INTEGRATIVE SEMANTIC MAP AS AN ILLUSTRATIVE AND SCHEMATIC BASIS FOR THE DEVELOPMENT OF A PROFESSIONALLY SIGNIFICANT ENGLISH-LANGUAGE THESAURUS OF THE THEMATIC FIELD "LAW"

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The authors of the article consider integrative semantic mapping as an illustrative and schematic basis for the law students' development of a professionally oriented English-language thesaurus of the topical field "Law". The aim of the research is to study further development of professional and communicative English-language competence which allows ensuring the implementation of pragmatic and professional communicative tasks in simulated situations of entering into legal relationship by the students.

Methodology. *The methodological framework for the research is the cognitive and generalizing methods, such as the theoretical analysis of research works in linguodidactics, pedagogy, cognitive linguistics, and the prognostic methods. The research material was an educational and methodological complex on the discipline "Legal English", used as part of the Bachelor's degree program 40.03.01 "Jurisprudence".*

Results. *The paper analyzes an algorithm for the development of abilities and skills of linguo-cognitive processing of professionally significative highly legal English texts of a static nature (for intermediate and upper-intermediate students), and English-language videos of a dynamic nature of the genre "courtroom drama" (for advanced and proficient students) using integrative semantic maps. Analyzing their application features allows us to emphasize their main function, which consists in optimizing the development of information about the law enforcement and legal proceedings in English-speaking countries, necessary for the*

effective intercultural communication of future practitioners in various branches of law.

__Conclusion.__ Forming and developing the English-language thesaurus of a professional lawyer is one of important areas of modern linguodidactics. It has been proved that the optimization of this process has become possible thanks to the use of new learning technologies, in particular, integrative semantic mapping as a tool for verbalization of acquired knowledge, which allows consciously applying cognitively mastered information, competently verbalizing it in intercultural professional communication, preventing and eliminating possible communication failures.

__Keywords:__ professionally significant foreign language thesaurus; intercultural competence; semantic mapping method; mental map; language education; integrative semantic map

ИНТЕГРАТИВНАЯ СЕМАНТИЧЕСКАЯ КАРТА КАК ИЛЛЮСТРАТИВНО-СХЕМАТИЧЕСКАЯ ОСНОВА РАЗВИТИЯ ПРОФЕССИОНАЛЬНО ЗНАЧИМОГО АНГЛОЯЗЫЧНОГО ТЕЗАУРУСА ТЕМАТИЧЕСКОГО ПОЛЯ "LAW"

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В статье рассматривается семантическая карта интегративного типа как иллюстративно-схематическая основа развития у студентов юридических специальностей профессионально ориентированного англоязычного тезауруса тематического поля "Law". Целью исследования является разработка алгоритма формирования профессиональной межкультурной компетенции обучаемых на базе разработанного комплекса коммуникативно-ориентированных лексико-грамматических и дискуссионных заданий с привлечением интегративной ментальной карты, позволяющей им обеспечить выполнение прагматических и профессиональных коммуникативных задач в моделируемых ситуациях вступления в правовые отношения.

***Методология.** Методологической основой исследования являются когнитивные и обобщающие методы, такие как теоретический анализ исследовательских работ в области лингводидактики, педагогики, когнитивной лингвистики, а также прогностические методы. Материалом исследования послужил учебно-методический комплекс по дисциплине "Английский язык в сфере юриспруденции", используемый в рамках программы бакалавриата 40.03.01 "Юриспруденция".*

***Результаты.** В статье анализируется алгоритм развития умений и навыков лингвокогнитивной обработки англоязычных юридических текстов статического характера (для студентов уровней intermediate и upper-intermediate) и англоязычных видеороликов динамического характера жанра "Courtroom Drama" (для студентов уровня Advanced) с использованием интегративных семантических карт. Анализ особенностей их применения позволяет подчеркнуть их основную функцию, которая заключается в оптимизации освоения информации о правоприменении и судопроизводстве в англоязычных странах, необходимой для эффективной межкультурной коммуникации будущих практиков различных отраслей права.*

***Вывод.** Формирование и развитие англоязычного тезауруса профессионального юриста является одним из важных направлений современной лингводидактики. Доказано, что оптимизация этого процесса стала возможной благодаря использованию новых технологий обучения, в частности, интегративного семантического картирования как инструмента вербализации полученных знаний, позволяющего осознанно применять когнитивно усвоенную информацию, грамотно вербализовать ее в межкультурном профессиональном общении, предотвращая и устраняя возможные коммуникативные сбои.*

***Ключевые слова:** иноязычный профессионально-значимый тезаурус; межкультурная компетенция; метод семантического картирования; ментальная карта; лингводидактика; интегративная семантическая карта*

Teaching a foreign language to university law students ideally implies an unmistakable and abundant verbalization of accumulated professional knowledge in a foreign legal discourse, improving the skills of implementing a professionally oriented thesaurus at the communicative level which necessitates the development of effective methodological techniques and a set of exercises and tasks that contribute to the effective linguo-cognitive processing of professionally significant foreign language information [2].

Such a final language education goal can be achieved through the use of the semantic mapping method, and, in particular, integrative semantic maps as a tool for verbalizing knowledge acquired, which allows us to consciously apply information cognitively mastered, correctly verbalize it in intercultural professional interaction, and avoid possible communicative errors [7]. Using integrative semantic maps is based on the unity of linguo-cognitive skills and abilities, shown in associative and logical spoken chains, allowing you to build detailed foreign language utterances within the framework of legal discourse [6]. The construction of integrative maps as heuristic linguo-cognitive aids presupposes the acquisition of high-level intercultural professional competence.

At the final classes summarizing the development of the topic "Law", students are invited to describe the procedure for the execution of punishment in the UK and / or the USA; the manifestation of a wide variety of creative abilities of students is encouraged, up to the use of infographics and the utmost detail of the illustrated concepts, phenomena and events that fill the conceptual space of foreign cultural legal proceedings [12].

The language education technology of using semantic maps at this level of formation of a professionally significant foreign cultural thesaurus is implemented in two ways:

1) through the presentation of the original text describing the entire structure of the proceedings and the meting out punishment;

2) audiovisually, through the demonstration of a video (courtroom drama genre), after the familiarization with which the students conduct a presentation of the events of the film using mental maps [15].

The first method is appropriate for working with intermediate and upper-intermediate level students; the second one is for advanced and proficient level students.

The integrative type of semantic map is most effective for elaborating jurists' interactive activities in the discussion form, which, in turn, is organized by the teacher in stages [2].

The first stage: the primary mastery of stereotypical speech forms – *metacommunication means* used for expressing a communication intent according to the conversational traditions of people of a foreign linguistic culture. Metacommunication tools are large in number and used: at the start of the discussion, the topical discourse history, to have an effect on the partner, and at the end of communication. The conversation is interspersed with metacommunication tools (language means of rapport), so the students should practice such language elements until they become automatic [4]. These in language education usually include:

- the regulation of the discussion (Let's get started… Please be moving on to...; We are pressed for time.);
- the arrangement of utterance (I'd like to make some points… Summing up...;);
- the voice of confidence (I'm quite sure that...I'm absolutely certain that...);
- the softening of categoricality and the expression of uncertainty (I would have thought... I dare say...);
- the relationship between supporting points (Moreover … And furthermore...);
- holding up with the interlocutor from full to partial (I agree to the point, but…; I guess it is a whiz!)
- the contradiction with the interlocutor, taking into account different degrees of categoricality (I am opposed to...I couldn't agree more...) [9].

Metacommunication tools message and describe the speaker's next speech action, express his assessment and thereby enable communicants to manage information exchange and speech interaction. This level can be defined as metacommunication, i.e., the level where it is possible to

automate the decodification of discussion phases and essential intents of the communicants through language activities for teaching how to use the structural arrangement of discussion and metacommunication tools, as well as to activate those which signal communication intents [5].

This training stage consists of the following language activities:

1. Skim the document and write down words signaling the author's intents.

2. Identify which of the proposed expressions you will use to show that you understand, surprise, express doubt, and agree.

3. Fill in the gaps with these expressions.

4. Offer your opinion using a speech combination: Additionally ... I consider that... Nevertheless ... No doubt I can be mistaken, but I guess that... For the most part...

The aim of forming discussion skills in the linguo-cognitive processing of a specified text is to provoke the students' interest in the topic and egg them on to argumentative discourse [3]. The teaching method complex offers this kind of activities, stimulating a discussion, for example:

5. Discuss with your groupmate the criminalization problem both in civilized and non-civilized countries.

6. Make comments on the following argument: "Jury's verdict is the only way to obtain justice".

7. Do you agree with the following argument: "The death sentence infringes fundamental democratic principles".

As we can see, even at this conditionally communicative stage, the students do exercises that help forward to achieve the skills of combining various verbal actions as part of a debating communicative act. As the communicative act is a verbal exchange, combination activities are advisable to do in groups of two or three, where students are encouraged to build their speech according to the specified discussion link [8]:

St.1: "My guess is ..." St.2: "Are you sure of ...?"

St.1: "Rather!"

Here are the examples of activities for combining verbal actions:

1. When offered a proposition, the students must respond to it accepting it or turning it down in a number of ways: turn it down completely,

turn it down with a proviso, turn it down and offer a compromise, show full support, show support with a proviso.

2. Having received an invitation to speak, the students involved must either express agreement and start communicating, or express disagreement by giving the reasons why, or put forward a new suggestion in case of disagreement.

The integrative semantic map at this stage can be used as an algorithm for implementing metacommunication tools during the discussion. For example, when discussing the concept of hung jury (a jury whose activities have not achieved their result, and new hearings are scheduled in a criminal case), students are asked to draw up a semantic map of the role-playing game "How Jury Works", during which they must develop such a course of discussion of the case being considered in court, in which all those performing the roles of the jury members (jurors), would have a different vision of the accused person's guilt. The card of each participant should contain, firstly, the steps of argumentation of their own position, and secondly, a certain set of metacommunication tools.

The second stage is teaching proper discussion skills and abilities as *communicative acts* reflecting speech *interaction*. A communicative act is understood as a set of speech acts performed by communicants towards each other, the exchange of speech actions [1].

The analysis of speech interaction during the discussion allows us to identify the most frequent communicative acts that we include in the content of teaching discussion skills based on semantic mapping:

1) phatic; 2) information; 3) emotional-value; 4) organization; 5) regulatory [13].

To successfully conduct a discussion, trainees must have a good understanding of the structural organization of the discussion and be able to identify its stages: 1) the beginning of the discussion; 2) the main presentation; 3) discussion; 4) summing up; 5) the end of the discussion. Developing the ability of foreign language interaction and, in particular, the ability to conduct a discussion in a foreign language, one should rely on the communicative act as the main element of the formation of foreign language interaction skills.

Following A.V. Shchekoldina, we believe it is necessary to teach students to correlate the stages of communicative interaction (discussion) with the types of communicative acts that vary at different stages of the discussion [9].

Discussion stages and communication acts

Discussion stage	*Communication act*
The beginning of the discussion	Phatic (establishing and extending contacts), regulatory (regulating the actions of communication partners)
Main speaking	Regulatory (regulation of the actions of communication partners), informational (communicating of information and actions with it: the structure of information, its style and register)
Discussion	Emotional-evaluative (evaluation and commenting on information), organizational (organization of speech – verbalization of intentions and achievement of understanding), regulatory (regulation of actions of communication partners)
Summing up the results	Organizational (organizing speech and achieving understanding), regulatory (regulating the actions of communication partners).
End of discussion	Phatic (disconnection of contacts), regulatory (regulation of the actions of communication partners)

The students should be able to correctly identify the type of the communicative act and combine various speech actions in it so they need get acquainted with the most typical combinations of speech actions as part of the communicative acts of the discussion:

1. To ask for initial contribution	To agree + to present initial information To disagree + to give reasons To disagree + to make a proposal
2. To give an opinion	To agree entirely To agree with some reservations To agree + to add an argument to support the opinion
3. To give an opinion	To disagree neutrally To disagree in a strong way To disagree tentatively To disagree + to give reasons To disagree + to give an opinion To express reservations
4. To ask for an opinion	To give an opinion To give an opinion + explain the point of view To give an opinion + give some evidence to support his it To support the previous point of view

5. To interrupt	To stop interrupting tentatively
	To stop interrupting in a strong way
	To stop interrupting in a neutral way
6. To make a proposal	To make a tentative proposal
	To support fully
	To support + to explain the point of view
	To reject neutrally
	To reject in a strong way
	To reject + to explain negative consequences
	To reject + to offer a new proposal
	To justify a rejection with an explanation
7. To give an argument	To give a counterargument
	To give a counterargument + + to give reasons
	To give a counterargument + + to warn of negative consequences

An example of exercises for combining speech actions within a communicative act can be those in which the students learn to respond to a statement, a proposal, a point of view of an interaction partner in different ways.

1. Make a compelling argument to prove one of the statements given below. Ask your groupmates to express agreement or disagreement in different ways: to agree totally; to agree to a degree; to disagree neutrally, strongly, tentatively.

2. Make a proposal to your groupmates to reject or support one of the statements given below in different ways: reject totally; reject, but...; reject and offer a compromise; support entirely; support, but...

Another type is an exercise to form the ability to combine arguments and counterarguments within one communicative act:

The topic of your discussion is the use of the death penalty in some of US-courts. Give arguments and counterarguments on this subject by means of the phrases given below.

Building up an argument	**Presenting a counterargument**
For a start.../ First of all...	Still...
And what is more.../and that's not all...	At the same time...
And don't forget either that.../Of course, another consideration must be...	However ... On the other hand ...
And finally, you've got to bear in mind that...	If you look at it from another angle...

The students practice in the use of metacommunication tools for the implementation of discussion intentions and their use according to the communication register:

Decide how these phrases are used to reply to proposals and put them in the appropriate box.

1. Yes, I'm in favor of that.	Accepting
2. I'm sorry but I'm not very happy about that.	
3. I see what you want to do but...	Accepting reluctantly
4. I can't go along with that...	
5. That's got to be the best solution.	
6. I've got a few reservations about that because...	Raising objections
7. That's a good idea	
8. We have no alternative.	Rejecting

- I'm afraid that might not be feasible because...
- There doesn't seem to be much choice.

9. I suppose that's our only option.

Look at these phrases and decide how strongly the speaker is asserting his or her view. Put them in the appropriate box.

1. I think...	Weak
2 I don't think...	
3. I'm quite certain that...	
4. I would have thought...	Medium
5. I don't doubt that...	
6. I believe...	
7. I feel sure that...	
8. My impression is that...	Strong

- As I see it...
- It seems to me that...
- It strikes me that...

Compare your own opinion of one of the following topics below with your groupmates' points of view.

Example

My sense is that that the death penalty is inhuman and it violates US people's basic rights. Sentences of death must be abolished in all civilized states of the world! What is your take on that?

Drawing up integrative semantic maps in developing discussion skills and abilities is effective, since it provides meaningful focus and ordering, communicative organization of participants in the discussion. The speeches of law students generating ideas in accordance with the debated legal topic are structured according to the method of semantic mapping, presented in an integrative map, in which, firstly, the speech itself is constructed (the main thesis, argumentation on points, theses, possibly capable of provoking a counterargument of the audience and opponents); secondly, the stages of the discussion are displayed (beginning, progress, completion, summing up, introspection of the discussion activity of the entire group of students); thirdly, the necessary stock of metacommunication tools is reflected; fourth, there is a block of purely linguistic means – law enforcement vocabulary from the corresponding section of a professionally significant English thesaurus [10].

For the advanced level, we have developed an audiovisual system for improving intercultural professional competence by means of enlarging the professionally oriented thesaurus formed. The film "The Devil's Advocate", shot in the genre of judicial drama, was chosen for cognitive processing. Its main feature serving the purpose of developing the students' cross-cultural competence in the US law procedure based on the legal thesaurus formed, is plenty of American litigation realities which are possible to algorithmize, since the trials shown in the movie can be framed by way of integrative semantic maps, then used to reinforce and develop linguistic performance [11].

The students were offered tasks and the guidance paper that facilitate the understanding of the film as a whole and allow them to complete these tasks in several stages.

Task I. Give Russian equivalents for the movie's active terms.

Task 2. Look through the previewing questions to gain greater insight into the plot of the movie.

Task 3. Generate an integrative mind map of the courtroom scenes.

Task 4. Discuss the event sequencing given on your mind maps applying your active vocabulary.

The integrative semantic maps developed by the students based on the episodes of court sessions, as the final test had shown, contributed to almost 90% memorization of the film's vocabulary, and the subsequent test for unprepared speech in the framework of a group discussion confirmed the relatively free reproducibility in the speech of the students of the conversational models that had sounded in the dialogues of the film's characters.

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