourse from the ordinary one, and considerable changes affecting the terminology during the last twenty years. E. Vyushkina illustrates this tendency by mentioning the shift from British and American versions of legal English to international English for law

students (Krois-Linder and Trans-Legal, 2006) launched by the release of the eponymous manual [30, p. 253–254]. Despite the indicated transformations are obviously reflected in specific guidelines, the most efficient way to draw the students' attention to these peculiarities is making the learners hear them within the framework of a realistic discourse – the discourse representing “the essence of juridical phenomena on the premises of genuine situations, giving the examples of speech behavior in professional communication, providing a chance to picture a professional conversation in its entirety” [2, p. 106]. These aspects induce the need for the authentic film as an important element of a successful educational environment.

To convey the notion of “the authentic educational video” in relation to this work T. Dementyeva's definition will be used. The authentic educational film / video is identified by the scholar as any audio-visual information source (documentary films, clips, TV shows, etc.) created by native speakers and targeted at the representation of definite legal controversial issues which derive from real life or professional circumstances [4, p. 141]. The common features of such films are: the emphasis on legal problems, the reflection of linguistic and socio-cultural aspects of the professional discourse, the availability of special terminology and extra-linguistic elements. The championship of simulating a realistic communicative situation traditionally belongs to the feature film with its capacity to construct a linguistic environment, to navigate through social and cultural signals, to create a vivid cultural image of the society [11, p. 212]. Nevertheless, all the indicated characteristics are inherent also in any educational video provided it is the authentic one. The key benefits of the authentic film are such:

1. The effect of involvement (Schchukin, 2011) as the result of a profound emotional impact [4, p. 140]. Almost forty years ago I. Shcherbakova

claimed that a movie – “a robust external stimulus – causes a productive conditioned reflex engagement (Shcherbakova, 1984)” and catalyzes the process of knowledge generation [5, p. 149]. The use of visual aids is based upon the principle of clarity connected, according to A. N. Schchukin, “with the dialectics of transition from sensory perception to abstract reasoning in the process of learning (Schuchkin, 2006)” [2, p. 104]. Nevertheless, the idea that any video intensifying the students' interest can add productivity and emotionality to the process of a foreign language digestion [2, p. 104] should be specified. The experiment conducted by K. Janda demonstrates the ability of multimedia to stimulate the students' engagement without making any positive effect on their knowledge [23, p. 349]. Evaluating the reasons of his failure K. Janda actually develops several guidelines to increase the efficiency of educational clips: interactive data implementation and systematic use of video-based lectures [23, p. 351]. C. J. Brame emphasized additional aspects to take into account when selecting a video: the length of the clip – not longer than 3–6 minutes (otherwise the attention can decrease up to 50 % [21]), the style (conversational and enthusiastic), the relevance for a particular audience [16, p. 4].

2. Cognitive and didactic advantages. As T. Filonenko states it, a high speed of material processing when watching a film is determined by the input of data through several perception channels [11, p. 207]. The video sequence complemented by the sound “integrates the efforts of the auditory and visual analyzers enhancing the level of foreign language sensitivity” [2, p. 106]: one may see and hear the participants of a communicative act concomitantly; so can he / she receive the data regarding the event within the broader framework. These and similar considerations are rooted in cognitive theory which views the knowledge acquisition process through

the lens of basic memory ingredients: intrinsic load (allied to the subject matter), germane load (cognitive efforts on systematizing and storing the incoming data) and extraneous load (cognitive efforts irrelevant to the subject). Since the perception channel capacity is not unlimited the learning environment should be aimed at managing the incoming information (germane and intrinsic cognitive load optimization) and reducing extraneous cognitive load [16, p. 2]. According to C. J. Brame, the best results can be achieved when applying a four-step set of recommendations to educational videos: signaling (marking important data by means of colors, symbols, key words, etc.), segmenting (presenting long videos divided into several fragments), weeding (removing the excess information - not related directly to the subject under study) and "matching modality to the content" (transmitting new information via the most suitable perception channel) [16, p. 2].

Despite "Law" is a relatively new specialty for our institution educational clips are effectively used by the Foreign Languages Department of the Flight Academy when teaching future legal experts. The author of this paper is currently drawing up practical manuals to foster law students' work with video and develop their professional communicative proficiency, listening skills and critical thinking.

The selection of authentic legal films was based upon the criteria offered by T. M. Dementyeva: 1) cognitive and information value; 2) the compliance of lexical and legal content of the video with the student's foreign language proficiency; 3) the conformity of video content to the professional concern of future lawyers; 4) the correspondence between the subject of the video and the judicial themes studied within the program [4, p. 141]. The professional English course for the field of law focuses on consideration of such issues: Time management, Document retention, Legal billing, Criminal procedure, Juvenile crime, Types of

evidence, Physical and biological evidence, Testimonial evidence, Relevant evidence, Alternative dispute resolution, Arbitration, Mediation, International law, International court of justice [19]. Professional communicative situations represented in the films to each section totally correlate with the subject matters. For instance, the chapter "Physical and biological evidence" encompasses short videos three to five minutes long, such as: "Where Do Fingerprints Come From?" [27], "How reliable is fingerprint analysis?" [29], "Why we can't always trust DNA evidence" [26], "Fingerprints' hidden secrets –BBC News" [15]. Each chapter is built according to the principle of "simple to complex"; 6- to 10-minute-long videos are fragmentized. The process of watching a video is always preceded by dealing with the vocabulary: new vocabulary presentation through the agency of pictures or definitions from monolingual dictionaries, introduction or revision of legal terms, selection of synonyms / antonyms, etc. In the demonstration phase the assignments oriented at checking the level of general / specific data understanding are traditionally offered: multiple choice, true / false tasks, episode-related questions, etc. The post-viewing stage includes mostly creative content.

What kinds of video are the most suitable for our purposes? The notion "authentic educational film" entails the probability of dealing with documentary films, news and TV-shows [5]; almost the same typology (including web lectures) can be applied to legal videos. Each of these categories has its own peculiarities; each might be beneficial for the students of different English proficiency levels.

Thus, documentary films (human rights instructional videos, law firm advertisements, etc.) providing mostly factual information and reflections on definite matters and events, are characterized by good structuring, a shorter duration in comparison with fiction movies, smooth narrative style, moderate

rate of speech, the lack of slang and phraseological units [5, p. 150]. Web lectures allow for the use of viewing and speed alternatives; there are options between only slide / talking head demonstrations or the combination of both [31, p. 33–34]. The most important characteristics of legal and crime news are: rapid loss of broadcast data relevance; availability of legal rhetorical discourse for providing evidence; variability of English accents [5, p. 151]. Since the primary goal of court talk shows is capturing the viewer's attention they are always based on the question-answer principle and targeted at: highlighting those aspects of the state legal policy which are pertinent for a given period of time; depicting the contradictions between the audience and the principal talk show character (a judge, a prosecutor, an attorney); evaluating not only verbal but also non-verbal behavior of the participants [5, p. 151].

The plain official language of documentary films and web lectures makes them the best choice even at the initial stages of language learning. On the other hand, such videos may require a longer preparatory phase in case the clip is overburdened with diagrams, graphs, charts and new terminology preventing students from grasping the content. It will be difficult to analyze the crime investigation history ("Where do fingerprints come from?" [27]) without receiving any information about the forebear of fingerprint analysis ("Before fingerprints, there were bone measurements", "They killed the Bertillon system" [22]), neither will students comprehend the idea of document retention ("Risk Watch 123: Record Retention Management" [13]) if they are not assisted by signaling assignments which reveal the meaning and purposes of such acts and regulations as Military Annual Percentage Rate, Truth in Savings Act, Consumer Information Act, etc. After watching a documentary film or a web lecture it is desirable to compare three

aspects: the film directors conclusions', the ideas expressed in theme-related publications (newspaper articles, draft law, experts' statements, etc. offered to the students' during the first "before watching" stage) and the students' own initial and final considerations.

The popularity of news (crime news) in legal English training is connected with its conciseness which enables an instructor to practice the future lawyers' interviewing skills practically at every lesson. I claim "interviewing" in conformity with M. Isupova's recommendations to reduce the initial stage of watching news to six journalistic questions concerning the screenshot [5, p. 152]. At the same time, the nature of news imposes certain limitations on its usage: the accents and speed of utterance make the message too complicated sometimes even for high level students; the short "shelf life" demands extra efforts from instructors to process the latest data.

Court shows help learners in navigating the most pertinent legal matters; use can be made here of any legal TV programs currently popular in Britain or the USA: "Legal Talk Today", "The Justice Beat Talk Show", "Legal Notion Talk Show with Juanita Ingram" and others. The role of court shows as teaching aids in legal English classrooms is ambivalent. On the one hand, the intelligibility of such programs is restricted by the students' English proficiency level and their readiness to comprehend the spontaneous speech of TV show participants. On the other hand, court shows, contributing to picturing professional debates in their entirety, stimulate the learners' engagement in similar activities.

A number of YouTube channels are often treated as sources of educational authentic video providing students and their instructors with the most up-to-date free legal information. Such are Quimbee, LegalEagle, Harvard / Stanford Law School Channels – offering animation lectures, case briefs, essay practice

exams, and other vlogs based on critical thinking approach to legislation; IASL Air Law Webinar Series – with the emphasis on legal theory and practice in the civil aviation sector.

Professional communicative situations can also be picked out from a movie. The data of feature films (“Runaway Jury”, “Erin Brockovich”, “The Paper Chase”, etc.) serve E. Vyushkina as a constant wellspring of episodes typical for legal operations [30, p. 257]; T. W. Floyd and K.R. Kerew mention the role of film-based discussions in cultivating future lawyers’ professional identity. According to the scholars, films (“Philadelphia”, “To Kill a Mockingbird”, etc.) are beneficial in terms they are used for facilitating reflection practices, introducing role models, enriching the discussion, illustrating the principle of balance between work and life [20, p. 786].

Despite the advantages of all the video types, the proportion of them in our Manual is unequal (with documentary videos playing the leading role). The choice was influenced by such factors as the language (appealing to the students of different English proficiency levels); the “shelf life” – longer than the life of news and even court shows; the duration – documentary films are short enough to introduce them at every lesson. “Practical Manual to work with video” offers from three to four clips to each theme of the “Professional English” course. In line with the principles of communicative language teaching, C. J. Brame’s recommendations on active learning, and the criteria of authentic video selection, I would like to consider some practical strategies of a foreign language professional communicative competence development (CEFR Level B1-B2). The four-minute video “Fingerprints’ hidden secrets – BBC news” [15] will serve as an example. This clip might be beneficial at the final step of studying the topic “Physical and biological evidence”. The work on the clip includes such stages:

1. “Before you watch”. In C. J. Brame’s (2016) terms, the pre-viewing phase is a signaling phase so far as it supplies the learners with all the necessary clues concerning the video – thus signaling exercises will obviously prevail. At this stage the students need to become a) interested and b) prepared. I put the word “interested” first bearing in mind the global aim of professional communication skills development: the students’ engagement doesn’t only simplify the new vocabulary consumption; it also stimulates their further efforts on processing the information and participating in group debates. The main objectives of the pre-viewing stage are consequently such: to enhance the students’ motivation of watching and further debating, to prepare the learners for perceiving the data and making a forecast about the content of the key film sections.

The process of preparing the ground for “Fingerprints’ hidden secrets” perception can be facilitated by a discussion rooted in brainstorming techniques and based on C. Thompson’s article “The Myth of Fingerprints” [28] (about the hidden challenges of fingerprint analysis). Every student is encouraged to activate his / her professional knowledge and legal vocabulary even in case of online classes and constant problems with microphones: the learners write their ideas, share them with the colleagues by means of various messengers and come to a final pre-watching conclusion. Another exercise, “Match the words with their definitions” is tailored to meet the students’ conceivable linguistic problems and intended to prepare the audience for comprehending natural speech. It is one of the most popular types of signaling tasks which proves its efficiency in multilingual groups: all students are in the same shoes since they can’t use their languages to convey complicated notions.

If to consider the signaling role of “pre-watching” exercises it is crucial to note the cartoon potential of supplying

hints, stimulating critical thinking and establishing a positive learning environment. Scholars, focusing on the role of the cartoon in a language teaching process usually refer to such rational humor benefits as increasing creativity and reflective abilities, alleviating interaction process, optimizing mental capacity and upgrading a set of language skills (composition, grammar, vocabulary, etc.) [14, p. 541-542]. Dual-auspicious from the psychological perspective, humor has two methods of affecting a student: by working as an “attention-getter” and “a trigger of amusement and laughter” [14, p. 543]. Given the ability of the picture to speak “a thousand words” [14, p. 541], huge educational resources of professional captured humor can’t be overestimated. Thus, corresponding thematic cartoons are used practically in every section of our manual. The video “Fingerprints’ hidden secrets” is illustrated by a cartoon (https://www.toonpool.com/cartoons/cluess_164031) depicting several policemen and a crime theme investigator scanning the room for the tiniest possible clues and ignoring huge fingerprints scattered around the walls. The students are induced to recollect the data from the previous section of the Manual while pondering over the possible flaws of a crime scene investigation the video intended to expose. The exploitation of the cartoon power has also a positive psychological effect: through the comic contrast between the future legal experts’ brain capacities and these of the cartoon characters the students develop confidence and readiness to cope with more complicated tasks. Other presumable aspects of further debates are: Are fingerprints the best identification method? / Is fingerprint analysis always reliable? / Are there any limitations of fingerprint analysis? / Are fingerprints alone enough to convict? / What other data, besides identification, can fingerprints hide?

2. “While you watch”.

Methodologists’ recommendations about “weeding”, “matching modality to content”, “packing the video with interactive questions”, “using guiding questions and interactive features” [16, p. 2-6] are actually about this stage, since there is a threat here of either auditory or visual channel congestion with excess extraneous load. The importance of the demonstration phase aimed not only at a general perception of the episode message but also at insight into the details fostered the development of a universal training algorithm which can be applied to every educational video. Prior to each presentation the students are offered to focus on the film main perspective, the setting, and the characters’ occupations. A thorough clip analysis is ensured by multiple video presentations; each scene involves a number of exercises deepening the storyline apprehension. The tasks after the initial screening are such: answer the questions related to the general content of the clip (for instance, “What happened in West Yorkshire?”), draw up a plan of the episode. The tasks after the second screening are: placement of the words after the appropriate headings (the table suggesting two options: The actions of criminals and The actions of the CSI); identification the authors of the statements (Whose statements are these? Put either Chris Barley (CB), Simona Fransece (SF) or Neil Denison (ND)); transformation of the given statements into indirect speech (a grammar revision exercise: Make the statements from the previous task indirect); the choice of either correct or incorrect information. The students’ recognition of mass spectroscopy principles can be facilitated by work with the screenshots displaying the tracks left by several round objects: a cannonball, a ping-pong ball and a football. The audience is given the instructions to match the objects with the corresponding tracks, explain the reasons of the choice and take part in the discussion about several aspects of the technique called mass spectroscopy. Despite the “While

watching” phase is primarily the source of new data it gives a good chance to verify the students’ assumptions made during the initial stage. The students are thus induced to complement their listening efforts by speaking activities – in this way the learners get ready for the next phase of overall communication.

3. “After you watch”. Since the aims of the post-viewing stage traditionally imply the development of: communicative and socio-cultural skills, verbal and non-verbal communication strategies, professional competences and a foreign language legal culture [4, p. 143–144], beneficial are problematic tasks and reflexive practices (How would I behave in case there is a doubt in fingerprint analysis sustainability?). The assignments at this stage are such: synthesizing of basic mass spectroscopy techniques by means of screenshot data, group debates about the pros and cons of fingerprinting, and a role play activity (The aspects of the CSI team’s work: Chris Barley and the local police officer; Dr Simona Fransece and a student from Sheffield Hallam University; Neil Denison and a journalist). For reducing tension which may appear after the necessity of concentration on listening during the previous “While watching” stage it is recommended to use either additional cartoons or animation based on the video data. The advanced audience can be involved in a discussion about the techniques used to make the cartoon (animation) funny, national aspects of professional humor, the probability and place of humor in a legal profession, - with a coherent shift to the issues demonstrated by the clip under consideration.

Despite the majority of exercises are intended to become a part of a legal English classroom, they might be applied as the materials for self-training given the students are provided with all the appropriate guidance. The efforts of the Foreign Languages Department are also focused on the development of separate self-studies – thus, a collection of video

tasks dealing with the practice of court hearings in their historical perspective is being devised at the moment. Our manuals, compensating the lack of teaching hours and covering all the key aspects of the bachelors’ program, contribute to the development of law students’ professional competence since they are: professionally-oriented and designed with reference to the students’ English proficiency level; overabundant in creative content which increases the percentage of individual work; elaborated under the guidelines of experts in active learning. Yet the main thing is that students find the videos and the tasks “engaging”. Insofar as such attitudes foster the bachelors’ adaptability to future professional negotiations, I argue that the first steps to constructing a positive learning environment have been made.

Conclusion. The properly selected authentic video complemented by adequate assignments is one of the ways for a profitable educational environment to reveal itself when the issue of a law expert’s growth is topical. Owing to the atmosphere of genuine interaction, the educational film usage facilitates the implementation of the principal methodological demand – professional communicative competence development through converting the process of mastering the language into cultural insight. The Manuals to work with video elaborated by the Foreign Languages Department of the Flight Academy contain a set of exercises targeted at: enhancing the learners’ motivation to comprehend, retain and deliberate the educational video data; optimizing the procedure of incoming data processing by both video and audio perception channels; regulating the amount of cognitive load; checking the students’ readiness to participate in judicial negotiations; ensuring a personalized approach to legal English acquisition, etc. Creative activities offered to the learners stimulate the reconstruction of a realistic professional cross-cultural discourse; the analysis of episodes within

the framework of national legal practices fosters the development of critical thinking, public speaking and comparative skills – the features crucial for building a future lawyer's identity. Modern technologies and uncountable internet resources give opportunity not only to complete the manuals with the latest input, but also encourage students to create their own legal content to enrich legal English environment – this aspect becomes especially essential under the circumstances of frequent online training.

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РОЛЬ НАВЧАЛЬНОГО ВІДЕО У РОЗВИТКУ АНГЛОМОВНОЇ ПРОФЕСІЙНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ ЮРИСТІВ

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Анотація. Оскільки сучасні вимоги до підготовки фахівця юридичної сфери постулюють англійську мову як іманентний компонент професійної освіти, існує потреба у постійній ревізії методологічних знарядь, орієнтованих на розвиток професійної комунікативної компетенції. Ряд характеристик відеофільму робить його ефективним засобом відтворення автентичного англomовного середовища навіть в умовах дистанційного навчання. Відтак метою роботи є визначення стратегій формування правової англomовної комунікативної компетенції через експлуатацію дидактичних резервів навчального фільму. Зазначена мета потребувала, насамперед, огляду наукових джерел відповідної проблематики. У статті проаналізовано сутність понять «навчальне автентичне відео», «професійна комунікативна компетенція», «освітнє середовище»; висвітлено критерії відбору аутентичних фільмів/ відеороликів професійного спрямування для перегляду студентською аудиторією; досліджено специфіку основних типів аутентичного навчального відео; розглянуто етапи опрацювання навчального фільму/ відео. В роботі також обговорюються завдання до юридичного відеоконтенту, створені з метою формування правової культури та забезпечення особистісного підходу до розвитку англomовної компетенції. Коректний підбір мультимедійних матеріалів та використання адекватних методик дозволяє створити в межах аудиторії імітацію реального професійного середовища, що постає додатковим джерелом підготовки конкурентоспроможного спеціаліста.

Ключові слова: навчальне відео юридичного змісту, професійна комунікативна компетенція, посібник по роботі з відео, методичні рекомендації, освітнє середовище.