THE SPECIFICS OF TASKS AND EXERCISES FOR LAW STUDENTS IN THE PROCESS OF LEARNING GERMAN FOR PROFESSIONAL PURPOSES

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Abstract

Optimization of the format of the organization of classroom and extracurricular activities as a search for various options for achieving the stated goals and objectives in the process of learning a foreign language for professional purposes is an objective need for the modern process of learning at a university.

The main types of classroom studies for future experts in the field of jurisprudence are lectures, seminars and practical classes, consultations, which are mandatory for visits and are strictly regulated by the semester schedule. The process of studying a foreign language by students of the Department of Foreign Languages of the Law Institute of the Peoples' Friendship University of Russia consists primarily of practical classes, the thematic content of which corresponds to the curriculum, and the content of tasks and exercises practiced during the educational process is focused on the topics of the classes themselves. This is the methodological basis for the development of diverse didactic tasks and the selection of exercises for practical exercises, the main purpose of which is aimed at improving foreign language communicative competence, as the goal of the discipline "foreign language for professional purposes".

The aim of the study of the authors of this article is the specificity of the wording of written and oral instructions (assignments) for the development of educational material of a legal orientation and their impact on the effectiveness of various types of exercises in the process of learning the German language for professional purposes by undergraduate students.

The basis of the study was an analysis of the educational complexes of Russian and foreign authors for teaching the German language to future lawyers, methodological and didactic collections developed by the teachers of the department and survey data from both Russian and foreign students studying undergraduate programs.

In the course of the study, methods of quantitative and qualitative analysis, synthesis, sociological observation, questioning, generalization, as well as the method of diagnosing verification work were used. The research methodology included questionnaires and statistical data processing.

The authors of the article paid special attention to compliance with the requirements necessary for the implementation of any training task: understanding the rules for performing given actions, taking into account and monitoring the conditions under which the task is carried out, and tracking and analysis of the results achieved.

The results of the study obtained by the authors can be used as recommendations on the adjustment of curricula and didactic materials in foreign languages for undergraduate students in the field of jurisprudence.

Keywords: assignment, exercise, foreign language for professional purposes, classroom studies, the wording of written and oral instructions, the curriculum.

1 INTRODUCTION

Foreign language skills that contribute to the successful solution of the problems of communication and self-realization of a lawyer, both professionally and personally, form the basis of communicative competence in the field of jurisprudence. For the formation of the necessary language competencies, the correct choice of tasks and exercises is important. At the same time, it is necessary to methodologically correctly distinguish how the "task" differs from the "exercise", which is typical for these concepts and how to use their potential in the process of organizing classroom and extracurricular work with students studying German for professional purposes. The authors of this study proceed from the fact that the technology of teaching a foreign language to future experts in the field of jurisprudence depends on how quickly and effectively the goals will be achieved in the process of mastering a foreign language (Brouns, et al., 2013).

The authors of the article as the starting point of the study proceeded from the fact that language training at a law school is aimed at:

• Support for the desire to learn throughout life, to deepen and update acquired knowledge, skills in changing conditions;

• Improvement of professional linguistic communicative competencies, taking into account the sociocultural characteristics of a changing world;

• Formation of students' readiness to solve a variety of legal conflicts and tasks.

Based on these goals, in the course of this study, the areas of professional activity of future specialists in the field of jurisprudence were compared with professional - language competencies, including:

• Cognitive competence (the ability to identify the legal field and formulate a legal problem in a foreign language, apply relevant laws when solving problems, the ability to integrate knowledge);

• The competence of analytical and critical thinking, which includes the ability, on the basis of laws, to solve legal problems that arise, to formulate new tasks; the ability to critically evaluate decisions made, compare and analyze;

• Search competence (the ability to find the necessary information to solve a legal problem);

• Bibliographic competence (the ability to work with authentic bibliographic / legal sources and select material on a given topic);

• Media competence (the use of computer-communication skills and abilities, finding and exchanging information in a media environment, the use of information technology).

Based on the listed competencies and the definition of skills that reveal their essence, the authors of the study analyzed the selection of training tasks and exercises used in the classroom and extracurricular classes with students in the German language for professional students at the Department of Foreign Languages of the Law Institute of the Peoples' Friendship University of Russia (Moscow). At the same time, it was taken into account that for each level and direction of preparation, based on the selected material and the purposes of its use, the design of various types of exercises is required (Smith, 2018).

2 LITERATURE REVIEW

To find the best options of teaching and to achieve the goals of professional training in a more rational way are the objective requirements of the modern higher education (Kapustin, et al., 2017; Robert, et al., 2017). Russian and foreign experts in the field of linguodidactics agree that teaching a foreign language for specific purposes at a university is based on practical classes that correlate to the curriculum, and the specific content of tasks, assignments and exercises is related to the topic of practical classes (Collins, et al., 2019; Klimova, 2012; Shipunova, 2016; Yu, et al., 2016).

The authors analysed the definitions of the concepts "task", "assignment" and "exercise" and their didactical content. The "assignment" is interpreted as "written or oral instruction explaining how to deal with educational materials and is one of the teaching aids, the clear wording of which is one of the main criteria for the effective realization of all educational goals" (Klimova, et al., 2012; Pütz, et al., 2003). Most specialists in linguodidactics define the term "exercise" as a structural unit of the methodological outline of the educational material used in learning any subject a foreign language including. Following this view point an exercise includes meaningful and interrelated actions to perform various operations and overcome language difficulties, considering the sequence of the development of speech skills and abilities (Corchete, 2017; Sarasa, et al., 2016; Stein, et al., 2017). The definition of "task" is close to the "exercise" concept. Online

dictionary by Merriam Webster designates a task as "a usually assigned piece of work" that should be completed within a certain time and as "something hard or unpleasant that has to be done" (Merriam-Webster online).

Various points of view on the characteristics of the exercises and tasks are presented in the scientific environment (Gan, et al., 2019; Liu, et al., 2018) and there are numerous classifications of their types (Rao, 2011; Yu., et al., 2016). The comparison of the concepts "task" and "exercise" confirmed the opinion of the researchers that both pedagogical terms " a task" and "an exercise" are the appropriate units of the educational process, they can be effectively used in learning and teaching as a determining factor to reach the educational goal (Sabah, 2019).

Currently, linguo didactic approaches (Akasheva, et al., 2018; Mann, 2006; Stevenson, et al., 2017; Yu, et al., 2019) related to the choice of tasks and exercises of learning and teaching the German language for specific purposes for training lawyers-to-be should be further examined and developed.

3 METHODOLOGY

The formation of the conceptual structure of the study, the definition of aspects of the analysis and the use of research methods were helped by the authors review of the literature. Considering the results obtained on the research topic, the authors hypothesized that the specifics of tasks and exercises for law students in the process of learning German as a language of specialty depends on:

• Contextual learning;

• The provisions of the activity approach, justifying the professional significance of foreign language communicative competence for specialists in the field of jurisprudence;

• Modeling a free, creative, democratic atmosphere in the classroom using active, including problematic, teaching methods: business and role-playing games, the project method and discussion discussions of legal issues;

• Creating a creative and competitive nature of educational activities;

• Formation of conditions for active independence of students.

The basis of the materials of the study was the data of a survey and a survey of law students studying German at the Department of Foreign Languages of the Law Institute of the Peoples' Friendship University of Russia. In the course of the study, empirical results collected over the past three years were used, based on comparison methods, as well as comparative and system analysis. In order to confirm the validity of the collected material, its analysis and systematization, questionnaire and interview methods were used, followed by a discussion of the results and the formulation of proposals for making the necessary adjustments to the software of the educational process.

The authors of the study compiled questionnaires (at level A1 and A2 in Russian, starting from level B1- in German), in order to track the progress of the educational process, analyze the results achieved and make adjustments:

1. The implementation of what types of exercises does not cause difficulties;

2. The implementation of what types of exercises causes particular difficulties;

3. Which makes it difficult to understand the texts by ear;

4. Difficulties encountered in the development of material for oral and written statements;

5. What types of tasks and exercises (using active teaching methods) contribute to the creation of a free, creative and democratic atmosphere in the classroom.

4 RESULTS AND DISCUSSION

In the process of processing the received answers, it was found that the least difficulty is performing substitution (60% easily and with pleasure) and comparative (70% easily and with pleasure) exercises. In that case, if students are put in a situation of choosing and filling in the blanks, then the majority of students experience serious difficulties (80% and 75%). When performing exercises on comprehension of information by ear in 90% of respondents, difficulties are associated with the lack of skills in working with listening texts (90%), the pace of speech (83%), and memory problems (70%). 80% of students noted the fact that the fear of public speaking makes it difficult to carry out exercises to prepare oral statements. The lack of an

algorithm and technology for working with vocabulary of a professional orientation in 85% of students (writing in a dictionary with a source and examples of use, compiling short sentences in a new format, formatting pocket-sized cards with subsequent hanging in an apartment for constant visual repetition of the studied), leads to difficulties in the process of completing a series of tasks and exercises. 82% of the students participating in the survey are sure that a more active use of such forms of learning a foreign language for professional purposes as role-playing games, discussions and project tasks will help create a free, creative and democratic atmosphere during classrooms.

Based on the results obtained, the authors of the study made adjustments to the wording of the tasks themselves, proposed to be performed both in the classroom and for self-study in extracurricular time.

In order to prepare future specialists in the field of jurisprudence for independent comprehension of educational material, generalization and creation of conditions for a creative approach in performing exercises of various kinds of difficulties, the authors of the study use tasks in a logical sequence that contribute to the formation of the ability to acquire knowledge using methods of mental cognitive activity using search, comparison , construction and reconstruction.

To build the competence of analytical and critical thinking, which is manifested primarily in the ability to solve emerging legal problems on the basis of laws, formulate new tasks, critically evaluate decisions made, compare and analyze, the authors use the opportunity to search for solutions to various legal situations (juristische Fallbearbeitung). For this purpose, students get acquainted with the algorithm for finding a legal solution, which consists: characteristic features of the legal situation; finding key points in a legal situation and formulating questions to find a solution to a given legal situation. After identifying the range of issues and discussing key points, the search begins for a solution to the legal situation, consisting of:

1. Search for legal documents and laws;

2. Decision making;

3. Checking the correctness of the decision.

The purpose of the use in the process of classroom and extracurricular activities of electronic pages that host interviews with famous lawyers http://www.juristischer-gedankensalat.de http://www.juraexamen.info/meine-18-punkte-das-juraexamen-info -interview-mit-tobias-stieler / and information on law firms http://www.juranet.at/ is the formation of the competence of the viewing, studying and search types of reading; writing comments, reviews and various messages; preparing a discussion, discussion or business meeting on legal topics.

The step-by-step use of the site www.blogger.com allows each student or the whole group to create their own blog in order to expand the network of professional contacts and start various projects. The use of podcasts (audio and video files created by law firms on the Internet) contributes to the formation of students' competence in the perception of professional vocabulary and the culture of communication in the legal environment, which helps to create the basis for further professional communication of future lawyers in oral and written form.

Through student resources, www.youtube.com/user/deutschewelle, www.youtube.com/user/magazinedeutschland https://www.youtube.com/playlist?list http://www.youtube.com/watch are organized in the classroom and as an independent work, watching videos on legal topics with their subsequent discussion.

All of the listed types of tasks used by the authors of the study in work with law students are designed on the principles of pedagogical constructivism, a personal-activity approach to learning, are integral in nature and are focused on the development of interrelated types of professional foreign language speech activity.

5 CONCLUSION

Given that the main methodological and didactic task of a teacher is to create such conditions for classroom and extracurricular activities in which students not only master the German language, but also, first of all, form the competence for using the knowledge gained in their future professional activity (Zhanguzhinova, et al., 2018; Saville-Troike, et al., 2018; Dudzik, et al., 2018), i.e. the ability of future experts in the field of jurisprudence to be creative in their professional activities, using original and non-standard solutions to legal problems, the authors of the study Bani increased number of professionally oriented communicative tasks at the level of B1 and B2; when planning classroom and extracurricular activities, try to take into account the needs and suggestions of students; the effectiveness of each training lesson is evaluated from the standpoint of specific results achieved and the quality assessment of completed tasks and exercises by the students themselves (Akasheva, et al., 2018; Karakozova, et al., 2018). The adjustment of the educational

process is based on the results of a survey of students and intermediate testing in the format of international certification exams (McElroy, 2016; Schrader, et al., 2018).

The authors of the study share the position of those educators who believe that language training at a law school is aimed at:

• Maintaining the desire to learn throughout life, to deepen and update the acquired competencies in a changing environment;

• Improvement of professional linguistic communicative competencies, taking into account the sociocultural characteristics of a changing world;

• Formation of students' readiness to resolve various legal conflicts with the application of relevant laws (Weiser, et al., 2016; Biland, et al., 2019).

For the successful implementation of the above, it is necessary to develop professionally linguistic competencies, including cognitive competence (the ability to identify the legal field and formulate the legal problem in a foreign language, apply the relevant laws when solving problems, the ability to integrate knowledge); the competence of analytical and critical thinking, which includes the ability, on the basis of laws, to solve emerging legal problems, to formulate new tasks; the ability to critically evaluate decisions made, compare and analyze; search competence (the ability to find the necessary information to solve a legal problem); bibliographic competence (the ability to work with authentic bibliographic / legal sources and select material on a given topic) and media competence (using computer communication skills and abilities, finding and exchanging information in a media environment, using information technologies). Based on the listed competencies and the definition of skills that reveal their essence, the authors of the study select the language material, develop types of training tasks and exercises.

When choosing tasks and exercises, the authors of this study take into account the fact of the formation of the self-esteem skill of their own language experience by students and their autonomy in setting goals and creating individual educational paths (James, et al., 2016; Song, H.-J., 2018; Khramtsova, et al., 2019). It is this approach that meets the international requirements for the training of an educated, intellectual, thinking, creative specialist in any field, able to adapt to a rapidly changing socio-economic environment, having its own position and rationally organizing independent cognitive activity (Sadovnik, et al., 2016; Landa, 2017).

6 ACKNOWLEDGMENT

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