

2. Сисоєва С. П. Інтерактивні технології навчання дорослих: навч.-метод. посіб. Київ: ЕКМО, 2011. 324 с.

3. Green J. M. Student attitudes toward communicative and non-communicative activities: Do enjoyment and effectiveness go together? *The Modern Language Journal*. 1993. № 77. P. 1–10.

4. Harmer J. *The Practice of English Language Teaching*. Longman. 2001. 386 p.

Bilotserkovets Maryna Anatoliivna,

PhD in Pedagogy, Associated Professor, Foreign Languages Department,
Sumy National Agrarian University

FORMING ESP ORAL COMMUNICATION SKILLS OF INTERNATIONAL LAW STUDENTS IN VIRTUAL ENVIRONMENT

According to the professional qualification requirements, the ESP training for students, who are majoring in International Law, is vectored to their preparation for writing and oral communication while conducting business negotiations with partners from other countries; advising foreign colleagues or clients on legal issues; public representation of the interests of Ukrainian companies or clients in international judicial bodies; implementation of legal support for the economic, political or civil international activities of organizations; participation in international conferences and professional development programs (González Ramírez, & Ramirez, 2015; Bykonja et al., 2020).

The linguistic component of the ESP training content includes: a) a certain command of lexical and grammatical means of ESP oral communication in the field of jurisprudence; b) speech, sociocultural, intercultural, professional knowledge; c) types of dialogues and monologues used in oral communication in the field of jurisprudence; d) spheres and topics of oral intercultural communication; e) texts on the legal specialty; f) situations of oral intercultural communication in the field of jurisprudence; g) paralinguistic means of oral communication of a lawyer (facial expressions, gestures, posture, etc.) (Chinvinijkul, 2014; Bykonja et al., 2020).

Currently, the aspect of “speaking” plays a key role in the professional activity of future International Law graduates (Chinvinijkul, 2014; Adewumi & Bamgbose, 2015; Yahya et al.,

2019). Oral communication is impossible without understanding the speech of an interlocutor, since in the process of verbal communication, everyone acts as both a speaker and a listener. The process of teaching ESP speaking can be presented in stages as follows: reproduction of sounds and sound patterns; use of stress in words and sentences, intonation patterns and rhythm; selection of appropriate words and sentences depending on the social environment, audience, situation and topic; organization of narration in a logical sequence; using English as a means of expressing values and judgments; the ability to speak fluently and with few necessary pauses. Oral communication can be distinguished into dialogue and monologue forms. The dialogue form involves two or more participants in the communication chain. Dialogue speech affects the communicative functions of the language, so, it implies the desire of the interlocutors to hear and understand each other, the ability to ask a question correctly, the ability to express joy, regret, agreement / disagreement. Monologue speech consists of such units as a sentence and a logically related text, representing a “subject / object” type of communication (report, presentation, message, retelling) (Gürbüz & Cabaroğlu, 2021).

The main requirement for efficient monologue and dialogue communication is the knowledge of the educational material (vocabulary, speech patterns, grammar, visual material), which is provided by speech exercises and tasks aimed at the development of ESP skills of oral intercultural communication in the field of jurisprudence. These learning communicative exercises and tasks of a professional and intercultural orientation, contribute to the boosting of independent communicative and creative activities of students through the reproduction of real conditions of the professional communication of a lawyer. The result of performing speech exercises and assignments is the ability of the future bachelors to participate in all types of oral communication in the field of jurisprudence in compliance with the linguistic and cultural norms of speech and non-speech behaviour of a lawyer, adopted in the foreign professional subculture of lawyers (Yahya et al., 2019).

Nevertheless, teaching English online is different from communicating face-to-face with a lecturer and group-mates in the classroom, but that does not mean that it should be less effective.

When the entire academic process was transferred online in Sumy National Agrarian University (SNAU) because of the pandemic situation, Zoom platform was chosen for the organization of distance learning of English for Specific Purposes (ESP). Those online classes were reminiscent of face-to-face classes, in a way that they were directed towards discussion, frontal work of the teacher with the group, and work in pairs and small groups in real time (Sosas, 2021). Zoom platform enabled the organization of synchronous online communication between the lecturer and students in a remote format, where a large number of participants with a camera and a microphone could simultaneously connect to the video conference for a group discussion of topics. It was possible to create session rooms in which the teacher could assign conference participants for simultaneous work in couples or small groups and control their interaction, which created opportunities for communication of all students during the lesson in real time. If necessary, the teacher and students could display Power Point presentations, videos, photos, pictures, connect podcasts for all participants and even an interactive whiteboard on which important information could be written; there was also a chat for messages, which was available to all conference participants (Bilotserkovets at al., 2021).

However, such online classes had also certain disadvantages: not all participants of the academic process had the technical ability to connect to the conference with a camera and a microphone; there were often problems with the Internet connection; it was difficult for the teacher to grab the attention of students throughout the lesson if additional teaching aids were not used (video recordings, podcasts, pictures, presentations); precise time management was obligatory for classes' planning. The free version of ZOOM software had a number of significant restrictions on time, settings and number of participants. Online interaction depended on the quality of the Internet connection and the willingness of the participants in the online lesson to use all the settings and tools of the program. It should also be noted that there was a number of difficulties that were related to external factors, such as: technical problems with connection and video broadcasting; the need to register participants and provide access to each conference through a password or personal teacher ID; lack of experience with the program; emotional

complications associated with the embarrassment of students to speak on camera, ask questions in chat or go online from their workplace due to different socio-economic conditions of residence.

So, the efficient implementation of ZOOM in the online ESP teaching International Law students should necessarily include the following aspects: clear planning of the training session and the selection of the essential educational content in conjunction with the use of certain program tools for the best presentation of the material; digital competence to work with the program; the style of pedagogical communication and didactic technologies of involving students in online interaction; ethics of online communication and protection of personal space and opinions of the interlocutor. The use of technology needs a general orchestration of the training session conducted on the platform. The essential features of the organization of technology enhanced learning for planning and managing classes in a distance or online format are associated not only with the ability to present material and competently build pedagogical communication, but also to adjust and regulate technologies in a certain way, so that interactivity does not interfere, but promotes effective synchronous communication (Sharples, 2013).

References

1. Adewumi, A. A., & Bamgbose, O. A. (2015). Attitude of Students to Clinical Legal Education: A Case Study of Faculty of Law, University of Ibadan. *Asian Journal of Legal Education*, 2015, № 3(1), PP. 106-116. URL: <https://doi.org/10.1177/2322005815607142>.
2. Bilotserkovets, M., Fomenko, T., Gubina, O., Klochkova, T., Lytvynko, O., Boichenko, M., & Lazareva, O. (2021). Fostering Media Literacy Skills in the EFL Virtual Classroom: A Case Study in the COVID-19 Lockdown Period. *International Journal of Learning, Teaching and Educational Research*, № 20(2), PP. 251–269. URL: <https://doi.org/10.26803/ijlter.20.2.14>.
3. Bykonja, O. P., Borysenko, I. V., Gruba, T. L., Mosenkis, I. L., & Chystiak, D. O. (2020). Main Approaches of Business English Teaching to Future Lawyers: A Case Study of Ukrainian Higher Institutions. *International Journal of Learning, Teaching and Educational Research*, № 19(6), PP. 46–61. URL: <https://doi.org/10.26803/ijlter.19.6.3>.
4. Chinvinijkul, L. R. B. S. (2014). Preparing Law Students for Global Practice: An Innovative Model for Teaching Lawyering Skills and Social Justice in a Large Enrolment Law Course. *Asian Journal of Legal Education*, № 1(1), PP. 1–13. URL: <https://doi.org/10.1177/2321005813505456>.