

making legal decisions, for example «If there is no agreement on the panelists within 20 days after the date of the establishment of a panel», «Where more than one Member requests the establishment of a panel related to the same matter».

Analyzing lexical aspects we can say that the English language is quite difficult to understand because it has a lot of words and word-combinations which ordinary person can't interpret. The legal English language contains a lot of metaphoric expressions such as "a meeting of the minds" – a meeting to come to an agreement, "a binding agreement" – an agreement which is compulsory, "a broken contract" – a contract which is cancelled. Besides legal English has a lot of archaic lexis and constructions which are no longer used in modern English (hereby, herewith, henceforth, hereto, theaforesaid): «The provisions for termination hereinafter appearing or will at the cost of the borrower forthwith comply with the same...».

One more peculiarity of the English language in the sphere of law is the use of specific phrasal verbs such as *parties enter into contracts*; *put down deposits*; *write off debts*.

Also we should mention that legal English is characterized by a great number of specialized terms which can not be clear to the person without legal education, for example «*tort*» – civil offence, «*bailment*» – release under someone's responsibility.

Moreover, there exists legal slang. The examples are: *boiler plate clause* – a standard condition (in agreement); *waiver* – release of right; *grounds* – reasons for causing proceedings in judicial system; *exhibit* – a document or any other physical object which is introduced to the judge as evidence.

Today legal English tends to change from legalese to Plain English. But English lawyers still admit that it's impossible not to use legalese at all in legal theory and practice because using specified terminology favours to correct understanding of all legal documents.

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FOREIGN LANGUAGE TRAINING AND CROSS-CULTURAL COMMUNICATION: SOME ASPECTS OF INTERRELATION

At modern stage of development it is important for Ukraine to develop cross-cultural relationships with European countries in order to cooperate in the economic, political and education spheres. That's why we need highly-qualified specialists who are competent to speak professional foreign language.

Such communication is impossible without knowledge of rules and norms of cross-cultural communication.

Foreign language professional training should involve the ability of cross-cultural communication in the sphere of future professional activity. Improving foreign language cross-cultural competence we improve also our professional competence. That's why studying foreign language in higher educational establishments should have cultural sense because prospective specialists of a new type who are able to speak foreign language quite often has to perform his / her professional activity at international level, adapt to the new way of communication, to learn new culture.

In many countries throughout the world educational reforms take place aimed at enhancing of efficiency of learning foreign languages and particularly the English language as international one. The problems arise when students who are non-native speakers are taught to speak English. While teaching such students to communicate foreign language it's important to show the significance of culture and traditions of their nation which influence greatly the students' motivation to learning foreign language.

Traditions and socio-cultural context have great influence on students' attitude to foreign language in the whole world. When socio-cultural environment favours to the challenge, it forms positive attitude to study and motivation to foreign language learning. That is positive attitude and motivation to the English language learning are stipulated by social environment.

We find it interesting and important to consider the national views on foreign language training and socio-cultural reasons that influence the process of mastering foreign language competence in some Asian, Latin-American and Middle East countries.

There is quite strong tradition commitment in Saudi Arabia. It keeps the country from total usurpation by English language. That's why in such conditions English language has never been considered as an important factor of successful life in this society. When we take into consideration the situation in Saudi Arabia we can see that there is a great difference between the educational programmes in schools and universities. There are enough highly-qualified English language lecturers in the universities, enhanced educational programmes and innovative pedagogical technologies with the use of informative-communicative equipment are implemented. In such Latin-American country as Columbia foreign language training of national minorities are focused on the understanding of their national identity, how they understand the world and their relation with larger nations. But it should be noted that in Columbia a lot of enterprises and soil belong to foreign companies. That's why foreign language training may include some socio-political questions and favours to individual and collective identity recognition.

In China – one of the Asian countries with fast development – the Ministry of Education points out that teaching English in colleges should be concentrated on acquiring cross-cultural communication skills, the development of general foreign language proficiency, listening and speaking skills in particular which are necessary for foreign competence using in real life situations. It is also considered very important for future career when a person is able to communicate effectively.

In the academic programme on the English language in Chinese schools it is pointed out that the aim of education is the improvement of listening, speaking, reading and translation skills in English. But if the students have no opportunities to communicate in real life situations language studying is without real content. Irrespective of the level of language proficiency the main goal at the lessons of spoken language in Chinese schools is to study language patterns, that's why after the lessons a pupil should give attention to reading and writing. So, the change of training methods for spoken language is significant.

To conclude it all we should say that one of the main conditions for effective foreign language training is to create conditions for mastering by the students the specifics of cross-cultural relations, namely: the differences in structures of language acts of native and foreign language, the system of values of the country studied, the peculiarities of verbal and non-verbal behaviour according to the norms of national culture.

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ПРОБЛЕМИ МОВНИХ НОРМ НА УКРАЇНСЬКИХ ТЕЛЕКАНАЛАХ

Протягом останнього десятиріччя в українській мові триває якісно новий етап розвитку – як один із наслідків політичної демократизації та соціально-національною піднесення суспільних настроїв.

Прийнятий Верховною Радою Закон №5313, відомий як закон про 75% української мови на телебаченні, викликав бурхливу реакцію медіа й соцмереж. У цілому їх можна звести до трьох точок зору:

1. Закон є великою перемогою і нарешті зробить телебачення україномовним.