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## ROLE OF LISTENING COMPREHENSION IN FRAMEWORK OF AUTONOMOUS LEARNING

*В статті розглянуто значущість методу автономного навчання через удосконалення компетентності сприйняття на слух, якає базовою на першому курсі юридичного університету, спеціалізація «Міжнародне право» та «Міжнародні відносини». Аналітичний огляд свідчить, що зазначена вище компетентність є базовою для формування професійної міжкультурної компетенції, що в свою чергу є складовою загальних і спеціальних компетенцій. Ключові слова: автономне навчання, аудіювання, міжкультурна компетенція, компетентність.*

Today Universities face great challenges in developing and maintaining of appropriate professional programs for learning English, taking into consideration individual interests and levels, employers' demands and requirements, on the one hand, and on the other hand, such important aspect as time and effort consumption for a learner. Efforts should be aimed at creating professional multicultural competence, which can be defined as the process and outcome of the formation and improvement of professionally significant competencies that provide a future specialist with the opportunity to discharge professional duties effectively and to be an equal partner in a multicultural professional environment. Its formation requires the development and implementation of respective approaches and methods of teaching foreign languages. One of the ways to improve the formation of professional multicultural competence is mostly connected with self-training or autonomous learning as a constituent part of the course "English for professional purposes". Moreover, fewer English hours in the classroom curricula necessitate the development of autonomous learning tasks that would embrace all the components of multicultural professional competence, including communication competence and such competencies as adequate production and perception of information. Consequently, it requires the development of the number of competences as proficiency in new information technologies, critical thinking, and evaluation of the information received from different sources and its further application.

The analysis of domestic and foreign researches and publications shows that the elements of the professional multicultural competence are constantly under sharp focus of the academic realm. Joanna Shari Futransky [1], Christine C. M. Goh [2], Larry Vandergrift [2], S. G. Ter-Minasova [7], Nima Shakouri Masouleh [3], Razieh Bahraminezhad Jooneghani [3], Fang Xu [6], Jack C. Richards [4], Phyllis Wachob [5] and other researchers have devoted their works to the study of this issue.

The purpose of this article is to research the effectiveness of the autonomous learning method within the course «Foreign language (English. Levelling Course)» for the first-year students of «International Relations», Bachelor degree, Specialty «International Law», Yaroslav Mudryi National Law University. The object of the article is the professional communicative competence formed as the result of systematic autonomous fulfillment of definite tasks. The subject is the first-year students as autonomous learners.

Teaching English to the first-year students meets the aims of vocational training as it ensures the acquisition of knowledge and development of skills necessary for performing the tasks. The communicative competence is formed within the themes and communicative situations that arise in everyday life and relations among people. Students obtain the general idea of their professional activities and learn the basic notions and terms of International Law from the publications, periodicals, and news. We suppose that professional multicultural competence should be

formed within professional, social, and academic communicative patterns of the country the language of which is learned. It means that students learn how to interact and communicate using foreign language rather than plain memorizing of words, phrases and grammar rules. There is no sense to learn an isolated foreign word by creating a mechanical association with a corresponding translation into the native language. Since professional, social and academic communicative patterns of the country the language of which is learned are essential for both learning and teaching outcomes, foreign languageteachers must put the adequate foreign communication environment above any other consideration for developing and implementing from curricula, courses, and approaches to methods, techniques and tasks. This is the point which forms the basis of the case study of autonomous tasks' effectiveness for professional multicultural competence.

We agree that the specific competence is much dependent on the following: knowledge and understanding of principal features and key concepts and principles of the legal system including European and International dimension (covering institutions and procedures); understanding of political, social, economic, historical, personal and psychological phenomena (among others), considering them in the creation, interpretation, and application of Law; ability to read a range of complex material and to summarize their arguments accurately; ability to identify and work with principal aspects of supranational and foreign legal systems; ability to express oneself in a fluent technical language using precise, clear legal terms.

One of the course's goals is the improvement of listening skills, i.e. overall listening comprehension training. Listening comprehension is achieved through many perceptual acts that piece together all the perceived elements into a single thought. The perceptual acts allow instant recognition of phonetic, lexical, and grammar components of the speech. The acts comprise the identification of separate words, bringing them together into phrases (word-combinations), and defining their meanings. Listening comprehension training is realized by means of developing lexical and grammatical listening skills, phonemic and language feeling. Notably, however, the listening competence is not simply understanding of separate phrases, but rather a comprehension of live or broadcast speech perceived as an integrated piece of the information that requires distinguishing and determining some meaningful points or parts and establishing relations between them. The latter depends on the level of the listener's skill to comprehend the meaning of separate words or phrases which are key or sign ones for the information on the whole. That's why a student needs to learn and understand the algorithm of comprehension from the level of 'meaningful points' or\and keywords to 'sign phrases'. When succeeded at all these levels a listener can comprehend the general content of the piece of information perceived by ear.

Another important feature of listening comprehension is short-term memory or working memory, in particular working audile memory. The psychological description contains all the levels of the information perception by ear we presented above. It also brings us to the conclusion that good working audile memoryfacilitates processing information perceived by ear as an output of listening comprehension and eventually leads to the development of foreign language communicative competence. Listening comprehension requires both storage and processing proceeding from the level of meaningful units to the desirable outcome of comprehension of the piece of information as a whole.

The analysis of the linguistic competence level of the first-year students where each skill (reading, speaking, listening, and writing) have been assessed proves that there are considerable differences in levels of the skills, despite the students' high-grade points of the external independent assessment English tests. So, the central question that motivates this case study is what techniques of computer-aided autonomous learning will enable each basic competence skills to be improved to narrow the gap between the students' skills. Taking into account that the course is aimed at professional multicultural communicative competence as the product of interdisciplinary integration of the number of components: linguistic-cultural component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication); sociolinguistic component (linguistic characteristics of social strata, different generations, social groups, professions); socio-psychological component (interdisciplinary communicationconcentrated games including the role-playing); cultural component (information about the history and culture of the target language). As for vocational training of law students it is appropriate to implement the techniques based on the principle of interdisciplinary integration that emphasizes diverse learning experience, both virtual and physical, through a rigorous, flexible, and relevant curriculum. It also meets the goal of the student-centered approach as it provides opportunities for students to create and expand personal and professional learning networks; master different ways of working across subjects and disciplines; make connections between what is learned in different subjects and disciplines; identify the appropriate knowledge and skills needed to investigate a particular issue or problem; practice core literacy skills in context; make assessment activities, support and feedback a powerful integrated feature of learning. Therefore, it is necessary to create such communication situations for foreign language learners which make them solve extralinguistic tasks. That's why these tasks should contain information stimulating mental activity and critical thinking.

The analysis of the theoretical backgrounds of autonomous learning is aimed at the improvement of listening comprehension within professional foreign languagetraining. It proves the essential approaches to the teaching:

1. professional multicultural competence must be formed within professional, social and academic communicative patterns of the country the language of which is learned;
2. professional communicative competence as integrative part professional multicultural competence is essential specific competence required for Bachelors in “International Relations” branch of knowledge, “International Law” area of specialty;
3. listening comprehension competence is the ability to perceive live or broadcast speech as an integrated piece of the information and contributes to the development of foreign language communicative competence;
4. short-term memory considerably influences listening comprehension as it is responsible for the storage and processing of information.

In our opinion the most effective way to improve students’ skills and activate listening comprehension abilities is the implementation of students-oriented autonomous learning technique. It assists to remove the number of psychological and pedagogical obstacles for acquiring by students’ professional multicultural competence, as well as combines theory and practice that creates prerequisites for developing the generic professional competences relevant to professionalmulticultural communicative competence on the conscious base. It also promotes the specific competences where professional multicultural competence is the key component for lawyers specializing in International law and International Relations. The prospective motivation relates to the students’ awareness of the objective and tasks of the course in the whole and separate activities, in particular, as well as of practical use of professional multicultural competence for their future career. The activity motivationrelates cognitive activity as it boosts the students’ interest in performing educational tasks.

To sum up, if reasonably combined the approaches of computer-aided autonomous learning, learner-concentrated instruction and interdisciplinary training are the effective foreign language teaching tool for forming and developing professional intercultural competence at universities. On the one hand, it allows for saving in-class time where the course hours are limited and intended for the definite program objective and tasks. On the other hand, proceeding from the positive results of the ‘news presentation’ implemented it is evident that it gives the opportunity to optimize the teaching and learning process. It is necessary to conduct quantitative and qualitative research to establish an actual effect for balancing the inequality of linguistic competences. It is also not less important to determine to what extent the material obtained from online news sources must be learned and how it should be controlled and assessed; how information context and tasks based on the information should be complicated in order to update autonomous learning for developing professional multicultural competence.

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### **НЕДОТОРКАНИСТЬ ЖИТЛА ЧИ ІНШОГО ВОЛОДІННЯ ОСОБИ**

*У даній роботі розглянуто питання недоторканості житла чи іншого володіння особи. Ключові слова: недоторканість, житло, володіння, кримінальний процес.*

Недоторканність житла чи іншого володіння особи є однією з базових засад кримінального провадження. Принципи кримінального процесу містяться в Конституції України, Кримінальному процесуальному кодексі України та інших нормативно-правових актах (у тому числі і міжнародних, що складають частину національного законодавства України) у вигляді кримінально-процесуальних норм загального і визначального характеру, які відбивають найбільш істотні риси і властивості кримінального