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FORMATION OF PROFESSIONAL LANGUAGE COMPETENCE OF POLICE OFFICERS AS THE MAIN TASK OF ENGLISH FOR SPECIFIC PURPOSES

In the conditions of wide international contacts, it is important to communicate with the public of different countries, to develop professional and business and personal contacts with foreign partners and colleagues, to read various computer programs in a foreign language. In this context, all methods of teaching foreign languages should be aimed at specialization of learning and maximum adaptation of students to future contact with a foreign language environment. Foreign language training of future specialists should be considered through the prism of their further professional activity. So, the teacher of a foreign language has a double responsibility: to teach students not only the top conversational topics, but to simulate probable situations for a police officer. For example, to explain to a foreign tourist the difference in local transport or to help find the right path. Cadets also should be aware of the entire legislative principles, the structure of executive bodies and the foundations of the judicial system of Ukraine. Since no language develops and is not studied in isolation from social, political, moral, personal and other factors, it is necessary to emphasize the intersubjective connections. It is the synthesis of the English language and other sciences that accumulates a special complexity both for students and to some extent for teachers. Teaching not just English literary or colloquial language, but English for special purposes, oriented to the future profession of students, the teacher must operate in professional terms, be competent in specific issues of another professional field. For example, when studying the topic "Legislative Power", the teacher must not only know judicial concepts and terms in English, but also understand the very principle of legislation, know the laws, the structure of legislative bodies, etc. Therefore, teacher must be familiar with jurisprudence as a science, with its content, and must be able to combine diametrically opposed humanitarian disciplines. Explaining different topics, teacher must act not only as a philologist, but also as a specialist in jurisprudence. Thus, teacher (linguist) has a double task - the main discipline (namely, English) and an applied discipline (depending on the student's specialty), and sometimes even several. Based on this, the selection of grammar sentences should correspond to the given applied topic, i.e., it should contain not only a sample of a certain grammatical construction, but also an informative field that varies according to the curriculum. By performing such training exercises, students learn knowledge in two semantic

sections - grammatical and lexical: grammatical - from the philological discipline, and lexical - from philological and special. Therefore, the need for English-speaking groups is urgent. Students from such groups need special attention, because they have to master the English language so perfectly that they can study other disciplines in this language. The main task of the teacher in such cases is to combine different (sometimes diametrically opposed) educational subjects, therefore the use of various technical teaching aids becomes relevant, because they will help to understand and group all the accumulation of knowledge of students, to clearly show schemes, mechanisms and the very principles of certain processes. In order to achieve the distant final goal of education, a comprehensively developed personality, the teacher is obliged to be a model of such a personality himself, to give students in-depth knowledge of the most diverse branches of science.

The goal of learning a foreign language for specific purposes is the formation of specialized competence in the spheres of professional and situational communication, mastering the latest professional information through foreign sources. Broad prospects for scientific and business activity require students not only to speak a foreign language, but also to have competent computer skills. Work on vocabulary in modern conditions is considered in the light of the tasks of developing language skills, and much attention is paid to the issues of vocabulary learning. At the same time, it should be borne in mind that the mastery of any language is carried out at two main levels: at the level of production and at the level of understanding. In the process of mastering a foreign language, the difference between the ability in the field of understanding and in the field of speech gradually increases, the relationship between the active and passive vocabulary acquires a completely different character. The connection between the active and passive part of the dictionary is that the active dictionary is the core of the vocabulary of students. This connection should be understood in such a way that the entire vocabulary should be learned receptively, and its core, active vocabulary, should also be learned productively. Such a differentiated approach to the selection of vocabulary, arising from the presence and features of the active and passive vocabulary, corresponds to the real conditions of foreign language learning. In order to read scientific and technical literature fluently and understand computer programs, as well as to be able to communicate with specialists, first of all, quantitative and qualitative specification of the desired learning outcomes is required, i.e. establishing specific criteria for language proficiency at the phonetic, lexical, and grammatical levels. For this purpose, in turn, it is necessary to select: a) phonetic, b) lexical-universal, general-scientific and terminological, c) morphological-syntactic minimum in accordance with the receptive and productive sides of the educational goal [1, p. 63].

References

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