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**ABOUT PROFESSIONALLY ORIENTED FOREIGN LANGUAGE RECEPTIVE
LEXICAL COMPETENCE OF LAW STUDENTS**

In December 2022 and January 2023, the Kyiv International Institute of Sociology conducted a survey of subjective assessment of foreign language proficiency in Ukraine. 61% of respondents (18+) claimed that they did not need to know a foreign language for their professional activities. At the same time, 51% of them believed that they had some knowledge of English [2].

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On June 28, 2023, the president of Ukraine submitted a draft law on the status of English as a language of international communication in Ukraine to the Verkhovna Rada for consideration. The presidential draft law envisages obliging civil servants of categories A, B and C, heads of local state administrations and their deputies, military officers, middle and senior police officers, prosecutors, tax officials, customs officers, border guards and emergency services workers to master English at the B1-B2 level. English should also become compulsory for the entire education sector. Taking this into account, teaching a foreign language to law students and law enforcement students is an important task, since mastering the professional terminology system and acquiring the ability to use highly specialized English vocabulary is becoming more and more relevant in the context of world globalization and Ukraine's integration into the European Union.

Language as a code (system of linguistic means) consists of three types of linguistic resources: lexicon, grammar and phonology. Lexicon (vocabulary) is divided into productive and receptive. The stock of words in the receptive vocabulary quantitatively exceeds the volume of the productive lexicon of speakers of both native and foreign languages. Estimates made by scholars on the material of the English language show that the receptive vocabulary of people with a university education covers from 100 to 200 thousand lexical units. A productive lexicon of 3 thousand lexical units ensures successful informal communication, while a receptive lexicon of up to 10 thousand lexical units allows the reader to understand only elementary texts.

A person's receptive vocabulary includes all the words that a person recognizes and understands upon hearing or reading them. In contrast, a person's productive vocabulary contains words that a person can reproduce. Words can be understood to varying degrees, so not all words in the productive or receptive vocabulary can be understood at the same level. Generally speaking, a person can recognize and understand more words than they can reproduce because contextual clues or similarities to other words can make an unfamiliar word understandable. Although both reading and listening are parts of perception, the size of the receptive vocabulary in these two categories may differ slightly.

The components of foreign language lexical competence are foreign language lexical skills, knowledge and lexical awareness. Receptive lexical skill is an automated perception and understanding of lexical units in oral and written form, namely: recognition and differentiation of oral and written forms of lexical units; correlation with the corresponding object or phenomenon; reasonable guess about the meaning of lexical units. Solomko Z.K. [1] defines professionally oriented receptive lexical competence as the ability and readiness of an individual, based on lexical knowledge, receptive lexical skills and language awareness, to adequately recognize, correlate and understand lexical units in reading and listening at the level of words, phrases, sentences and texts, taking into account the linguistic, socio-cultural and terminological features of professional vocabulary, in accordance with the intention of the statement, the communicative situation, styles and genres of professional foreign language speech, as well as to ensure the maintenance of the functioning of the formed receptive lexical skills at the required level and to carry out constant self-control and reflection of their own activities.

The formation of professionally oriented receptive lexical competence is based on the study of authentic professional texts and exercises for them. Due to the limited number of practical English classes, the learning process often shifts to students' independent work. A modern student often perceives the learning process through a close connection with the latest technologies. That is why, in order to improve professionally oriented foreign language receptive lexical competence, it is advisable to recommend that students take distance professional courses in English on a special educational platform for lawyers within the framework of the Council of Europe's HELP (Human Rights Education for Legal Professionals) Program as independent work. The HELP program is aimed specifically at providing high-quality and individualized learning tools for all European lawyers. The HELP website (<http://www.helpcoe.org>) is open and accessible to all interested users. It offers free self-study and distance learning on the ECHR standards in several foreign languages. Upon completion of the courses, students receive a certificate.

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