

## DEVELOPING FOREIGN LANGUAGE DIALOGUES USING INTERNET RESOURCES FOR FUTURE LAWYERS

### РОЗВИТОК ІНШОМОВНОГО МОВЛЕННЯ З ВИКОРИСТАННЯМ ІНТЕРНЕТ РЕСУРСІВ ДЛЯ МАЙБУТНІХ ЮРИСТІВ

*The article addresses the current topic of developing future lawyers' foreign language discussion skills through the use of Internet resources. The author highlights the significance of being proficient in a foreign language within the framework of the legal profession's globalization as well as the necessity of using contemporary internet technology in the educational process.*

*The article examines the specific characteristics of lawyers' foreign language dialogues, including terminology, the necessity for word choice accuracy, the ability to negotiate and argue, and intercultural competency. The author analyses different types of online resources that can be effectively used to develop these skills, including language exchange platforms, specialised legal podcasts, professional online networks, massive open online courses, and legal document creation tools.*

*The article includes strategies for integrating Internet resources into the classroom, such as team-based online learning with international students and role-playing games that use video conferencing. The author discusses the benefits of using online resources, including having access to real materials, being able to customize learning, and simulating actual work environments.*

*The obstacles in using online materials are given a lot of thought, including issues with student motivation, quality assurance, and technical issues. The author offers solutions to these problems, stressing the value of a methodical approach and striking a balance between online and offline learning.*

*The article's conclusion emphasizes the necessity of making efficient use of Internet resources to prepare lawyers for the global legal profession. The paper highlights the necessity for ongoing development of teaching strategies in compliance with the demands of the international legal environment and describes the opportunities for more study in this field.*

**Key words:** foreign language speech, online resources, online learning, intercultural competence, language skills, role-playing games, online platforms.

*У статті розглядається актуальна проблема використання інтернет-ресурсів для розвитку іншомовного діалогічного та*

*монологічного мовлення майбутніх юристів. Автор наголошує на важливості володіння іноземними мовами в умовах глобалізації юридичної сфери та необхідності інтеграції сучасних онлайн-технологій у процес навчання.*

*Досліджуються специфічні характеристики іншомовного діалогічного мовлення юристів, включаючи високу термінологічність, необхідність точності формулювань, навички ведення переговорів та аргументації, а також міжкультурну компетенцію. Автор аналізує різні типи інтернет-ресурсів, які можуть бути ефективно використані для розвитку цих навичок, зокрема мовні обмінні платформи, спеціалізовані юридичні подкасти, професійні онлайн-мережі, масові відкриті онлайн-курси та інструменти для створення юридичних документів.*

*У статті пропонуються методи впровадження онлайн-ресурсів у навчальний процес, включаючи рольові ігри з використанням відеоконференцій та спільне онлайн-навчання зі студентами з інших країн. Автор розглядає переваги використання інтернет-ресурсів, такі як доступ до автентичних матеріалів, можливість індивідуалізації навчання та моделювання реальних професійних ситуацій.*

*Значна увага приділяється викликам, пов'язаним з використанням онлайн-ресурсів, зокрема проблемам мотивації студентів, контролю якості навчання та технічним складнощам. Автор пропонує шляхи подолання цих викликів, наголошуючи на важливості системного підходу та балансу між онлайн та офлайн навчанням.*

*У висновку підкреслюється, що ефективне використання інтернет-ресурсів є необхідною умовою підготовки конкурентоспроможних юристів для міжнародного ринку праці. Стаття окреслює перспективи подальших досліджень у цій сфері та наголошує на необхідності постійного вдосконалення методик навчання відповідно до вимог глобального правового середовища.*

**Ключові слова:** іншомовне мовлення, інтернет-ресурси, онлайн-навчання, міжкультурна компетенція, мовні навички, рольові ігри, онлайн-платформи.

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**Volkova S.H.,**

Senior Lecturer at the Department of English for Humanities  
National Technical University of Ukraine  
"Igor Sikorsky Kyiv Polytechnic Institute"

**Meleshko I.V.,**

Senior Lecturer at the Department of English for Engineering № 2  
National Technical University of Ukraine  
"Igor Sikorsky Kyiv Polytechnic Institute"

**Borkovska I.P.,**

Associate Professor at the Department of English for Humanities  
National Technical University of Ukraine  
"Igor Sikorsky Kyiv Polytechnic Institute"

Today's globalised world requires proficiency in foreign languages which are becoming an integral part of a lawyer's professional competence. The intensification of international legal relations, the development of transnational corporations, and the growing number of interstate legal acts create new challenges for the profession, so the ability to communicate effectively in a foreign language not only expands professional opportunities but also becomes a critical requirement of the labour market.

Gaining dialogic speaking abilities is crucial if you intend to communicate successfully with international

partners, clients, and co-workers. Speaking in a dialogic foreign language involves not just vocabulary and grammar skills but also an awareness of professional etiquette, cultural peculiarities, and the particulars of legal communication in an international environment.

Moreover, traditional methods of teaching a foreign language, although still important, often do not reflect the rapidly changing requirements of the professional environment. In this context, the integration of online resources into the process of foreign language teaching opens up new opportunities for improving

dialogic speaking skills. In particular, the use of online platforms, specialised podcasts, virtual simulators, and professional networks allows you to create an authentic language environment that is as close as possible to the real conditions of a lawyer's professional activity.

In addition, online resources provide an opportunity to individualise the learning process, adapting it to the needs and pace of learning of each student. They also contribute to the development of independent learning skills and critical thinking, which are key to a successful career in the legal field.

However, there are some drawbacks to integrating online resources into the classroom as well. These include issues with technological factors, quality control, and student motivation. To prevent the issues and difficulties that have emerged in Ukraine as a result of the war, it is crucial to create a comprehensive strategy that would successfully integrate cutting-edge online techniques with conventional forms of teaching. Numerous scholars in the fields of legal education and foreign language teaching methodologies have focused on the issue of utilizing internet resources to build future attorneys' dialogic speaking in a foreign language.

The theoretical foundations of the formation of lawyers' communicative competence are considered in the works of Baranovska L.V. The peculiarities of the development of future lawyers' foreign language communicative competence are studied by Vasylenko M.E. Moreover, Dudikova L.V. focuses on the formation of professionally oriented foreign language competence in law students. As for the psychological and pedagogical aspects of training future lawyers, they are considered by Yavorska H.H.

Among foreign studies, it is worth noting the works of Brame C.J. on the effective use of educational video, Croft N. et al. on overcoming isolation in distance learning, and Johnson A.M. on the use of virtual reality in higher education.

As for the most common problem, the use of artificial intelligence in legal education, it is considered by Katz D.M. Lederer F.I. explore the prospects of virtual court hearings and online courts. Moreover, a comprehensive approach to the transformation of legal education in the digital era is proposed by Thomson D.I.

In this article, we will examine the peculiarities of using Internet resources for the development of future lawyers' foreign language speaking skills, analyse the most effective methods and tools, and discuss ways to overcome potential difficulties. The purpose of the study is to propose effective strategies for combining online resources and traditional methods in the process of teaching a foreign language, which would contribute to the formation of a high level of foreign language communicative competence necessary for successful activity in the global legal space.

It should be highlighted that interactions in foreign languages used by attorneys have several unique traits that distinguish them from spoken language in general and even from business communication in other professions. It is essential to comprehend these characteristics to create instructional strategies and choose relevant web resources.

Furthermore, in legal practice, word correctness is especially crucial. A poorly chosen phrase or a poorly articulated idea might have serious consequences. As a result, to prevent ambiguity and unclear interpretations, future lawyers should acquire the ability to communicate their ideas clearly and concisely in a foreign language [9].

Additionally, many aspects of a lawyer's professional activities involve arguing and negotiating. These activities consider the development of specialized language skills, such as the capacity to create convincing arguments, foresee the opponent's counterarguments, engage in active listening, and have the ability to identify compromise solutions. These skills can become challenging in the context of communicating in a foreign language because of the requirement to digest information fast and create responses in the other language. It implies that, particularly in court or while questioning witnesses, legal practice frequently necessitates responding quickly to unexpected turns in the conversation [3].

Language proficiency is not the only requirement for practicing international law, the other additionally needs an understanding of cultural quirks and business communication etiquette in various nations. It involves understanding appropriate formal and informal forms of address, being aware of nonverbal cues, being aware of cultural taboos and delicate subjects, and being able to modify how one communicates to fit the situation.

With these characteristics, it is evident that the development of future lawyers' proficiency in foreign language communication calls for an all-encompassing strategy that incorporates language instruction with the enhancement of professional abilities and intercultural competency. By providing students access to real materials and the opportunity to practice in authentic environments, the incorporation of Internet resources into this process can significantly increase its effectiveness.

Future lawyers can improve their ability to speak foreign languages in a variety of ways thanks to modern Internet technologies. Let's examine the most useful categories of materials, along with how they are specifically used in legal education. These include tools like HelloTalk, Tandem, and Bilingua that allow law students to practice conversing with people who are not just studying law but are also native speakers. Regarding how to use it specifically, it is a chance to connect with international law students or working attorneys and exchange voice notes, text messages,

and video chats. Language skills will benefit greatly from the built-in tools in these sites for fixing errors and delineating grammatical structures.

The benefits include developing spontaneous speaking skills, learning legal terminology familiarising yourself with the practices of different legal systems, and improving intercultural competence.

Other resources are specialised legal podcasts and video blogs, such as Legal English Podcast, Law School Toolbox, or Legal Talk Network, which provide an opportunity to listen to authentic dialogues on legal topics [6]. The topics of such resources include discussions of current legal issues, interviews with leading lawyers and academics, analysis of important court cases, and advice on legal careers and education, which is important for the development of dialogic speech in future lawyers. Such resources are useful for improving listening skills, enriching new vocabulary, discussing listened episodes in groups, and creating podcasts on legal topics in a foreign language.

Furthermore, we can find also LinkedIn and legal forums such as LawLink or Avvo, which allow for professional discussions in a foreign language [9]. They can be used by students to participate in thematic groups and discussions, comment on professional articles and news, establish contacts with lawyers from different countries and publish their posts on legal topics.

Moreover, platforms such as Coursera, edX, or FutureLearn, offer courses in legal English and International Law. The advantages of using them include a structured approach to learning the legal language, the possibility of obtaining certificates from leading universities, access to high-quality teaching materials and video lectures, and interaction with law students from different countries.

When it comes to tools for creating and editing legal documents, online platforms such as LawDepot, Practical Law, or Rocket Lawyer can be used to practice creating legal documents in a foreign language. One benefit of these platforms is that students can familiarize themselves with templates for a variety of legal document formats.

An extensive environment for the development of future lawyers' foreign language dialogues can be created via the use of different internet resources. Particular educational goals and the unique needs of each student must be considered when choosing and incorporating these resources into the teaching and learning process. In the meantime, the teacher's job is changed, and they now assist students in becoming autonomous learners and in making efficient use of the internet resources at their disposal.

Role-playing games are the best way to incorporate Internet resources into the learning process. With the use of video conferencing systems and simulators like Zoom, Canva, Meet, and others, students can do

virtual client consultations or negotiations in a foreign language. Providing legal advice to clients, drafting contracts, resolving business disputes, cross-examining witnesses, testifying in court, and other tasks are among the most well-liked and beneficial ones. Students are given a description of the scenario and their roles in the first stage of preparation. They then perform a role-playing game online and record it. Following it, there is a discussion and feedback from the teacher and other students. This format offers multiple advantages to students, including the opportunity to improve their spontaneous speech skills in a work environment, enhance their ability to employ legal language in conversations and build their active listening and rapid reply skills.

When we consider a teaching strategy like Collaborative Online International Learning (COIL), we are discussing a method where students from many nations use online technologies to learn collaboratively. For future lawyers, we may provide collaborative projects on comparative law research, international contract drafting, international arbitration modelling, international law case analysis, and more.

The use of these methods allows you to create a diverse and interactive learning environment that promotes the active development of future lawyers' foreign language skills. It is important to ensure a balance between different types of activities and to regularly evaluate the effectiveness of the methods used, adapting them to the needs of a particular group of students [8].

Authentic materials and the opportunity to interact with native speakers have become available through modern systems and the Internet. This allows students to develop skills of understanding professional language in the context of real court cases, improve pronunciation and intonation, focus on native speakers, and get acquainted with current trends and practices in international law.

The ability to adapt the learning process allows you to employ various learning forms (text, audio, and video) based on the student's preferences, adjust the learning pace to the specific needs of the learner, and select topics and resources based on professional interests. All of this works together to improve language proficiency gaps, expand understanding of particular legal topics that students are interested in, and boost student enthusiasm through targeted learning.

In addition to helping students close the knowledge gap between theory and practice, online modelling of real-world professional settings can help them acquire the skills needed for a successful career in international law and make them attractive to employers throughout the world.

Regarding the other skills, it is equally important to cultivate critical thinking to evaluate various information sources and points of view, as well as to

analyze authentic legal texts. By doing so, one can enhance the analytical abilities required for practicing law, develop the capacity to communicate and defend a position, and raise the standard of legal reasoning and argumentation in dialogues.

In addition to fostering the development of language abilities, the use of internet resources in foreign language instruction for future lawyers produces a rich and varied learning environment that equips students for effective professional activities in an international environment. It is crucial that making the most use of these tools calls for thorough preparation, ongoing monitoring, and customization to meet the demands of a certain student group. Furthermore, it is essential to maintain a balance between the incorporation of online resources and conventional teaching methodologies to guarantee the thorough development of future lawyers' professional language proficiency [6].

Taking advantage of online resources presents specific challenges despite all of their advantages. Ensuring student motivation is one of them. The teacher ought to apply every strategy, including gamification and reward systems like point and level systems and the organization of online competitions and tournaments since broadened use of online resources can lower students' motivation and engagement in the learning process. Modifying the learning process by allowing students to select the subjects and assignments they want to work on, adjusting the task difficulty to fit each student's level, and establishing unique paths to learning could be further strategies. Demonstrating the practical value of learning is equally vital, and can be done so by looking over actual cases from the legal practice, where students can assess and demonstrate their knowledge.

Controlling the quality of learning and the difficulty of keeping track of student's progress in a virtual environment present another equally significant obstacle. The teacher's feedback and frequent progress evaluations are required to address this. To achieve this, self-evaluation exercises and peer assessment sessions can be planned, along with instructor discussion sessions.

Both teachers and students require cross-platform and mobile solutions, which involve choosing resources that operate on various devices and operating systems, due to frequent blackouts and technological malfunctions, issues with an internet connection, and challenges using different platforms and tools. Additionally, it's crucial to make backup assignments in case of technological issues and to be flexible when it comes to deadlines, taking potential technical breakdowns into account.

The next challenge is to maintain a balance between online and offline learning and to avoid over-reliance on online resources and the loss of

important aspects of traditional learning. To address this, a blended learning approach should be applied, combining online resources with traditional teaching methods. It is also necessary to organise regular offline meetings to practice live communication and possibly use flipped classrooms to prepare students for them.

To overcome these obstacles, a planned strategy, constant observation, and the teacher's flexibility to modify their pedagogical approaches are necessary. It's also essential to keep in mind that using Internet resources is a means to the core objective which is the improvement of future lawyers' ability to communicate in foreign languages. Therefore, all decisions should be made considering their effectiveness in achieving the goal and meeting the real needs of professional legal practice in a global context.

Improving future lawyers' competence in foreign languages via the use of online resources is a practical approach to preparing them for a global job market. The capacity to use modern technologies to interact effectively in a foreign language is increasingly becoming essential for a successful legal career in the context of globalization and the digitalization of the legal field.

Integration of online tools into the learning process allows you to create an authentic language environment that is close to the realities of professional activity. This contributes to the development of not only language skills but also professional competencies necessary for working in the international legal field. However, it is important to keep in mind the need for a balanced approach that combines innovative methods with traditional forms of learning. A complete replacement of traditional methods with online resources may lead to the loss of important aspects of learning, such as the development of face-to-face and non-verbal communication skills, which are critical for the legal profession.

Future directions for this field of study could involve developing and validating particular techniques for evaluating attorneys' proficiency in foreign languages, considering the online element of training, and investigating the long-term effects of integrating online resources on attorneys' career success.

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