С. Кордер (1973) на основі спостережень виділяв три різні стадії інтермови [1]. Перша – це стадія випадкових помилок – досистемна, коли учень лише нечітко усвідомлює їх наявність та певний систематичний порядок. На другій стадії, міжмовного спілкування учень стає послідовнішим у мовному продукуванні, починає засвоювати певні правила. Проте ця стадія характеризується тим, що учень ще не може виправити помилки, навіть, коли на них вказує хтось інший. Третя стадія – це справді систематичний етап, на якому учень може проявляти більшу послідовність у продукуванні цільової мови. Хоча ці правила в голові учня ще не всі добре сформовані, проте вони більше наближаються до системи цільової мови. На цьому етапі учні можуть виправляти свої помилки, коли їм на них вказують навіть дуже тонко.

Останню стадію інтермови називають стадією стабілізації в розвитку, її виокремлює Г.Д. Браун (Brown, 1987). За С. Кордером (1973) це називається постсистематичною стадією. Тут учень має відносно мало помилок і засвоїв їх настільки, що плавність мовлення не є проблематичною. Отже, четвертий етап характеризується здатністю учня до самовиправлення. Система достатньо повна, щоб можна було звернути увагу на ті кілька помилок, які виникають, і виправити їх, не чекаючи коментарів від когось іншого.

Інтермова є надзвичайно важливим етапом у вивченні іноземної мови, що відображає прогрес учня в опануванні цільової мови. Розуміння цієї концепції допомагає викладачам розпізнавати системний характер мовних помилок і краще підтримувати учнів у їхньому поступі до вільного володіння мовою.

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STRATEGIES AND PRINCIPLES FOR SYLLABLE DESIGN IN PROFESSIONAL TRANSLATORS' TRAINING

Professional translators' training presupposes preparing students for the requirements of the modern market as well as boosting the development of students' autonomy, adaptability, critical thinking, and several other skills, which are necessary

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for effective professional growth. That is why the problem of syllabi design is an important one as effective syllabi shape professional translator training.

The analysis of modern literature shows that three main strategies can be applied for syllable design –forward, central and backward. A forward design focuses, first of all, on the content, which to some extent determines methodology and then learning outcomes. The linguistic input is usually based on discourse analysis. This type of design can be used by novice teachers who do not have much experience and thus rely on published materials, external requirements, etc. [2, p. 8–13; 1, p. 236].

A central design focuses on the learning process, the teacher who fully shapes the syllabus and the students as the design process starts with teaching methods and techniques, and then determines learning outcomes and content [4, p. 49–90]. This type of design can be completed by experienced and autonomous teachers, who can rely on their skills and abilities [2, p. 13–14; 1, p. 236].

A backward design starts with needs analysis, which helps to determine the learning objectives. Only after understanding the final results the developers define the content and the process. A very important issue is clear assessment criteria and procedures to prove that the learning outcomes have been achieved [2, p. 29; 1, p. 236].

Teachers must be provided with a sufficient level of autonomy to employ the strategies that are most relevant to their experience, style and skills. However, some basic principles should be taken into account in the syllable design process.

No matter which strategy is used, the target audience and its needs must be the focus. In the case of forward design and central design, where developers start with content and methodology respectively, it is necessary to take into account the characteristics of the target audience, their previous experience, knowledge and skills, as well as their needs and interests. Clear learning outcomes should be defined, along with the assessment criteria, tools and tasks to demonstrate that the outcomes have been achieved.

There should be a reasonable balance of theory and practice, which will provide students with an understanding of the core theoretical framework for practical tasks typically used in professional life. Real-life projects with real-life deadlines, which means working under pressure, can also be included in a syllabus.

In a world where modern technology is developing extremely rapidly, it is important to introduce students to effective computer-assisted translation tools and integrate machine translation and translation management software.

The syllabus should presuppose different types of assessment, including formative assessment, which helps students to track their progress and determine areas of weakness. To provide a well-rounded evaluation of students' skills peer evaluation, self evaluation, external evaluation of students' projects by some expert working in the field, etc. can be applied.

Thus, a teacher must be sufficiently autonomous in developing a syllabus while taking into account current trends in translation, the requirements of the field and the curriculum, target audience, etc.

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INTEGRATION OF CULTURAL ELEMENTS IN THE PROCESS OF TEACHING ENGLISH TO FUTURE LAWYERS

The integration of cultural aspects into teaching English to law students is significant for training them for contemporary legal practice in a rapidly globalizing world. We explore how online resources and cultural content are incorporated into the English language curriculum for law schools in Ukrainian and European universities to develop students' intercultural competence. By understanding the cultural context of legal disciplines, future lawyers are better able to deal with international legal challenges and issues arising in international relations. Culture is closely related to legal interaction.

As V.K. Bhatia (2004; 2008) points out, legal discourse reflects the values and norms of the societies in which it is produced [1−2]. While studying legal science in a foreign language, it is important to gain an insight into not only the technical aspects of legal English, but also the cultural context that helps to frame legal arguments and conduct legal procedures. D.K. Deardorff (2006) defines intercultural competence as the ability to effectively and appropriately communicate with individuals from different cultural backgrounds [3]. In the case of law students, this ability is vital not only for academic growth but also for professional communication in the international legal environment. According to R. Godwin-Jones (2021), online resources are playing a significant role in language learning, providing access to a wide range of authentic materials [4]. These materials include legal texts, international case studies, and multimedia content, which contribute to the expansion of both linguistic and cultural knowledge.

This research study includes a qualitative analysis of the experience of different universities in Ukraine and Europe, with a focus on the use of online resources and cultural interaction in teaching ESP. The study also analyses the scientific literature on the use of digital technologies in teaching legal foreign languages and intercultural interaction.

In some European universities, more and more attention is being paid to the integration of cultural content in legal English classes. For example, the University of Cambridge (UK) offers a Legal English programme that takes into account not only the language used in legal texts, but also the cultural subtleties of legal work in different