

TEACHING FUTURE LAWYERS ESP USING INTERACTIVE TECHNOLOGIES

Shevchenko Yu. V., Bykonja O. P.

INTRODUCTION

In modern society, values related to people, creativity, spirituality, and competence are becoming increasingly important due to the nature of civilisational transformations and globalisation processes. These changes create a need for humanistic approaches and technologies in pedagogical practice that contribute to the holistic development of future specialists, activate their creative potential, and improve their overall culture¹.

The new paradigm of education involves a shift from the accumulation of knowledge to the development of competencies that meet the needs of modern society and the labour market. The Bologna Process in European countries has brought to the fore the issue of the quality of education and the training of specialists who are capable of effectively performing social functions, actively participating in the development of society, and adapting to the dynamic conditions of professional activity².

At the national policy level, documents such as the National Doctrine of Education Development in Ukraine in the 21st Century, the Laws of Ukraine 'On Education' and 'On Higher Education' and the National Strategy for Education Development emphasise that people are the highest value of society and that successful self-realisation requires practical experience and the development of professional competencies³.

An important aspect of modern education is the emphasis on developing practical skills and applying knowledge, which enables students to adapt to changing conditions and develop critical thinking, strategic planning, and communication skills. This approach ensures knowledge mobility and increases graduates' readiness for independent professional activity.

¹ Семеняга О. М. Впровадження інноваційної технології мовного портфоліо для формування самоосвітньої компетенції. Матеріали III Міжнар. наук.-метод. конференції «Сучасні підходи до навчання іноземної мови: шляхи інтеграції школи та ВНЗ». Харківський національний університет ім. В. Н. Каразіна, 2013. 196 с. URL: [www.univer.kharkov.ua/images/redactor/news/2013/abstracts_conf_2013_april.](http://www.univer.kharkov.ua/images/redactor/news/2013/abstracts_conf_2013_april;); Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи: Бібліотека з освітньої політики/Під заг. ред. О. В. Овчарук. К.: «К.І.С.», 2004. 112 с.

² Болонська декларація про європейську вищу освіту, 1999. URL: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.edupolicy.org.ua%2Ffiles%2FBOLOGNA_DECLARATION.doc&wdOrigin (дата звернення: 07.01.2026).

³ Закон України Про освіту. Про освіту | від 05.09.2017 № 2145-VIII URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text> (дата звернення: 10.01.2026).

Contemporary research focuses on enhancing the quality of foreign language training for students in non-philological specialities, which is achieved through competence-oriented methods of teaching professional English⁴. One effective tool is simulation role-playing games, particularly moot court (court debates), which simulate court proceedings and allow students to use English in a professional context, develop analytical and communication skills, and understand the social role of law in a democratic society⁵.

The use of role-playing techniques in teaching legal English is consistent with the principles of modern education enshrined in state standards that regulate the development of students' professional competence, their ability to self-develop and engage in lifelong learning⁶. Such approaches ensure the development of cognitive, communicative and socially significant competences, contribute to student motivation and develop the skills necessary for successful professional activity in a globalised world.

Thus, modern educational transformations emphasise the need to combine a humanistic approach, competence orientation and practical experience in the learning process, which makes role-playing games, in particular moot court, an effective means of developing the professional foreign language competence of future lawyers.

1. Theoretical foundations of the competence-based approach in foreign language education

1.1. Contemporary educational paradigms and the competency-based approach

Contemporary education, in the context of globalisation and Ukraine's integration into the European educational space, focuses on the development of competencies rather than merely accumulating knowledge. It reflects a new educational paradigm that involves a transition from a knowledge-

⁴ Гришкова Р. О. Методика навчання англійської мови за професійним спрямуванням студентів нефілологічних спеціальностей: [навчальний посібник для студентів вищих навчальних закладів]. Миколаїв : Вид-во ЧДУ ім. Петра Могили, 2015. 220 с.

⁵ Shevchenko Yu. Using Role Play "Mock Trial" as an Innovative Method in Teaching Legal English. *Collection of International Scientific Papers. "Ukraine-EU Modern Technology, Business and Law" Slovak Republic-Poland*, 19–23 April 2016. Part 2. P. 196–198.; Putting on Mock Trials (American Bar Association). URL: http://www.ocre.org/aws/OCLE/asset_manager/get_file/131894?ver=9; Civil Cases – The Basics (FindLaw). URL: <http://litigation.findlaw.com/filing-a-lawsuit/civil-cases-the-basics.html>; Criminal Trial Overview (FindLaw). URL: <http://criminal.findlaw.com/criminal-procedure/criminal-trial-overview.html>; Manual for Mock Trial (Classroom Law Project). URL: http://www.classroomlaw.org/files/posts/pages/resources/mock_trials/Mock_Trial_Manual.pdf

⁶ Bykonja O. P., Borysenko I. V., Ihnatovych T. Z. Lifelong learning as a part of the stable educational development of European integration/Modern educational strategies under the influence of the development of the information society and European integration": Scientific monograph. Riga, Latvia : "Baltija Publishing", 2024. С. 24–38. DO <https://doi.org/10.30525/978-9934-26-405-4-2>

oriented approach to a competence-oriented learning, where the focus is on developing professional skills and abilities, forming the ability to learn independently and think critically, and activating the creative and communicative potential of students⁷.

The competency-based approach ensures the holistic development of future specialists, ensuring that their training meets the current requirements of the labour market. It includes professional, social, communicative and general cultural competencies that determine the effectiveness of students' learning activities and their ability to self-actualise in the context of their professional activities⁸.

Modern education has undergone significant transformations towards competence-oriented learning, which involves not only the accumulation of knowledge but also the ability of participants in the educational process to solve practical professional tasks in real conditions. In educational theory and practice, the competency-based approach is viewed as a key educational paradigm that aims to develop well-rounded, professionally relevant personal qualities in line with the requirements of the labour market, society, and international educational standards.

A competency-based approach means creating pedagogical conditions that ensure the structured development of not only knowledge, but also the skills, abilities, motivational characteristics, and values necessary for effective activity in the professional sphere. It includes developing the ability to adapt to change, solve problems creatively, engage in intercultural communication and independently manage one's professional development.

Ukrainian scientists emphasise that the competency-based approach is a response to the inadequacy of the traditional knowledge and information paradigm, which often results in graduates with an extensive knowledge base but a weak ability to apply it in practical situations⁹. That is why the

⁷ Гришкова Р. О. Методика навчання англійської мови за професійним спрямуванням студентів нефілологічних спеціальностей: [навчальний посібник для студентів вищих навчальних закладів]. Николаїв: Вид-во ЧДУ ім. Петра Могили, 2015. 220 с.

⁸ Болонська декларація про європейську вищу освіту, 1999. URL: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.edupolicy.org.ua%2Ffiles%2FBOLOGNA_DECLARATION.doc&wdOrigin (дата звернення: 07.01.2026).

⁹ Бех І. Компетентнісний підхід як освітня стратегія. Компетентнісний вимір особистісного зростання учнівської молоді: теорія, практика, досвід : матеріали Всеукраїнської науково-практичної конференції, 10–11 квітня 2012 р. / ред. : Н. Побірченко, В. Пашков та ін. Запоріжжя. URL: <https://lib.iitta.gov.ua/8772/1/534%20Бех.pdf> ; Вакулова І. *Інновації в освіті: компетентнісний підхід*. Культурологічний альманах. 2022. Вип. 3. С. 199–208. DOI <https://doi.org/10.31392/cult.alm.2022.3.26>. URL: https://www.researchgate.net/publication/368742765_INNOVACII_V_OSVITI_KOMPETENTNISNIJ_PIDHID [accessed Jan 10 2026]; Сисоєва С. Компетентнісно зорієнтована вища освіта: формування наукового тезаурусу. Компетентнісно зорієнтована освіта: якісні виміри : колективна монографія / ред. : В. Огнев'юк, Л. Хоружа, С. Сисоєва, Н. Чернуха. Київ : Київський університет імені Бориса Грінченка. 2015. С. 18–45.

education system needs to refocus on methodological principles that promote the development of competencies, not just knowledge.

In the European context, the competence-based approach is also viewed as a fundamental component of modern education, equipping students with the skills to thrive in a global society that demands adaptability, creativity, and continuous learning. It is consistent with the *European Framework of Key Competences*, which recognises that the acquisition of knowledge and skills must be combined with the development of values and activities¹⁰.

The competency-based approach also involves shifting the focus from the teacher to the student as an active learner, requiring the student to work independently, think critically, and integrate their knowledge into professional contexts. Interactive methods, interdisciplinary approaches, and the use of authentic learning situations play a crucial role in this process, enhancing the professional communication skills of learners.

These changes in educational policy and teaching methodology directly influence approaches to developing foreign language professional competence, including English for Specific Purposes (ESP) in higher education. Modern teaching must be integrated into a professional context and focused on the practical use of language in professional communication situations.

Thus, the competency-based approach serves as a methodological basis for the development of modern teaching strategies, planning of educational content, assessment of results, and optimisation of the educational environment, which aims to form professionally significant competencies in higher education seekers, including the ability to function successfully in a professional international environment.

1.2. Professional English language training programmes: developing foreign language professional competence

ESP training in higher education is designed to develop foreign language professional competence, integrating language skills with professional knowledge and socio-cultural skills. ESP programmes are adapted to specific professional contexts and focus on developing students' ability to perform language tasks typical of their future professional fields (terminology, discourse genres, professional communication skills) –in contrast to general English, which has a general communicative focus.

¹⁰ Salman M., Ganie S., Saleem I. The concept of competence: a thematic review and discussion. *European Journal of Training and Development*. 2020. Vol. 44. P. 717–742.; Council Recommendation on Key Competences for Lifelong Learning. Council Recommendation on Key Competences for Lifelong Learning – European Education Area URL: <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences> [accessed Jan 10 2026].

In Ukraine, ESP courses are adapted through the ESP National Curriculum, which complies with the Common European Framework of Reference for Languages (CEFR) and sets general standards for the development of ESP programmes in higher education institutions¹¹. The document aims to ensure consistency between learning outcomes (language proficiency levels) and the professional needs of students, while also promoting their mobility in both professional and academic environments.

The official work programmes for the discipline 'Foreign Language for Professional Purposes (English)' for students majoring in Law and other non-language disciplines provide for the development of professional communication skills in accordance with the professional tasks and requirements of the European and international educational spaces. These programmes integrate competency-based, student-centred and task-oriented approaches to learning, enabling the development of language skills for successful communication in professional situations (court hearings, preparation of legal documents, communication with foreign partners, etc.).

Methodological foundations of ESP programmes. Modern ESP programmes are usually based on the following principles: **Needs Analysis** – the initial stage of programme planning, which allows the learners to identify the professional language needs of the target group of students and tailor the course content to the real requirements of professional activity. It is one of the key elements of effective ESP development¹². **Focused language learning** – course design that takes into account the specific vocabulary, genres, discourses, and stylistics characteristic of the relevant professional field. **Structuring according to CEFR levels** – linking expected results to internationally recognised standards, which makes the educational process comparable to foreign practices. **Integration of professional tasks into language exercises** – using authentic materials, case studies, role-

¹¹ Common European Framework of Reference for Languages: Learning, teaching, assessment / Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) – Common European Framework of Reference for Languages (CEFR). Council of Europe. 2026. UTR: <https://www.coe.int/en/web/common-european-framework-reference-languages>

¹² Asrifan, A., Vargheese, K. J., Syamsu, T., & Amir, M. (2020). ESP course design: the needanalysis on tourism department in Indonesia vocational high schools. *Journal of Advanced English Studies*, 3(2), 69–77. Doi: <http://dx.doi.org/10.47354/jaes.v3i2.85>; Daulay E. *English for specific purposes in higher education: the role of English Specific Purpose for knowing a goal of student in majoring English*. VISION. 2023. № 19(1):1. USB: https://www.researchgate.net/publication/372904044_ENGLISH_FOR_SPECIFIC_PURPOSES_IN_HIGHER_EDUCATION_THE_ROLE_OF_ENGLISH_SPECIFIC_PURPOSE_FOR_KNOWING_A_GOAL_OF_STUDENT_IN_MAJORING_ENGLISH DOI: 10.30829/vis.v19i1.2390 [accessed Jan 10 2026].; Min J. English for Specific Purposes Education in University Contexts: A Research Synthesis. *TESL Reporter*. 53, (1 & 2). P. 59–77. URL: https://esw.byuh.edu/00000177-8966-d076-ab7f-af765fc10000/4-teslreporter53-12-article3-updated-pdf?utm_source

playing games, and simulations that model real professional situations, contributing to the development of not only language but also social and academic competencies.

The role of ESP programmes in developing foreign language professional competence. ESP courses play a crucial role in preparing higher education students for professional activities in a globalised society. They contribute to the specialised development of professional vocabulary and genre-specific language that meets the requirements of a particular professional field; the acquisition of professional communication strategies that enable effective interaction in professional contexts (negotiations, conferences, presentations, etc.); the development of autonomous learning and the ability to independently solve language tasks, which is necessary for continuous professional growth; adaptation to international professional standards, which increases the competitiveness of graduates in the labour market and their academic mobility within and outside the European educational space.

Thus, ESP programmes are a structured tool that combines international standards, professional requirements and language tools aimed at developing the foreign language professional competence of future specialists and ensuring their successful academic and professional activities.

1.3. Management of the educational process of foreign language professional competence formation in higher education institutions

Management activities in the process of foreign language teaching involve systematic planning, organisation and control of the formation of students' foreign language professional competence. Decision-making in pedagogical practice requires not only professional training of future specialists, but also a deep understanding of the sociocultural characteristics of students' language behaviour and adaptation of the educational process to their needs¹³.

Modern approaches to managing the learning process in ESP involve the integration of the following components¹⁴: *diagnostic* – assessing students'

¹³ Hyland K. English for Specific Purposes: What is it and where is it taking us? *ESP Today*. 2022. # 10 (2). P. 202–220.; Dudley-Evans T., St John M. J. Developments in English for Specific Purposes. A multidisciplinary approach / T. Dudley-Evans, M. J. St John. Cambridge: Cambridge University Press, 1998. XV p. 301 p. 87. ; Douglas D. Assessing Language for Specific Purposes \ Dan Douglas, Cambridge University Press 2000. 311 p.; Гриняєва Н. М. Формування професійно-орієнтованої іншомовної компетентності молодших спеціалістів сфери обслуговування : дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 015 Професійна освіта (Сфера обслуговування) / наук. керівник – доктор педагогічних наук, доцент С. Л. Кучер ; Криворізький державний педагогічний університет. Кривий Ріг, 2021. 244 с.

¹⁴ Hyland K, Jiang K. Delivering relevance: the emergence of ESP as a discipline. *English for Specific Purposes*. 2021. # 64. P. 13-25. DOI: 10.1016/j.esp.2021.06.002

initial language proficiency, motivation and social characteristics; *prognostic* – predicting learning outcomes and identifying potential risks; *design* – planning learning modules, tasks and activities that develop professional competence; *organisational* – ensuring logical, structured delivery of classes and modules; *communicative* – establishing effective feedback between the teacher and students, as well as between students in the group; *motivational and emotional-volitional* – stimulating independence, activity and confidence of students in the communication process; *comparative and evaluative* – regular assessment of student achievements in comparison with expected results; *gnostic* – developing the teacher’s professional competence, their knowledge of modern methods, psychological and pedagogical foundations, management theory and information technologies.

Methods of managing the ESP learning process. Interactive methods are used to implement management functions in ESP teaching¹⁵: *role-playing games* – allow to simulate professional communication situations and identify students’ leadership and organisational skills; *project method* – enables students to plan and implement language projects that simulate professional tasks, promoting the development of analytical thinking and autonomy; *case method* – stimulates discussion, the formation of reasoned positions and the ability to resolve conflict situations using the language of the speciality; *diagnostic tests and surveys* – assess students’ individual characteristics, the level of professional competence, social and language skills.

Principles of ESP teaching. Effective management of foreign language professional competence development is based on the following principles¹⁶: *scientific approach and competence* – teachers must have a thorough knowledge of psychology, pedagogy, ESP methodology, management and sociocultural aspects; *humanisation and democratisation of learning* – active involvement of students in the decision-making process regarding their own learning; *planning and consistency* – logical organisation of training modules, taking into account CEFR levels and professional needs; *operational control and feedback* – rapid adjustment of the learning process in line with the dynamics of material assimilation; *mobility and business initiative* – readiness to adapt teaching methods and integrate innovative technologies; *individualisation and group differentiation* – taking into

¹⁵ Min J. English for Specific Purposes Education in University Contexts: A Research Synthesis. *TESL Reporter*. 53, (1 & 2). P. 59–77. URL: https://esw.byuh.edu/0000177-8966-d076-ab7f-af765fc10000/4-teslreporter53-12-article3-updated-pdf?utm_source

¹⁶ Grytsyk N. Implementing European standards in the ESP curriculum for students of non-linguistic specialities in Ukrainian universities. *Advanced Education*, 2016. V. (5), P. 4–8. <https://doi.org/10.20535/2410-8286.60757>

account the characteristics of different groups and each student for the effective formation of competencies.

ESP teaching management in a modern university environment combines pedagogical guidance, motivational incentives and socio-cultural mentoring, which helps students develop: a deep understanding of socio-cultural differences; the language and professional skills necessary for working in an international environment; a tolerant attitude towards different cultures and a willingness to resolve conflicts peacefully¹⁷.

Thus, managing the educational process of developing foreign language professional competence is a systematic activity that combines methodological planning, organisational tools and pedagogical support, ensuring the integration of language knowledge and professional skills into the real professional contexts of students of non-philological specialities.

1.4. Modernisation of foreign language training for law students in higher education

Modernisation of the education system is an essential condition for successful integration into the European educational space and the formation of competitive specialists in a globalised world. Higher education institutions with a legal focus meet these requirements not only through general changes in the educational process, but also, in particular, through the improvement of foreign language training for future lawyers. The development of modern legal education is driven by the need to master English as a key professional competence, which allows future lawyers to communicate effectively in an international legal environment, work with authentic legal sources, prepare legal documents and participate in international legal discussions¹⁸.

Contemporary research indicates that teaching legal English should focus not only on mastering linguistic knowledge but also on developing professional skills that are integrated into the professional training of law students. According to the concepts of modern pedagogy of languages for specific purposes (English for Specific Purposes, ESP), practical language training includes the use of authentic materials, interactive learning

¹⁷ Dudley-Evans T., St John M. J. *Developments in English for Specific Purposes. A multidisciplinary approach.* Cambridge: Cambridge University Press, 1998. XV p. 301 p. 87.; Douglas D. *Assessing Language for Specific Purposes.* Cambridge University Press 2000. 311 p.; Гришкова Р. О. Методика навчання англійської мови за професійним спрямуванням студентів нефілологічних спеціальностей : [навчальний посібник для студентів вищих навчальних закладів]. Миколаїв : Вид-во ЧДУ ім. Петра Могили, 2015. 220 с.

¹⁸ Sayfiyeva K. Modern and interactive methods of teaching legal English. *Current research journal of philological sciences.* 2021. V. 2(12). P. 190–194. DOI:<https://doi.org/10.37547/philological-crjps-02-12-36>.

technologies, simulations of professional situations, case studies and other teaching strategies that bring the educational process closer to the real conditions of legal practice.

Such approaches contribute to the development of students' communicative, cognitive and sociocultural competence, as they stimulate active student participation in the learning process and increase motivation to learn English for professional purposes.

Special attention is paid to the integration of modern teaching technologies – blended learning, online platforms, digital resources, and electronic exercises – in the modernisation process¹⁹. It enables the improvement of foreign language training quality and ensures access to diverse information sources. Technologically enhanced language education contributes to the development of not only language skills but also professional skills, including the analysis of legal texts, the preparation of written legal documents in English, and participation in discussions and simulations of legal processes.

Among modern methodological approaches, situational and activity-based learning, as well as simulation exercises (e.g., role-playing games, mock trials, moot courts), are particularly effective, allowing students to apply their language skills in a professional context. Research indicates that integrating simulation activities into a Legal English course significantly enhances student motivation, fosters critical thinking, advocacy skills, and the ability to apply language knowledge in a legal context²⁰.

It is precisely such interactive and professionally oriented approaches that contribute to the formation of sustainable foreign language competence in future lawyers, which is an integral part of their professional training.

An important element of modernisation is also the individualisation of learning, which involves flexible learning trajectories tailored to the needs of each student, the adaptation of teaching materials to professional interests and language proficiency levels, and the use of outcome-oriented assessment and real-life communication situations. This approach ensures effective interaction between the student's initial level of knowledge, the content of the teaching material and the expected results of language training.

Therefore, the modernisation of foreign language training for law students consists not only in updating the content of the training, but also in the widespread introduction of innovative pedagogical technologies, digital

¹⁹ Min J. English for Specific Purposes Education in University Contexts: A Research Synthesis. *TESL Reporter*. 53, (1 & 2). P. 59–77. URL: https://esw.byuh.edu/00000177-8966-d076-ab7f-af765fc10000/4-teslreporter53-12-article3-updated-pdf?utm_source

²⁰ Nhac Th.-H. Enhancing Legal English Skills for Law Students through Simulation-based Activities. *International Journal of Learning, Teaching and Educational Research*. 2023. Vol. 22, No. 9, P. 533–549. <https://doi.org/10.26803/ijlter.22.9.29>

tools and contextually oriented methods that contribute to the formation of professional readiness for work in an international legal environment.

2. Theoretical foundations of teaching English for specific purposes to future lawyers

2.1. English for specific purposes in the legal education system

ESP is an integral part of the training of modern lawyers. In the context of the globalisation of legal relations and international communication, professional knowledge of English is essential for effective professional activity in the field of law, particularly for participation in international negotiations, drafting English-language documents, and working with foreign legal sources. Modern programmes at law schools, particularly in Ukraine, include the discipline ‘English for Specific Purposes’, which aims to develop professional communication skills, including linguistic, sociolinguistic, and pragmatic skills necessary for performing professional tasks.

Professionally oriented English language training for the legal sector also focuses on the specific aspects of legal communication, which differ from those in general language training. It should be noted that the task of such training is not only to learn terminology, but also to apply language knowledge in a professional context – when analysing legal situations, discussing cases, preparing legal written works, etc.

The issue of teaching English for Specific Purposes (ESP) has been the subject of in-depth research by both foreign and domestic scholars. The classical theoretical foundations of ESP were laid down in the works of T. Hutchinson and A. Waters, who defined professionally oriented language teaching as an approach based on the analysis of learners’ needs and aimed at developing the language skills necessary for specific professional activities (Hutchinson & Waters, 1987). A similar position is shared by T. Dudley-Evans, who emphasises that ESP is not a separate type of language. However, an approach to teaching it focused on specific communicative goals (Dudley-Evans & St. John, 1998).

Legal English occupies a special place within ESP as a type of professional communication language with its own genre, lexical and pragmatic characteristics. In the works of V. Bhatia, legal discourse is considered as an institutionally conditioned type of communication that combines linguistic, cognitive and social aspects of a lawyer’s professional activity (Bhatia, 1993)²¹. The author emphasises the importance of a genre-based approach in teaching legal English, which allows students to develop the ability to work with various types of legal texts (contracts, court decisions, legislative acts).

²¹ Bhatia V. K. *Analysing genre: language use in professional settings*. London : Longman, 1993. 246 p.

The issue of the structure of foreign language, professionally oriented, communicative competence is widely covered in the works of M. Canale and M. Swain, who proposed a model of communicative competence that includes linguistic, sociolinguistic, discursive, and strategic components (Canale & Swain, 1980)²².

This model has been adapted for professional language training, particularly legal training, by Ukrainian researchers, who focus on integrating language and professional knowledge²³.

Interactive technologies for teaching Legal English are considered in the context of communicative and competence-based approaches. According to D. Nunan, interactive language learning involves the active participation of students in speech activities that simulate real communicative situations (Nunan, 2004)²⁴. In legal education, such technologies include role-playing games, moot court, case studies and project activities, as confirmed by recent studies by Ukrainian and foreign researchers.

Thus, an analysis of scientific sources reveals that the effective teaching of English to future lawyers should be grounded in the theoretical principles of ESP, a genre-discourse approach, and the active use of interactive technologies.

2.2. Structure of English-language professionally oriented communicative competence of lawyers

Communicative competence in the legal field is a complex, integrative construct that ensures the ability of future lawyers to communicate effectively in English in professional situations. Researchers emphasise that such competence includes not only linguistic knowledge (vocabulary, grammar), but also sociocultural, professional and pragmatic competence, which enable students to perform professional tasks in various communicative situations²⁵.

²² Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. 1980. Vol. 1, No. 1. P. 1–47.

²³ Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. та ін./ за загальн. ред. С. Ю. Ніколаєвої. К.: Ленвіт, 2013. 590 с.; Тарнопольський О.Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти: навчальний посібник. Київ : Фірма «Інкос», 2006. 248 с.; Сисоєва, С. Інтерактивні технології навчання дорослих. Рідна школа. 2010. N 11. С. 3–8.

²⁴ Nunan D. *Task-Based Language Teaching*. Cambridge, UK: Cambridge University Press, 2004. 222 p.

²⁵ Bykonja O. P., Borysenko I. V., Gruba T. L., Mosenkis I. L., Chytsiak D. O. Main Approaches of Business English Teaching to Future Lawyers: A Case Study of Ukrainian Higher Institutions // *International Journal of Learning, Teaching and Educational Research*. 2020. Vol. 19, No. 6, P. 49-60.; Bykonja O. P. The requirements of future lawyers' English phonetic and lexical competences // *Journal of Science. Lyon*. 2020. No.13. URL: https://www.lyon-science.com/wp-content/uploads/2020/11/Lyon_13.pdf lyon-science.com

An important aspect is intercultural competence, which allows future lawyers to interact effectively with representatives of other legal systems and cultures. It involves understanding not only linguistic forms, but also cultural codes that influence the interpretation of legal concepts in different legal contexts.

In modern methods of teaching English for professional purposes, the concept of English-language, professionally oriented communicative competence for lawyers is considered a complex, multi-component phenomenon that combines linguistic, professional, sociocultural, and pragmatic characteristics of speech activity. The professionally oriented communicative competence of a future lawyer is an integrative personal quality that ensures readiness and ability to effectively conduct foreign-language legal communication in typical and atypical professional situations. A generalisation of scientific approaches enables us to identify the structural components of English-language, professionally oriented communicative competence in lawyers, which are closely interrelated.

Linguistic competence. The linguistic component covers knowledge of the English language system (phonetics, grammar, vocabulary) with an emphasis on legal terminology and linguistic clichés of legal discourse. In the legal sphere, foreign language communicative competence cannot be limited to mastery of the general language system. It must take into account the specifics of legal discourse, the institutional roles of communication participants, the genre diversity of legal texts, and the intercultural differences between legal systems. This component encompasses the ability to use legal terms accurately, formulate legally sound statements, and comprehend normative and precedent texts in the English language. Linguistic competence is the foundation for implementing other components of professional communication.

Sociolinguistic competence involves the ability to select linguistic means in accordance with the social status of interlocutors, the institutional role of a lawyer, and the specific situation of legal communication. In legal English, this manifests itself in the choice of forms of politeness, modal constructions, and stylistic registers (formal, semi-formal), which is especially important during court hearings, negotiations, and the drafting of official correspondence.

Pragmatic (discursive) competence consists of the ability to realise communicative intentions in accordance with professional goals, to construct logically coherent oral and written statements within legal genres (contracts, statements of claim, legal opinions, oral presentations). It is the pragmatic component that ensures the effectiveness of foreign-language legal communication, as it enables lawyers not only to speak correctly but also to achieve the desired legal outcome.

Intercultural competence. An important component of a lawyer's English-language professional communicative competence is intercultural competence, which ensures the adequate perception and interpretation of legal concepts of different legal systems (common law, civil law). Lawyers must be aware of the cultural and legal conditioning of linguistic forms, as the exact legal terms can have different meanings in different legal cultures. This component is critically important in international law, arbitration and cross-border cooperation.

Some researchers also emphasise **strategic competence**, which involves the ability to compensate for language difficulties and apply effective communication strategies and tactics to maintain professional interactions in English.

Thus, the English-language professionally oriented communicative competence of future lawyers is a multi-level system that integrates linguistic, sociolinguistic, pragmatic, intercultural and strategic components. This approach enables us to consider this competence as a holistic, professionally significant quality, the development of which should be carried out within the framework of communicative and professionally oriented Legal English training.

2.3. Interactive teaching technologies in Legal English

Modern approaches to teaching Legal English have developed significantly thanks to the introduction of interactive technologies that help increase student motivation and learning effectiveness. Interactive methods include project work, role-playing games, simulations of legal situations (moot court), discussion clubs, and case studies, which provide modelling of real professional communication situations.

For example, *Legal English courses* widely use interactive technologies such as simulation of court proceedings and negotiations in English, group work on legal documents, discussion of real legal cases; these approaches not only develop language skills, but also professional thinking²⁶.

In addition, modern information technologies, mobile applications, and online platforms (e.g., terminology flashcards, videos on legal topics) enable language learning to be integrated into students' everyday lives, reducing the

²⁶ Спеціалізований авторський онлайн-курс «Юридична англійська» = Legal English [Електронний ресурс]. Режим доступу: <https://www.bca.education/le-2022-baza/> (дата звернення: 11.01.2026).; Mason C. *The Lawyer's English Language Coursebook* : навч. посіб. Cambridge : Cambridge University Press, 2011. 280 p.; Krois-Lindner A., Firth M. *International Legal English* : coursebook. Cambridge : Cambridge University Press, 2011. 320 p.; Frost A. *English for Legal Professionals (Express Series)*. Harlow : Pearson Education Limited, 2009. 80 p.; *Practical English Language Skills for Lawyers* : навчальний посібник з практичної юридичної англійської. London : Routledge, 2020. 214 p.

barriers between traditional education and digital resources²⁷. Modern approaches to teaching Legal English are based on the principles of communicative, competence-based and activity-based methodologies, where active student participation in the learning process is key. Interactive teaching technologies play a leading role in shaping the linguistic and professional competencies of future lawyers, as they facilitate the implementation of tasks that simulate real communication situations in legal practice. Interactive technologies facilitate dynamic interactions between students and teachers, as well as among students themselves, thereby increasing motivation and interest in learning. It is important because traditional lecture-based teaching often does not enable students to effectively develop professional communication skills and the ability to act in complex, simulated professional situations. Interactive approaches include role-playing games, discussions, group projects, moot court simulations, analysis of real legal cases, case studies, and small group collaboration, which simulate various aspects of legal professional activity and promote the integration of students' linguistic, cognitive, and professional skills²⁸. This approach makes Legal English training more practice-oriented and closer to the conditions of future professional activity.

According to recent studies, interactive methods contribute not only to the development of language skills but also to sociolinguistic, cognitive, and professional competence, as they involve working with authentic legal texts, negotiation situations, and discussions of legal positions²⁹. For example,

²⁷ Balanaieva O. V. Using mobile applications for studying english by students of legal specialties. *Integration of Education, Science and Business in Modern Environment: Winter Debates* : Proceedings of the 6th International Scientific and Practical Internet Conference (Dnipro, February 6–7, 2025). Dnipro : FOP Marenichenko V. V., 2025. P. 10–11.; Mansouri M. Ch. Designing a Course for the Teaching of Legal English with Implementing Mobile Applications. *Applied Linguistics*. 2022. V. 6, N. 3. P. 104–118. ISSN : 2588-1566; Amer M. Language Learners' Usage of a Mobile Learning Application for Learning Idioms and Collocations. *CALICO Journal*, 2014. N. 31(3), P. 285–302. doi: 10.11139/cj.31.3.285-302 [accessed Jan 11 2026].; Khan, R. M. I., Radzuan, N. R. M., Alkhunaizan, A. S., Mustafa, G., & Khan, I. (2019). The Efficacy of MALL Instruction in Business English Learning. *International Journal of Interactive Mobile Technologies*, 13(08), 60–73. <https://doi.org/10.3991/ijim.v13i08.9562> [accessed Jan 11 2026].

²⁸ Stoika O. Interactive Learning Technologies As A Tool For Optimizing Vocationally Oriented English Teaching In Higher Education Institutions. *Knowledge, Education, Law, Management* 2024. № 7 (67). P. 32-37. DOI <https://doi.org/10.51647/kelm.2024.7.5>

²⁹ Abdurakhmonova D. From Classroom to Courtroom: Using Role-Plays to Develop Sociolinguistic Competence in English Among Students of Legal Studies. *Web of Scientist International Scientific Research Journal*, 2025. N. 6 (1), 8. <https://doi.org/10.47134/webofscientist.v6i1.65>; Garcia L. Role-play in mediation training: Enhancing pragmatic competence of Spanish law students. *International Journal of Applied Linguistics*, 2018. N. 28(3), P. 401–418. <https://doi.org/10.1111/ijal.12201>; García M., Pérez L. Enhancing learner engagement in legal English through digital role-plays. *International Journal of English for Specific Purposes*, 2020. N. 27(2), P. 141–162.

moot court simulations, role-playing games, and discussions create conditions for practising legal terminology, argumentative speech, legal analysis, and coordination of actions in a professional context.

In the context of Legal English, interactive technologies also integrate modern information technologies (IT), online platforms, and digital resources that allow students to actively engage with learning materials in both asynchronous and synchronous learning modes³⁰. These include multimedia exercises, terminology flashcards (e.g., Quizlet), virtual simulations, online forum discussions, video materials, tests, and automated exercises that help expand vocabulary and practise language structures and responses in professional situations. These technologies enable students to integrate language learning into their daily activities, adapt, and apply their knowledge in various contexts, which is crucial for a lawyer's success in the international arena.

It is important to note that interactive technologies develop critical thinking, independence, and the ability to adapt language skills to new professional tasks, as they require students to actively reflect, analyse legal situations, and provide reasoned justification for their decisions. These skills are components of the professional competence of future lawyers and meet the requirements of modern legal education, which aims to train specialists capable of operating effectively in a global legal environment.

Regarding the contribution of Ukrainian scholars, Yu. Shevchenko's research focuses on intensifying the teaching of English for professional purposes to future lawyers, emphasising the role of innovative teaching methods and technologies, including interactive approaches as a means of improving the quality of professional language training³¹.

The works of O. Bykonnia and others reflect general approaches to teaching English for specific purposes (ESP), including Legal English³². The authors emphasise the creation of a professionally oriented learning

³⁰ Орел-Халік Ю., Антошок М. А., Єрмакова Н. М., Гембарук А. С., Худенко О. М. Інтерактивні технології у викладанні англійської мови студентам вищих навчальних закладів. *Перспективи та інновації науки. Педагогіка. Психологія. Медицина*. 2025. № 9. С. 733–741. [https://doi.org/10.52058/2786-4952-2025-9\(55\)-733-741](https://doi.org/10.52058/2786-4952-2025-9(55)-733-741).

³¹ Шевченко Ю.В. Інноваційні методи навчання Legal English у вищій школі. *Педагогічні науки*. 2021. Vol. 3, No.12. P. 45-53. URL: <https://scholar.google.com/citations?hl=ru&user=iT7hPCMAAAAJ> (дата звернення: 07.01.2026)

³² Bykonnia O. P., Borysenko I. V., Gruba T. L., Mosenkis I. L., Chytsiak D. O. Main Approaches of Business English Teaching to Future Lawyers: A Case Study of Ukrainian Higher Institutions. *International Journal of Learning, Teaching and Educational Research*. 2020. Vol. 19, No. 6, P. 49-60. URL: <https://www.ijlter.org/index.php/ijlter/article/view/2355> (дата звернення: 07.01.2026). Bykonnia O. P. The requirements of future lawyers' English phonetic and lexical competences // *Journal of Science. Lyon*. 2020. No.13. URL: https://www.lyon-science.com/wp-content/uploads/2020/11/Lyon_13.pdf (дата звернення: 07.01.2026)

environment that combines communicative and interactive methods, practical exercises and professional tasks to ensure the development of comprehensive language competence in future lawyers.

Synthesising the views of contemporary researchers, interactive Legal English teaching technologies should be considered as a set of procedures and methods that: provide modelling of real professional communication situations (role plays, moot court, simulations); stimulate professional socialisation and adaptation in the legal language environment; integrate digital and IT tools to support autonomous and collaborative learning; promote the development of cognitive skills, critical thinking and communication strategies that are fundamental to the legal profession.

Thus, interactive learning technologies serve not only as a means of improving the effectiveness of language training for law students but also as a component of developing professional readiness for real-life language challenges in professional practice.

2.3.2. The project method in teaching Legal English

As research has shown, the project method is one of the most effective approaches to teaching English for professional purposes to law students³³.

The project method involves students performing professionally oriented tasks that correspond to their professional interests and language proficiency, allowing them to engage in problem-solving. This method allows for the implementation of the following teaching principles: *personalised activity approach* – students become active participants in the process rather than passive consumers of knowledge; *problem-solving and cognitive approach* – students look for ways to solve real professional problems; *differentiated approach* – students work on projects according to their language proficiency and abilities.

Projects in Legal English teaching are classified according to various criteria:

1. **By dominant type of activity:** *information* – searching, analysing and systematising legal information, preparing annotations, abstracts and presentations; *research* – analyzing legislative acts, formulating hypotheses, preparing scientific and practical reports; *organisational and gaming* – participation in role-playing games, ‘Court Hearings’, ‘Legal Clinic’; *creative* – creation of detective stories, video clips, draft laws, poster presentations.

³³ Іванищина В.П., Шевченко Ю.В. Використання проєктів у навчанні майбутніх юристів іноземної мови за професійним спрямуванням // *Science and Education a New Dimension. Pedagogy and Psychology*. Budapest, 2014. Issue 19, С. 52-55. URL: https://eprints.cdu.edu.ua/632/1/seanewdim_ped_psy_i19_issue_19.pdf (дата звернення: 07.01.2026)

2. **By duration:** short-term, medium-term, long-term (up to 5 weeks), depending on the content and purpose of the project.

3. **By level of coordination:** open or closed coordination; the teacher sets the framework and provides methodological recommendations, but students are free to choose the topic and methods of implementation.

4. **By subject and content:** interdisciplinary projects that integrate knowledge from IM and specialised legal disciplines.

The project method consists of four main stages³⁴: 1. *Preparatory*: defining the project topic, goals, format of the final product, and forming a group. 2. *Executive*: gathering information, working with literature, online resources, interviews, analysing material, and presenting results. 3. *Presentation*: demonstrating project results in written or oral form, business games, or video presentations. 4. *Final*: evaluation and discussion of results, student self-reflection, and determination of the level of achievement of goals.

The use of project methodology allows: to increase student motivation by shifting the focus of learning from the teacher to the student; to develop all types of language activities (speaking, listening, reading, writing); to integrate knowledge from different fields to solve professional problems; promote the development of creative, research and organisational skills of future lawyers.

Thus, the combination of interactive technologies and the project method enables Legal English training to be brought as close as possible to real professional situations, effectively shaping the professionally oriented communicative competence of future lawyers.

CONCLUSIONS

The study provides grounds for drawing general conclusions regarding the theoretical and methodological foundations and the practical feasibility of using interactive technologies, in particular moot court, in the teaching of professional English to future lawyers.

1. Contemporary educational transformations caused by globalisation processes, Ukraine's integration into the European educational space and labour market requirements are driving the transition from a knowledge-based to a competence-based paradigm of education. In this context, the training of future lawyers should focus not only on acquiring language knowledge but also on developing professionally relevant competencies necessary for practical work in an international legal environment.

³⁴ Іванишина В.П., Шевченко Ю.В. Використання проєктів у навчанні майбутніх юристів іноземної мови за професійним спрямуванням // *Science and Education a New Dimension. Pedagogy and Psychology*. Budapest, 2014. Issue 19, C. 52-55. URL: https://eprints.cdu.edu.ua/632/1/seanewdim_ped_psy_ii9_issue_19.pdf (дата звернення: 07.01.2026)

2. The competency-based approach is defined as the methodological basis of modern foreign language teaching in higher education institutions. It ensures the integration of linguistic, professional, sociocultural, and personal components of training future specialists, promoting the development of critical thinking, autonomy, communicative activity, and the ability for continuous professional self-development.

3. The study found that ESP, in particular Legal English, is a key element in the professional training of lawyers. ESP programmes ensure the formation of foreign language professional competence by combining language training with a professional context, focusing on the needs of future professional activity, and using authentic materials and tasks.

4. It has been substantiated that the English-language professionally oriented communicative competence of a lawyer has a complex multi-component structure and includes linguistic, sociolinguistic, pragmatic (discursive), intercultural and strategic competences. Its formation is possible only with the systematic and purposeful use of interactive, activity-oriented teaching methods.

5. Interactive teaching techniques (role-playing, case studies, project work, and professional situation simulations) have been shown to improve the effectiveness of Legal English teaching significantly. They ensure an active role for students in the learning process, contributing to the development of professional thinking, argumentation skills, analysis of legal situations, and interpersonal interaction.

6. The study pays special attention to moot court as one of the most effective forms of interactive training for future lawyers. It has been established that simulating a court process in English creates conditions for the comprehensive development of language and professional skills, including the use of legal terminology, the construction of logically argued speech, adherence to professional etiquette norms, teamwork, and decision-making in simulated legal situations.

7. It has been found that managing the process of developing foreign language professional competence requires systematic pedagogical support, which includes diagnostic, design, organisational, motivational and assessment components. Effective management of the learning process ensures the adaptation of teaching methods and forms to the individual characteristics of students and the dynamics of their professional development.

8. The project method combined with interactive technologies, in particular moot court, promotes the integration of interdisciplinary knowledge, the development of research and creative skills, and the formation of sustained motivation to learn English as a tool for professional activity.

9. Overall, the results of the study confirm that the use of moot court in teaching ESP to future lawyers is pedagogically sound and methodologically appropriate. This approach not only enhances the level of proficiency in Legal English but also fosters students' professional readiness for real-world legal practice in the context of international communication.

Therefore, the introduction of interactive, professionally oriented teaching technologies, particularly moot court, is a crucial factor in modernising foreign language training for future lawyers and meets the current requirements of higher legal education in Ukraine and the European educational space.

SUMMARY

This section of the monograph analyses the theoretical and methodological foundations of teaching professional English to future lawyers in the context of contemporary educational transformations and European integration of the Ukrainian higher education system. It substantiates the feasibility of introducing a competence-based approach as a methodological basis for foreign language training of lawyers, ensuring the integration of language knowledge, professional skills, communication skills, and socio-cultural awareness.

Scientific approaches to understanding the English-language, professionally oriented communicative competence of a lawyer are summarised, and its structural components are identified: linguistic, sociolinguistic, pragmatic, intercultural, and strategic. It is emphasised that the effective formation of this competence is only possible when language training is combined with a professional context and the active involvement of students in modelling real professional situations.

Particular attention is paid to interactive teaching technologies in Legal English, including role-playing games, project-based learning, case studies, and simulation exercises. It has been proven that the use of moot court as a training model for court proceedings creates an effective educational environment for the development of professional thinking, argumentation skills, critical analysis of legal situations, and professional English-language communication.

It is concluded that the integration of interactive and professionally oriented teaching methods contributes to increasing student motivation, forming sustainable foreign language professional competence, and preparing future lawyers for successful work in the international legal space.

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Information about the authors:

Shevchenko Yuliia Viktorivna,

Senior Lecturer at the Foreign Philology Department, Chernihiv Polytechnic National University
95, Shevchenko str., Chernihiv, 14035, Ukraine

Bykonja Oksana Pavlivna,

Doctor of Pedagogical Sciences, Professor,
Professor of Foreign Languages,
Penitentiary Academy of Ukraine
34, Goncha str., Chernihiv, 14000, Ukraine