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**Methodology of teaching students of law specialties reading
professionally oriented French press public texts**

The article is devoted to the actual challenges of the Methodology of teaching students of law specialties reading professionally oriented French press public texts. The necessity of the specially developed Methodology of teaching reading French press public texts has been determined. The article precises the notion and the content of teaching reading of professionally oriented press.

The significant growth of interest in languages, particularly French, in Ukraine is caused by the restructuring of international activities, development of the Internet. These factors suggest that knowledge of the foreign language is becoming the aim of specialists' professional lives.

The aim of the article is to determine the necessity to offer newly designed teaching methods of francophone media teaching based on the following methodological principles: 1) the principle of professional orientation; 2) the principle of authenticity; 3) the principle of communicative function.

The concept of teaching reading French professionally oriented media has been considered. In the system of work aimed at developing terminological competence, the teacher should help students identify and understand the basic vocabulary and basic word-building component terms, to prepare them to achieve full and accurate understanding of terminological difficulty in the texts of the press. Special attention has been paid to the order of the stages while reading, in which the press articles are arranged in a sequence that provides gradual and uniform increase in complexity.

The difficulties of such kind of teaching have been appointed. The reasons for the research actuality have been given. The perspective of the further researcher's development is teaching creation of methodological materials used to teach students of law specialties reading the special texts of French Press.

Key words: professionally oriented French press, difficulties of teaching reading, terminological competence forming, content of teaching reading.