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correct students' mistakes very often while they are speaking. Correcting mistakes should not distract students from their speaking. The teacher should stimulate and encourage students to speak as much as possible and see whether they need teacher's help while they work in small groups. It is better to provide vocabulary beforehand that students need in speaking activities. The teacher should diagnose problems faced by students who have difficulty in expressing themselves and provide more opportunities to practice the spoken language.

Conclusion. One of the main tasks of the teacher is to form in students such communication skills as understanding and creating foreign language statements in accordance with a specific communication situation, speech task and communicative intention. Speaking tasks are for them a "rehearsal", an opportunity to practice life conversational situations in class. Doing these tasks, students try to use all or some of the language tools they have learned. Finally, the more students have the opportunity to activate various elements of the language they have accumulated during their studies, the more likely they are to learn to use these elements automatically. This means that they will be able to easily use these phrases used in class, in life situations.

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CONTINUING EDUCATION THROUGH ITS HISTORICAL PRISM

Key words: continuous education, lifelong learning, vocational education, innovative approach.

Introduction. The concept of "continuing education" was first presented at the UNESCO Forum in 1965 by the eminent theorist P. Lengrand and caused a significant theoretical and practical resonance. His proposed interpretation of continuing education embodies a humanistic idea, namely: the center puts all the educational principles of a human being, who should create conditions for the full development of his/her abilities throughout life. The impetus for the creation of the theory of continuing education was the global concept of "unity of the world",

according to which all structural parts of human civilization are interconnected and interdependent. In this case, person is the main value and the turning point of all processes occurring in the world.

Methodology. Before we begin to consider continuing education through its historical prism, we must first understand the very concept of “continuing education”. Thus, continuing education is a set of means, methods and forms of obtaining, deepening and expanding general education, professional competence, culture, upbringing, civic and moral maturity. In addition to the above definition, in some literature there is also such concept as “lifelong learning” (Courland, 2012).

Results and discussion. The basis for the theoretical and then practical development of the concept of continuing education was the study of R. Dave, who identified 25 features that characterize continuing education. Dave's features include the following principles: education coverage of human life; understanding of the educational system as a whole, which includes preschool education, basic, sequential, repeated, parallel education, which unites and integrates all its levels and forms; inclusion in the education system, in addition to educational institutions and centers for training, formal, non-formal and non-institutional forms of education; horizontal integration: home – neighbors – local social sphere – society – world of work – mass media – recreational, cultural, religious organizations, etc.; connection between the subjects studied; the relationship between various aspects of human development (physical, moral, intellectual, etc.) at different stages of life; vertical integration: connection between separate stages of education – preschool, school, post-school; between different levels and subjects at different stages; between different social roles that are realized by a person at different stages of life; between different qualities of human development; universality and democracy of education; the possibility of creating alternative structures for education; consistency of general and vocational education; emphasis on self-government; emphasis on self-education, self-esteem; individualization of training; education of different generations (in the family, society); expansion of worldview; flexibility and diversity of content, tools and methods, time and place of study; dynamic approach to knowledge - the ability to assimilate new advances in science; improving the ability to learn; stimulating motivation to learn; creating appropriate conditions and “atmosphere” for learning; implementation of creative and innovative approaches; facilitating the change of social roles in different periods of life; knowledge and development of own value system; support and improvement of the quality of individual and collective life through personal, social and professional development; development of a society that should educate and teach; to study in order to “become someone”; systemic principles for the whole educational process (Faure, Herrera, Kaddoura, E. F. A. R., 1982).

Speaking of the historical excursion of continuing education, we can divide it into so-called four periods. The first period is a statement-identification period, which flourished in the mid-60s – early 70s of the twentieth century. Here we should talk about the emergence of the publication of continuing education as a problem of adult education, which arose due to the inability of the then education system to meet the needs of the individual. The leading function of continuing education at this stage was compensatory, which was aimed at eliminating gaps, filling gaps or updating

knowledge in accordance with the requirements of the profession. It was during this period that attempts were made to realize the theoretical and practical significance of continuing education. The second period is the methodological period. It belongs to the 70's of the twentieth century. It is characterized by the development of methodological principles of continuing education. Thus, in 1972, under the auspices of UNESCO, a report by E. Faure was published, which set out theses on the role of self-education, comprehensive personal development and vertical and horizontal adult education. The third period is a period of theoretical expansion, which manifested itself in the consistent implementation of the concept of continuity in all areas of education, the development of new curricula, forms and methods of teaching aimed at implementing the objectives of continuing education. The third period falls on the late 70's early 80's of the twentieth century. The last, fourth period is activity-value. During this period, the emphasis on practice is growing – the orientation of continuing education, the active implementation of its leading ideas in all spheres of life. It occurs in the late 80's of the twentieth century and continues to this day (Lukyanova, 2015).

The above theoretical provisions formed the basis for the reform of national education systems in the world, namely in the United States, Japan, Germany, Great Britain, Canada, Eastern Europe and the “third world”. Unfortunately, lifelong learning in Ukraine is in its infancy. Lifelong learning is at the forefront of global educational processes – it is dictated by the basic trends of modern human development. Therefore, it is extremely important for Ukraine to take effective measures in the near future to overcome the gap in this area.

Conclusion. The concept of non-formal adult education partly coincides with such concepts as “additional” and “continuing” education. However, it is non-formal education, like no other, that directly reflects and satisfies the personal needs and demands of the individual, thus mobilizing his natural ability to self-improvement, to spiritual inner growth. Thus, the creation of a system of non-formal education can provide conditions for self-realization of each individual, moral improvement by providing ample opportunities in choosing the direction and forms of educational activities, both in the professional sphere and in various fields of leisure. There is a need to develop theoretically sound, practically significant and convincing conceptual approaches to the organization of the system of continuing education in Ukraine. One of the most significant problems in the formation of the system of continuing education is overcoming the stereotype of attitude to non-formal education as little important and insignificant. Lack of understanding of the specifics of non-formal education and its social potential (compared to traditional school or higher education) is caused by insufficient attention to the study of adult education. It is necessary to analyze the activities of the existing sphere of non-traditional types and forms of adult education in the country. This will reveal the specifics of informal cognitive and educational activities of different contingents of adults, motivational features and mechanisms of self-organization of this activity (Karpenko, 2019).

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MONOLOGUE SPEAKING FOR LAW STUDENTS

Key words: communicative skills, speaking, monologue-description, motivation, law.

Introduction. Speaking skills are important everywhere, no matter the situation. This is especially important for future lawyers; they should be able to present their thoughts logically during speeches in court or even on the stages of conferences and summits. At the same time, there has been an increase in competition in the legal services market recently, and more and more companies put forward knowledge of the English language as the main requirement for candidates. That is why, in addition to special vocabulary and grammar, in English classes, law students develop conversational skills. Subsequently, it helps in negotiations, to defend the interests of the company in courts (including international ones), read professional literature and communicate with foreign colleagues.

Teaching communication in English is associated with the formation of students' communicative competence. Communicative competence is a person's ability to communicate in one or all types of speech activity, which is a special quality of a real person acquired in the process of natural communication or specially organized training (Bocharnikova, 2009, p. 55).

Among all types of speech activity in teaching English in a communicative context, a special role is assigned to speaking. For this, communication exercises are used where a quick reaction is required from students when solving problems.

A large number of the researchers, such as N.K. Sklyarenko, O. B. Tarnopolsky, G.V. Turchynova and others study the problem of compiling a system of exercises for teaching professional monologue and dialogic speech to students of non-language specialties.

The purpose of this study is to determine the specifics of English monologue in the legal field.

Methods. The research methods such as the analysis of works on the methods of teaching foreign languages, observation of students' activities in the classroom, synthesis of research results have been used in the work.

Results and discussion. Analysis of the methodological literature on this problem allowed us to determine the requirements for exercises. Thus, the exercise