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METHODICAL GUIDELINES FOR HIGHER EDUCATION TEACHERS ON IMPLEMENTING PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TRAINING OF FUTURE FORENSIC EXPERTS

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Abstract. *The research is devoted to the actual problem of improving the efficiency and quality of professionally oriented foreign language training of future specialists on the example of specialty 40.05.03 Forensic Expertise. Considering the conditions of a dynamically developing educational environment, the author has developed and tested a new generation textbook designed to reveal the high educational potential of the discipline "Foreign Language". Working with such educational literature requires foreign language teachers to not only possess subject knowledge, but also to understand the specifics, meanings and values of the professional activities of future forensic experts, to accept the idea of going beyond the formation of only the subject competencies, and to realise the crucial importance of developing educational subjectness and critical thinking in students. An insufficient methodical base providing resource support for teachers creates risks for the professional development of future specialists. As a response to such challenges, the author has made an attempt to create a set of methodical recommendations detailing the requirements for modern foreign language teachers in professional education, the methodological foundations of foreign language training, its didactic principles and methodical techniques. The recommendations cover such aspects as the organisation of preliminary preparatory activities by teachers, in-depth mastery of scientific, methodological, professional and specialised foreign language knowledge, and the development of digital literacy. It is expected that the proposed set of recommendations will serve as a basis for improving the quality of professional activities of teachers themselves, which, in turn, will ensure the effective organisation and implementation of professionally oriented foreign language training of future specialists.*

Keywords*: methodical guidelines, teaching and methodical support, professionally oriented foreign language training, competence-based approach, humanitarian-anthropological approach, andragogical approach, task-based approach, forensic experts.*
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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЕЙ ВЫСШЕЙ ШКОЛЫ ПО РЕАЛИЗАЦИИ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ БУДУЩИХ СУДЕБНЫХ ЭКСПЕРТОВ

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Аннотация. *Данное исследование посвящено актуальной проблеме повышения эффективности и качества профессионально ориентированной иноязычной подготовки будущих специалистов на примере специальности 40.05.03 Судебная экспертиза. С учетом условий динамично развивающейся образовательной среды, автором разработан и апробирован учебник нового поколения, призванный раскрыть высокий образовательный потенциал дисциплины «Иностранный язык». Работа с подобной учебной литературой требует от преподавателя иностранного языка не только владения предметными знаниями, но и понимания специфики, смыслов и ценностей профессиональной деятельности будущих судебных экспертов, принятия идеи выхода за пределы формирования исключительного предметных компетенций, осознания критичной значимости развития у обучающихся образовательной субъектности и критического мышления. Недостаточная методическая база в качестве ресурсной поддержки преподавателей создает риски для профессионального становления будущих специалистов. Ответом на эти вызовы стала попытка автора создать комплекс методических рекомендаций, детально раскрывающих требования, предъявляемые к современному преподавателю иностранных языков в профессиональном образовании, методологические основания иноязычной подготовки, ее дидактические принципы и методические приемы. Рекомендации охватывают такие аспекты, как организация предварительной подготовительной работы преподавателя, углубленное освоение научно-методологических, профессионально-специализированных иноязычных знаний, а также развитие цифровой грамотности. Предполагается, что предложенный свод рекомендаций послужит основой для повышения качества профессиональной деятельности самих преподавателей, что, в свою очередь, обеспечит эффективную организацию и реализацию профессионально ориентированной иноязычной подготовки будущих судебных экспертов.*

Ключевые слова: *методические рекомендации, учебно-методическое обеспечение, профессионально ориентированное обучение иностранному языку, компетентностный подход, гуманитарно-антропологический подход, андрагогический подход, задачный подход, судебные эксперты.*

Библиографическая ссылка: *Хисматулина Н.В. Методические рекомендации для преподавателей высшей школы по реализации учебно-методического обеспечения профессионально ориентированной иноязычной подготовки будущих судебных экспертов // ЦИТИСЭ. 2025. № 3. С. 768-780.*

Introduction.

A pedagogical perspective on foreign language teaching in professional education (on the example of foreign language training of future forensic experts) as a discipline with high educational potential, is realised by the Department of Foreign Languages of St. Petersburg University of the Ministry of Internal Affairs of Russia through the development and following approbation of a new generation textbook [1], representing an element of a highly dynamic modern educational environment [2]. Working with such a textbook requires additional instructions for foreign language teachers [3; 4]. The lack of methodical guidelines for implementing professionally oriented foreign language training of forensic experts makes it difficult to ensure the maximum effective development of their professional competence, composed of a set of subject and meta-subject competences [5], and entails risks in providing high-quality education.

Purpose of the research: to develop a set of methodical guidelines for high education teachers aimed at improving the effectiveness of foreign language training of future forensic experts.

Object of the research: professionally oriented foreign language training of future forensic experts.

Subject of the research: the effectiveness of implementing teaching and methodical support of professionally oriented foreign language training of future forensic experts.

The research methodology: a combination of competency-based, humanitarian-anthropological, andragogical, and task-based approaches. The guidelines include recommendations for organising preliminary self-educational activities for higher education teachers, developing their scientific, methodological, professionally oriented, and specialised foreign language knowledge, as well as digital competencies. The research methods: analysis of foreign and national special literature, generalisation of pedagogical experience.

Novelty: the author has developed and systematised a set of methodical guidelines covering all aspects of professionally oriented foreign language training of future forensic experts, from self-educational activities of higher education teachers to specific didactic techniques during both in-class and out-of-class work with students. Specific strategies are proposed to reduce the risks in ensuring the quality of foreign language training results.

Conclusions: effective implementation of teaching and methodological support for professionally oriented foreign language training of future forensic experts depends not only on teachers' mastery of specialised foreign language knowledge, but also on their understanding of the specifics of the students' future profession, their readiness for lifelong learning, mastering digital technologies, and applying comprehensive pedagogical strategies in their professional activities.

Presentation of the main part of the article.

The methodical guidelines under consideration are intended for high school foreign language teachers realising the discipline "Foreign Language" within the specialty 40.05.03 Forensic Expertise (specialisation – criminalistic expertise) in higher education institutions of the Ministry of Internal Affairs of Russia. The methodical guidelines provide a set of recommendations for implementing a professionally oriented textbook [1] developed by the Department of Foreign Languages at St. Petersburg University of the Ministry of Internal Affairs of Russia for the specified specialty, as well as a number of proposals for minimising risks in ensuring the quality of professionally oriented foreign language training of future forensic experts in building their professional competence based on the comprehensive development of subject and meta-subject competencies.

Teachers, their high level of preparedness for organising their professional activities, proficiency, mastery of the educational content, knowledge of the target audience's special features, flexibility in choosing didactic techniques, etc., largely determine the success of the educational process [6]. In efficiently implementing educational content for professionally oriented foreign language training of future forensic experts, three stages should be identified: the propaedeutical stage (I); the implementation stage (II); and the reflexive assessment stage (III).

I. Propaedeutical stage

In implementing the educational content of the developed textbook starts with the teacher preliminary getting a full idea of the discipline's work programme to be implemented, understanding the strategic purposes of professionally oriented foreign language training of future forensic experts, and analysing the content and conditions of the planned educational process. This stage requires teachers to practice self-education in order to master competencies necessary for the effective organisation of professionally oriented foreign language training of future forensic experts, based on: 1) scientific and methodological knowledge; 2) professionally oriented knowledge; 3) foreign language mastery, as well as 4) knowledge, skills and abilities in the field of digitalisation of the educational process:

1. A teacher should conceptually define the role of a foreign language in developing students' (police cadets') professional competence; personally accept the idea of realising the educational potential of a foreign language [7]. Moreover, it is important for a teacher to get aware of and self-identify with the main provisions of the methodological foundations of teaching and methodical support. In our case, it is a combination of competency-based [8], humanitarian-anthropological [9; 10; 11], andragogical [12; 13], and task-based [14; 15; 16; 17] approaches that contribute to realising the multi-component (subject and meta-subject [18; 19]) purpose of professionally oriented foreign language training as a humanitarian component of professional education. In addition to the primary development of students' skills in various types of foreign language communication (reception, production, interaction, mediation) in accordance with the methodology of the competence-based approach reflected in the federal state educational standard of higher education, it is necessary to be ready to concentrate on forming cadets' personal values of the future professional mission, to create conditions for them to experience an emotional and value-based attitude towards their profession, which is vitally significant for their professional development [20; 21]. It is also important to adopt the andragogical approach: to accept a subject-subject model of educational interaction, to refuse the monopoly of knowledge transfer and directive logocentrism in order to enable future forensic experts to realise their educational subjectness in the development of self-education skills. In applying the task-based approach, it is crucial to be able to use the three-phase technology for developing critical thinking, based on updating cadets' background knowledge (the 'Evocation' phase), analysing the initial conditions of the proposed educational and typical professional tasks (the 'Realisation of meaning' phase), search for possible algorithmic and non-algorithmic solutions (the 'Reflection' phase) [22] in developing students' own authorial position in regard to the decisions made.

2. The professional nature of foreign language training in higher education requires foreign language teachers to pre-master basic knowledge in the field of forensic science expanding it through self-researching domestic and foreign (foreign language) specialised literature, as well as consulting with leading forensic expertise academics and practitioners to form personal understanding of the specifics of implementing the profession of forensic expert in Russian and foreign cultures. Such professionally-oriented training of a foreign language teacher will foster properly introducing foreign vocabulary, educational information; using appropriate references to facts, events, and people from the history of forensic science; being able to guide students in accessing additional educational resources; and realising self-navigation in solving typical professionally oriented tasks for clarifying

and providing the necessary assistance to cadets in developing professional competencies in the field of crime scene processing, forensic expertise and research.

3. Specialisation of foreign language training requires the development of professional language proficiency in the field of forensic science. The specificity of foreign language vocabulary and material makes it crucial for teachers to know the exact Russian equivalents or be able to explain why there aren't any, to offer related concepts, to understand etymology, to possess a wide range of lexical elements from a single professionally oriented lexical field, etc.

4. The developed teaching and methodical support for professionally oriented foreign language training of future forensic experts contains digitalisation elements, implying teachers' knowledge of various digital informational and educational resources, the ability to navigate the internet, to work with video/audio material, to use QR codes, etc.

Mastering scientifically based methodology, knowing the specialised areas of future forensic experts' professional activities and understanding the meanings and values of their profession, learning professionally oriented language by teachers themselves, as well as improving the personal level of digital literacy are considered to be prerequisites for the effective implementation of foreign language training of future forensic experts.

II. *Implementation stage*

The implementation of teaching and methodical support should be carried out with regard to 1) the strategic purpose of professionally oriented foreign language training of future forensic experts, formulated in the discipline's work programme; 2) subject and meta-subject components of the purpose in the structure of the professional competence of future forensic experts, the overall development of which is fostered due to the educational potential of a foreign language as an academic discipline; 3) the four-component content of education [23], covering the experience of cognitive activity, the experience of known ways of activity, the experience of creative activity, and the experience of emotional and value-based relations. All of the above elements, determining the nature of professionally oriented foreign language training of future forensic experts, are reflected in the structure and content of the developed English Language textbook [1] representing the idea of the proposed educational model

Since the developed textbook as an example of new-generation textbooks is an element of a dynamic, open informational and educational environment, there are some particularities in working with its structure and content.

1. Textbook structure

The structure of the textbook at the compositional level reflects the thematic plan of the discipline's work programme for professionally oriented foreign language training of future forensic experts. The first lesson should help the target audience get to know the textbook content. Such a step will give students a clear vision of the professionalisation [24] of the discipline "Foreign Language", spark their interest in learning, and enable them to grasp the linear logic of gradually expanding and deepening insights into their profession in Russia and in other cultures.

As a prerequisite for organising an educational and professional community open to constructive dialogue, it is appropriate to ask students to independently reflect on and explain the sequence of course themes (activating reflection and critical thinking). It is up to a teacher to sum up cadets' ideas and substantiate the choice and logical development of the thematic material from the introduction to the forensic science, the main areas of a crime lab's activity as a 'workplace' for forensic experts, to the specifics of a specialist/expert's performing professional tasks, including crime scene processing and laboratory expertise testing.

In the first lesson, it is also advisable to illustrate the structure of the educational material using a particular theme (unit) and the structure of a page spread in the textbook as examples.

The structure of a particular unit is linear and corresponds to the methodical principle of the didactic spiral 'from simple to complex', 'from theory to practice' and 'from reproductive tasks to

productive ones': from the introduction of authentic foreign language material of a professional nature, working it out through practice-oriented tasks, to the check of learning. The structure of a unit includes a "Glossary" part comprising main basic concepts of a thematic material; a "Word Bank" part, where new language words/word combinations and speech patterns are practiced in different variations; the thematic material itself; and a "Check yourself!" part, designed to test acquired knowledge.

The structure of a textbook spread has a working area with basic educational material and optional margins for various sections intended for students. As a methodical technique for stimulating cadets' cognitive interest, developing educational subjectness and critical thinking, it is reasonable to ask students to find all possible sections on the textbook pages and suppose their purpose. A positive aspect, according to the provisions of the humanitarian-anthropological approach, would be an open discussion of the found sections and their meanings.

Cadets should pay particular attention to a great number of QR codes and the purpose of their use – to create favourable preconditions for mobile learning, to go beyond the closed system of the two-dimensional space of the printed version of the textbook; to gain access to additional informational and educational resources 'here and now'; to implement their own individual educational trajectory.

Getting aware of the multidimensional structure of the textbook from the perspective of the andragogical approach should be interpreted as a contribution to the development of students' skills to independently navigate the educational material for subsequent self-directed educational and cognitive activities.

2. Textbook content

Each unit in the textbook is structured according to a unified algorithm and includes a unified set of parts and sections. In this regard, it is possible to describe general methodical guidelines for working with one unit, its parts and sections from the perspective of foreign language teaching methodology and techniques.

The introduction of each unit in the process of implementing professionally oriented foreign language training is initiated by a "Glossary" part.

a) Guidelines for working with a glossary

Working with a glossary involves carefully studying authentic definitions of the basic thematic categories. The particular importance of this stage should be taken into account, since the terms chosen for the glossary clearly structure the semantic plan of the unit, thus making it possible for students to predict the scenario of the following educational material. Appropriate and meaningful attention to the authentic definitions given in the glossary largely prevents potential linguistic difficulties and creates a basis for solving professionally oriented language and speech tasks.

When working with the glossary, it is reasonable to use the "flipped classroom" technique [25], involving preliminary self-directed study of the educational material by students themselves, followed by further classwork checking under the control of a teacher. Cadets work independently with the text and audio in advance (a glossary page for each unit contains a QR code with a link to an audio file recorded by a native speaker), write down unknown words, practice the pronunciation of terms and their definitions under natural speech conditions, and have the opportunity to improve their pronunciation skills to the level of automatism (naturalisation). Such a technique favours the development of foreign language skills in students (competence-based approach) and their educational subjectness (andragogical approach). Following the results of in-class checking up, students can be asked to compare professionally oriented foreign language concepts with Russian realities, identify similarities and differences (task-based approach), and discuss their findings in an open dialogue (humanitarian-anthropological approach).

Work with the glossary must be continued at the stage of thoroughly practicing the introduced lexical and terminological items and "cementing" them in various language and speech exercises. In

the textbook, this stage is realised in the "Word Bank" part.

Work on the Glossary should be continued at the stage of thoroughly practicing the introduced lexical and terminological items and "cementing" them in various language and speech exercises. In the textbook, this stage is realised in the "Word Bank" part.

b) Guidelines for working with a "Word Bank" part

In a "Word Bank" part, the variations of tasks differ depending on the glossary terms. Their formulation and content are based on the classical principles of studying new foreign language vocabulary in the development of foreign language communicative competence (competence-based approach). When doing the exercises, each of which basically requires students to solve a task (task-based approach), it is advisable to follow the linear logic proposed by the textbook authors: from stereotypical language tasks, where professionally oriented language material is practiced and mastered according to a given algorithm (experience of known-ways activity based on a model), to variable situational tasks that challenge cadets to perform a real speaking activity (a kind of creative activity). Nevertheless, in accordance with the communicative approach recognised in foreign language teaching, it is also acceptable to initially focus on speech-oriented tasks (answering questions on the glossary; expressing a personal opinion on a quote that organically introduces the theme under study; imagining the development of the plot in the description of a thematic picture/cartoon, etc.) in order to comply with the so-called "Warming-up" stage in foreign language teaching and to ensure deeper diving into the theme. There is no need to avoid such tasks, as they can be completed by students without any particular difficulty on the basis of the glossary they previously studied. As a rule, such tasks encourage the target audience to repeatedly refer to the terms and their definitions, analyse the given information, look for solutions (task-based approach), come to personal conclusions (development of critical thinking), and openly share their ideas (humanitarian-anthropological approach).

Among the tasks in the "Word Bank" part, special attention should be paid to the vocabulary games, crosswords, word search puzzles, etc. On the one hand, they create a relaxing effect from educational and cognitive activities, but on the other hand, they give students the opportunity to repeatedly deal with the same lexical and thematic material necessary for further work, transforming quantitative learning into qualitative mastery. It is important to take into account not only the cumulative effect of the tasks performed, but also their professionally oriented meaningful content, revealing the nuances of the future profession: the words found or guessed become the basis for statements or famous quotes significant for the future profession of forensic experts, which, in turn, require reflective thinking and verbalising individual meanings (humanitarian-anthropological approach, experience of emotional and value-based relations) within the framework of communication-oriented tasks (competence-based approach).

Effective work with the "Word Bank" part entails mastering the minimum vocabulary necessary for getting into the thematic material itself, the main concepts of the subject and their authentic definitions, as well as the correct pronunciation of the introduced words in isolation and in speech context. Once these language difficulties have been overcome, it is possible to move on to the study of the thematic, professionally oriented material itself.

c) Guidelines for working with thematic material

When dealing with thematic, professionally oriented material while introducing, practicing, and fastening it, a teacher should keep to a theme-oriented approach, which means not just formal memorising by students of monolithic text material based on pre-text and post-text exercises (formal knowledge progression), but rather the comprehension of the entire theme (personal knowledge progression in accordance with the provisions of the humanitarian-anthropological approach).

In this regard, at the stage of introducing the theme, it is necessary to draw cadet's attention not only to the proposed text materials, presented in a short, in small meaningful thematic blocks, accompanied with audio reading by a native speaker (scannable via QR code), but also to the audio

and video materials complementing the basic textual information, infographics, as well as numerous sections in the margins of the textbook's working pages, which expand and deepen professionally oriented foreign language knowledge. Among such sections, the following are particularly important for understanding the thematic material “Did you know?” (a brief note about a scientific event, historical person, word etymology, etc.); “Be aware!” (a brief explanation of something from the theory of forensic science – the difference between related concepts, certain rules, etc.); “Keep in mind!” (an explanation of essential details from forensic practice); “Interesting facts!” (interesting facts about the subject of study), “To read more!” and “To see more!” (generated in QR codes links leading to additional informational and educational resources). Such a variety of thematically and professionally oriented material, structured non-linearly according to the principles of indirectness and variability, is reasonable to use for providing students with the opportunity to build their own personal knowledge about the subject being studied (andragogical approach).

The introduced thematic professionally oriented material is immediately worked out in tasks aimed at checking understanding (the ‘Realisation of meaning’ phase) and fastened in typical practical professionally oriented tasks of various levels of difficulty (the ‘Reflection’ phase) (task-based approach, development of critical thinking): from algorithmic tasks (experience of known-ways (model-based) activities) to non-algorithmic tasks (experience of creative activities).

Teachers should solve practical, professionally oriented tasks themselves in advance, as tasks solution requires knowledge of forensic science. This recommendation is particularly important when dealing with non-algorithmic (for example, in the “Case Study!” section), as their solution is not supported by given examples, but requires the application of all the knowledge and experience of a solver, strong critical thinking skills, the use of additional informational resources, etc. At the same time, it is advisable for a teacher to understand potential directions of reflective activities of students when searching for possible solutions in order to provide them with timely assistance, to offer alternatives, and to correct (if necessary) the answers they have come to.

Moreover, teachers should pay particular attention to tasks aimed at encouraging self-directed cognitive activity in cadets (andragogical approach): the sections “Look it up!” and “Who is who?” (dedicated to the history of forensic science in dates and personalities), aimed at independent search for linguistic or professionally oriented information. When initially turning to such tasks, it is advisable to outline an algorithm of actions for students in order to avoid subsequent mistakes. For example, searching for linguistic information involves working with authentic English dictionaries (Oxford, Cambridge, Macmillan, Collins, Longman, etc.), rather than translating dictionary articles from Russian resources. Using the right meaning of a professionally oriented lexis is also determined by examples from authentic foreign language contexts (one can consult the Reverso Context online dictionary), rather than by unconsciously picking from variants provided on the Internet. The search for professionally oriented information also requires referring to authentic informational resources (specialised literature, official thematic websites, educational videos, interviews with experts, etc.). Teachers should minimise their involvement in students’ independent cognitive activities (only getting involved at the checking-up stage), providing them with the opportunity to make free, conscious choices and take responsibility for decisions they make in doing learning and cognitive tasks (development of educational subjectness in accordance with the andragogical approach; development of critical thinking in accordance with the task-based approach).

The implementation of professionally oriented training of future forensic experts as a humanitarian component of education (in accordance with the humanitarian-anthropological approach) implies the necessary maintenance of active communication and interpersonal interaction in an anthropopractical constructive dialogue. In this regard, teachers should particularly focus on and use tasks from the “Join in!” section, whereby students are encouraged to co-operate and work together in groups or collectively to develop a creative product based on the material they have studied, and the “Let’s discuss!” section , providing the opportunity to express their point of view on

a problematic issue in the field of professional activity, significant quotes from representatives of the professional community, and to share their own attitude to the subject of discussion; the "What about you?" section, inviting cadets to internalise the information and to formulate their own authorial attitude towards the meaningful messages (ideas) they have read. Completing such tasks stimulates not only active reflection through creating personal texts, but also the development of foreign language communication competence (competence-based approach), reception, production, interaction and mediation skills.

A comprehensive study of the thematic material can be effectively finalised with a "Check yourself!" part, designed to test students' mastery of new knowledge.

d) Guidelines for working with a "Check yourself!" part

The "Check yourself!" part is the final component of each textbook unit. It can be considered as a final examination. The assessment of individual achievements of students in professionally oriented foreign language training for each theme is carried out in two stages: 1) taking an online test with instant results (the link to the test is generated via a QR code); 2) completing practice-oriented and typical professional tasks.

Stage 1. Taking an online test, containing 35-40 questions as standard, should be limited to 20 minutes. The use of educational materials is not allowed. The following criteria are accepted for knowledge assessment: a student is given an 'excellent' grade if 100-95% of the tasks are completed correctly, a 'good' grade if 94-75% are completed, a 'satisfactory' grade if 74-60% are completed, and an 'unsatisfactory' grade if less than 60% are completed.

Stage 2. When completing practice-oriented and typical professional tasks (a "Case study!" section), there are usually no pre-defined solutions. Decisions are made by students themselves based on the analysis of the given context (real facts or simulated situations, excerpts from contemporary films/TV series, authentic comic book plots, etc.). In this regard, it is reasonable to use the "Open Book" technique, where cadets are allowed to use all possible teaching materials as well as additional informational and educational resources. In this case, the conditions for decision-making are as real as possible, requiring students to use not only their background knowledge but also critical thinking (task-based approach), educational subjectness (andragogical approach), the expression of personal meanings and values in the argumentation of decisions made (humanitarian-anthropological approach), and the implementation of foreign language competence in formulating ideas in a foreign language (competence-based approach). It is recommended to assess students' works regarding foreign language proficiency; content accuracy; situation-appropriate analysis and well-grounded conclusions; use of additional resources; and richness of personal ideas expression following the 'Thesis – Arguments – Conclusion' pattern.

Analysing students' works enables teachers to track progress towards strategic educational purpose and its components, as well as the dynamics of development of criteria and indicators stated in the discipline's work programme.

III. Reflective assessment stage

Reflective assessment is carried out at the end of each lesson: a teacher evaluates positive and negative aspects, analyses their causes, and asks for feedback from students. At the end of each unit, the dynamics of subject and meta-subject competencies development should be analysed according to the results of tests and control works in order to make timely corrections in a foreign language training architecture. The deficiencies and risks identified in such a way will serve as a basis for improving teaching and methodical support within the framework of its regular cyclical updating.

Conclusions.

1. The methodical guidelines provide a set of recommendations for implementing the teaching and methodical support developed by the Department of Foreign Languages at St. Petersburg University of the Ministry of Internal Affairs of Russia, as well as a number of proposals for minimising risks in ensuring the quality of professionally oriented foreign language training of future

forensic experts and realising the potential of the educational process in shaping their professional competence based on the comprehensive development of subject and meta-subject competences.

2. The multi-component educational purpose determines the preliminary preparatory self-educational activities of a teacher in mastering competencies necessary for efficiently implementing the developed textbook as the main element of the teaching and methodical support of professionally oriented foreign language training of future forensic experts. These competencies involve scientific, methodological, professionally oriented, and foreign language knowledge, as well as abilities and skills in the field of digitalisation of the educational process.

3. The implementation of the developed teaching and methodical support is based on the principles of comprehensiveness, consistency, integrity – all structural elements of the teaching and methodical support are considered as a whole, in a system, organised by a common purpose, methodology, and educational content. Each lesson, representing a compressed scenario of professionally oriented foreign language training, is significant in achieving strategic educational results and should be aimed at involving students in foreign language communication (competence-based approach); be as focused as possible on organising an educational and professional community, building open constructive dialogue (humanitarian-anthropological approach); encourage the development of students' autonomy in learning and cognitive activities (andragogical approach) and critical thinking in solving educational and typical professionally oriented tasks (task-based approach).

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