

Der wichtigste Bereich im Gesicht sind die Augen. Sie vermitteln und erkennen gleichzeitig mimische Ausdrücke während einer Interaktion. Erst durch Blickkontakt kann Kommunikation hergestellt werden.

Körpersprache in der Rhetorik

In der Rhetorik versteht man unter dem Begriff „Körpersprache“ nahezu Gleiches, mit einem feinen Unterschied: zwischen der Aussprache des Redners (pronuntiatio) und den wortbegleitenden Handlungsweisen (die actio) wird unterschieden. Außerdem kommt noch der Raum dazu (ebenfalls nactio“).

Die Aussprache des Redners (pronuntiatio)

- Sprache
- Sprechgeschwindigkeit
- Lautstärke
- Aussprache

Die Körperbewegungen des Redners (actio)

- Haltung
- Miene: Gesichtsausdruck dem Inhalt angepasst?
- Gestik: den Händen Redeinhalte unterstrichen?
- Blickkontakt mit den Zuhörern gehalten?
- Bewegung im Raum:
sitzen stehen umherlaufen

- Vorzeigen von Indizien (Zeugen Vorführung, Zeichnungen, Requisiten)

Zur „Körpersprache“ gehört auch der Raum, da dies einen direkten Einfluss auf das Verhalten des Redners hat:

- Größe des Raumes
- Mikrofon
- Tafel
- Tageslichtprojektor mit angeschlossenem Beamer

Literaturverzeichnis

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DEVELOPMENT LANGUAGE SKILLS IN LEGAL DISCOURSE

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The contemporary European and world tendencies have greatly changed the learning needs of law students and requirements for the teaching process, set challenging tasks in terms of students' greater mobility, more effective international communication, better access to information and deeper mutual

understanding. One of the aims of learning English for students mastering law is to develop general and professionally-oriented communicative language competences (linguistic, sociolinguistic, and pragmatic) to enable them to communicate efficiently in their academic and professional environment, develop the proficiency level which will facilitate their academic and professional success, enable graduates to function competently in a professional and academic context, provide them with opportunities of long-life learning.

Students mastering law are supposed to develop their communicative skills in legal discourse. Legal discourse is understood as a specialized area of communication that includes: 1) employees' activities in a legal advice office (lawyer – client); 2) questioning witnesses; 3) legal documents (contracts, laws, legal reports, court decisions).

Speaking about law students focus should be put on training them for academic and professional networking in our country and abroad, using English as a means of communication as well as participating in international organizations events, court sittings, running international legal projects. Therefore they have to learn how to work with specialized legal and educational materials in English, such as university professors' lectures on law, professional articles, documents of international organizations etc. suitable for their successful learning.

Law students are expected to read a lot and to be able to read effectively either in their native language and when they study or communicate in English. Reading now means obtaining information, ideas and opinions, with a large degree of independence, from a range of sources, understanding terminology and abbreviations, and using reference sources selectively; identifying the content and relevance of new items, articles, reports; doing an information search in Internet; finding information in library catalogues; understanding articles and reports concerned with contemporary issues; understanding essential meaning of correspondence; understanding complex instructions and regulations [1; 88].

Now students have wide access to authentic texts related to law and legal problems from legal textbooks, research journals, statutory instruments, state regulations, contracts, agreements and treaties, and web-based sources on law that means the amount of different sources to be read and applied is rapidly growing.

Flexibility in reading and gathering information, the ability to cope with numerous reading materials include flexibility in speed as well as comprehension. People read textbooks and complicated documents such as legal documents at the slowest speed. The reader studies the materials carefully in order not to miss a single point. Law students and professional lawyers can work with legal materials at study speed to understand every part of them. "Read these materials" does not mean: "Learn them" but rather "Have an idea as to the content of this material because it will be discussed in class next week." The reading process should be highly organized. Developing the skill of reading requires attention to the following aspects: specific reading skills, vocabulary development, class discussions to solidify the ideas derived from the materials which have been read. Peter Master's idea of the specific reading skills includes speed reading and its

subsets skimming, scanning, analyzing paragraph layout and cohesion, and analyzing complex sentences [3: 42].

Students can be shown that it increases their reading speed and can work by means of reading exercises in which the students are given a very short time to determine the “sense” of a passage, reading the title and the topic sentence (usually at the beginning of the text or occasionally at the end), and then skimming for key words. Scanning can be developed by timed reading exercises with the goal of finding specified information: date of some events, names, amount rather than a general apprehension of the text. Through speed reading students can obtain general or detailed information, these skills can be applied to find necessary information and items; to see if a newspaper article worth reading; to get a sense of how well a company is doing from an annual report; to find law-related information using library catalogues, reference books and dictionaries, Internet.

Paragraph cohesion, both within and among the paragraph, is brought about by “key phrasing” that is restatement of a subject in a later sentence or paragraph in one of three ways: 1) direct restatement; 2) partial restatement, often with this or such; restatement in an altered form. The analysis of cohesion is linked to vocabulary development in that it requires knowledge of the meaning. There is an important question: what words in the text are vital to understand in order to read the text critically?

Reading skills development includes a lot of learning-by-doing activities, which help students extract meaning from texts by using note-taking skills, following the sequence of ideas, solving problems set up in the texts. A vital aspect of learning by doing goes beyond reading itself for it moves into peer discussion activities. The talking which follows reading is an important part of both language learning and content learning in legal discourse. Students need to be shown that they already have the skills necessary to read and communicate effectively. They just need some encouragement and a lot of practice.

References

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