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Methods of communicative competence formation of future specialists in the field of law during the study of psychological and pedagogical disciplines

Development of scientific and technological progress, expansion of social relations and communications requires from the specialist of legal profession to have communicative competence at a high level.

Communicative competence of a future lawyer should be regarded as a combination of knowledge, aptitudes, abilities, skills, experience, motivation to implement effectively the process of professional communication, namely the ability of social perception (the ability of partners to perceive and understand each other, the ability to self-regulation (the ability to self-control on the bases of the perception of their behavior and their mental processes), the ability of verbal and non-verbal contact, the ability to „read” the face and adequately model the identity of the interlocutor, the ability to „present himself” in the process of communication and build their language in psychological terms.

The lawyer must not only be competent professional in knowledge, but also to be communicatively competent professional in his work. First of all, professional lawyer industry must be able to communicate with a various types of strata. Communication is the area, where different social and interpersonal relationships are fulfilled. Communication is the ability to have contact with people, considering the age and individual psychological characteristics of each individual group and individual citizen, timely and adequate definition of emotional and psychological state of the interlocutor, his interests, etc. [Kozhemiako 2011: 136].

Communicativeness the professional activities of lawyer is characterized by the need to communicate, willingness to be engaged in contact, trigger positive emotions in companion and feel the pleasure of professional communication with him. Communicativeness becomes an essential part of professional skills in the modern world.

At the present stage of development of pedagogical problem of communicative competence of future specialists is the subject of research of many scientists: D. Godlevska, Y. Zhukov, S. Kozak, N. Nazarenko, S. Pidruchna, Y. Fedorenko, V. Cherevko. Thus, communicative competence was regarded as the ability to establish and maintain contacts with other people (G. Danchenko,

Y. Zhukov, S. Kozak, S. Makarenko), presence possession of a set of specific skills (T. Ladyzhenskaya, S. Melibruda, N. Panin); knowledge of the norms and rules of communication (A. Kozlov, T. Ivanov).

Analysis of scientific literature has shown that the problem of communicative competence of the future lawyer universities I-II levels of accreditation is urgent.

Therefore there is a need to focus on those teaching methods that make the process of communicative competence the most effective, which essentially defines the purpose of our article.

It is necessary to emphasize that in the process of training of the future legal professionals the following psychological and pedagogical subjects are studied „legal ethics”, „Ethics”, „Aesthetics”, „Professional Psychology”. They enable the development of knowledge, skills, abilities, experience; motivation needed for effective communication and therefore should employ methods that promote the formation of the communicative competence of future professional legal industry.

In modern pedagogical science it is determined that the formation of the communicative competence of students and active group learning methods, which include methods of analysis of specific situations, educational discussions, interviews, debates, business and role-playing, training [Butenko 2009: 7].

Active methods promote the communicative competence. Active methods are aimed at independent mastering of knowledge, strengthening learning of students, to develop their thinking. Active methods are divided into imitation and non imitation.

Among non imitation methods are the following. Problem lecture (is created artificially by the teacher, or the problem appears during the lecture itself), heuristic conversation (message provides facts, descriptions of situations, watching movies, slides and stories with their subsequent discussion) educational discussion (the main point of it is to discuss two perspectives on the same problem).

For example, during the study of psycho-pedagogical disciplines' objective of the problem lecture is to stimulate creative thinking of students and formation of creative approach to their learning activities. The main purpose of this lecture – is targeted to attract students to the creative acquisition of knowledge.

During the problem lecture and students create a problematic situation and then analyze the created problem. The consequence is that the students develop creative thinking and assimilate learned material.

For example, when studying the topic „Psychological consultation” with the subject „Professional psychology” the following problematic situations can be used. You're a Counsel. In the process of psychological advice conducting you need information from the victim. Describe your actions in this situation „You're detective. During the questioning conducting the victim is nervous or striated and is not in contact; give the algorithm of your actions in this situation”.

So, the answer to the problem students are find out individually but in a common dialogue that facilitate the assimilation of new knowledge.

Scientists focus on active learning methods, which are divided into gaming and non-gaming. Among the non-gaming in terms of communicative skills most appropriate are: analysis of specific work of situations and solutions situational production problems.

To gaming techniques that are useful in order to develop communication skills of students during the study of the subjects with a cycle of professional are the following training: business games, role playing, conducting seminars in a press conference or by „brainstorming”.

For example, using the method of „brainstorming” when studying the topic „Psychological characteristics of judicial speech” creates a problem that teachers and students analyze and try to solve. Yes, one can use the following assignment: „What is the purpose of a judicial language of speaker?”, „How should the matter be explained and to answer the question which are interesting for a person answering the interesting questions?”

Consequently, these challenges contribute to the formation and development of students’ skills of business communication, improvement of the culture of interview communication with respect and business mood.

Scientists focus on group teaching methods: discussion, situations analysis, playing techniques and creative role-playing games, training events [Butenko 2009: 7].

Discussion method of teaching helps students to understand effectively and assimilate the course material.

This method makes it possible to learn to express students point of view briefly influence on the interlocutor is the opinion and to build the answer logical. Also in the process of discussion the intellectual activity of law college students.

Discussion method consists of: PRESS method, „Take a stand”, „Philosophical discussion”, talks, debates.

The game helps in learning how to develop communication skills and the ability to adjust students and send their actions in the right direction [Butenko 2009: 7].

Role play provides an opportunity to deepen the theoretical knowledge of future specialists by setting specific issues „in dealing with student group which becomes a source of information, verified knowledge, competence of a lawyer, the ability to prepare and make a decision concerning various aspects of law enforcement and judicial authorities” [Barabash 2007: 269].

For example, in the course of „Professional Psychology study” one should use the following tasks: „Do you know about the intricacies of non-verbal communication?”, „How can be awarded a negative emotional state in communica-

tion managers and subordinates?”, „They meeting is on. One of the subordinates talking about your skills and abilities. How will you respond to his speech?”, „Do you know how to conduct the examination?”, „What ideas do you implement if you are appointed as a counsel in government a institutions?” Such problems develop communication skills, ability to establish contacts, the correct form of business communication skills.

During business games such investigations as: questioning of the suspect, accused, defendant, confrontation, a review of the event, circumstances and environment play event presentation for identification, trial are held.

Business game is notable among gaming techniques. N.M. Kostrytsya, V.I. Svistun, V.V. Yagupov note that the nature of the business game playing is the objective and the social content of a particular profession, modeling of basic terms and relations that are specific to this activity [Kostrytsya 2005: 15].

According V.I Svistun technique of professional gaming is a versatile and dynamic in nature and are conducted on a specific model: training participants in the game, study the situation, the instructions of the game, analysis, discussion and evaluation of the game [Kostrytsya 2005: 18].

Thus, the business game helps future professionals to immerse in a specially created production or real atmosphere of communication; it also allows one to perform various roles, helps to reveal the potential of communication skills, learns to make decisions promotes reflexive analysis of its own communicative activity.

We believe that a positive result in the formation of the communicative competence of lawyers can provide such method and as a debate. This method is not only replenishment of knowledge, skills and abilities forms of interaction, but is important as well due to its provision with the opportunity to feel oneself as opponent, promotes mastery of communication culture and encourages information search and reasoned action.

The method of negotiation can be trained for conflict resolution. This method involves the preparation for negotiations (definition of the problem that is causing the conflict, think about the cause of the problem, identify requirements on what the parties want, look at the problem through the eyes of a stranger, identify solutions that can be effective to solve the problem).

Thus, targeted training of the future legal professionals of communication skills and self-knowledge through interactive teaching methods will help to enhance communication capabilities of students, developing personal and professional skills required for effective interpersonal interaction and future careers. Fore most in future lawyers during training should percept any visual on, verbal information, development of independent thinking, decision making, evaluation of possible consequences, determine optimal ways to implement this decision.

Literature

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Abstract

The article deals with methods of communicative competence future lawyer in the study of psychological and pedagogical disciplines.

Key words: method, discussion, debate, role play, problem lecture communicative competence.