TEACHING ENGLISH TO STUDENTS JUNIOR COURSES OF LAW FACULTIES

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ABSTRACT

At University law faculties, a foreign language is provided for 1 and 2 years of study for 2 hours a week. Group occupancy is the same as for all specialties (10-12 people). Given the relentless growth in the importance of foreign language proficiency in the legal profession, these learning conditions can be described as extremely difficult. Even the growing importance of the subject for professional training has not yet affected the improvement of these conditions. These circumstances complicate the solution of the two main issues that have always been faced by methodologists who study the problems of methods of teaching foreign languages at non-linguistic faculties in non-linguistic universities. The following article provides a detailed analysis of these issues.

Keywords: law, language, profession, problem, learning.

INTRODUCTION

The first of these problems is the correlation and correlation of General language training with special, that is, professionally directed training. What should be their specific weight in comparison with each other, whether there should be a strict division between these two components at all, and if so, when should special professionally-oriented training begin.

The second problem is the ratio of reading and speaking instruction in non-language faculties. As you know, for many decades, the main goal of teaching foreign languages at a non-linguistic faculty was considered to be teaching reading texts in the specialty, and only in the last decades, oral speech as a learning goal is gradually gaining territory in a non-linguistic University. Taking into account that, on the one hand, the learning conditions have not improved, and on the other hand, now no one doubts the orientation of teaching a foreign language as a communication both in the General sphere of activity and in the professional sphere, and no one denies the need to teach students not only reading, but also oral speech, the question arises whether it is possible to achieve the intended goals in these conditions of training.

METHODOLOGY

There are a number of factors that to some extent compensate for the negative impact of what Michael West would call "Teaching English in difficult circumstances". These factors are as follows: first, despite the critical attitude to school teaching of foreign languages, it is necessary to recognize that the level of readiness of graduates entering law faculties is much higher today than it was when the main problems of teaching foreign languages at non - language faculties were raised. The data on the readiness of first-year students to understand authentic texts in law, which we have received in repeated checks over the past years, is generally very encouraging. Secondly, a student who has entered the faculty of law has a high motivation to learn a foreign language. moreover, about % of students realize that a career as a lawyer without knowledge of foreign languages, especially English, is less promising. And this external motivation is of serious importance. The third is undoubtedly the existing difference between non-linguistic specialties in terms of the degree of ease of reading special texts. This difference affects, first of all, the degree of proximity (or remoteness) of special terms and General vocabulary; the level of pre-university students' awareness of the chosen specialty and its basic concepts is essential. In this respect, law is a relatively "profitable" specialty. Legal characters, legal stories, and legal designations are largely internationalized, and the percentage of words and phrases that are both terms and units of a common language is very high. Law undoubtedly belongs to those Sciences whose English terminology is complex, first of all, because of its ambiguity, and not because of isolation from the General vocabulary. the fourth important factor is the proximity of law to the life of the common man. "Right and law stand in the middle of life." They regulate it, and hence the ease of saturation of General language training with elements of a legal specialty, permeating almost any household or cultural topic with elements of jurisprudence. the fifth factor is the role that law plays in the life of the country of the language being studied. Let's start with the fact that achievements in law, their practical implementation are the primary national pride of English speaking countries. The future lawyer either already knows or will be convinced that England is not only the birthplace of the rule of law, it is a country where law and respect for law are both an integral and everyday element of everyone's life. In this respect, the United States is not far behind its "mother Country". The complex influence of these factors is an objective prerequisite for the assumption that with an adequate and, at the same time, averaged method, it is possible to postulate reading authentic literature in the specialty and teaching oral speech on a series of professional topics, starting from the first year.

RESULTS

Due to the limitation of studying a foreign language course at the Faculty of Law for only 2 years, the problem of maximum movement of the beginning of reading texts in the specialty and learning oral communication on professional topics by the beginning of the first year becomes extremely important. At the same time, instead of contrasting General and special training, their interpenetration is an integral task. In view of the above, the prospects for a positive solution to the problems put forward above have a solid Foundation. Therefore, the dependence on an adequate methodology for teaching foreign languages at law schools is crucial. The methodological literature still lacks special research on teaching English in Junior years, which is the rationale for the relevance of choosing the topic of our dissertation. The above-mentioned factors that favor teaching English at the Junior courses of law faculties give grounds to formulate the research hypothesis as follows: when teaching a foreign language at law faculties, General language and specific professional language training from the first days of study at the University should be carried out in a complex, which applies to all skills and abilities. The content of training should involve reading authentic texts from the very beginning and using them as a means of teaching oral speech. In the field of development of oral and speech skills, those that allow professional saturation with elements of jurisprudence should be selected from the topics of oral speech. Along with this, professional - oriented oral-speech texts should take an increasingly significant place for teaching students oral - speech communication in special legal scenarios. Element of law of all English language learning needs to be systematic and to be chosen in such a way that it was presented the main legal science (criminal law, international law, civil law, etc.) There is reason to believe that the implementation of this training ensures sufficient cross-cultural training of a legal nature. To form and test this hypothesis, it was necessary to solve the following tasks: to provide a theoretical basis for professionally oriented training in a foreign language; to analyze the state of English language training for Junior law students; to analyze textbooks, manuals, and curricula on legal specialty; to determine the content of professionally oriented English language training for Junior law students; to develop a system of tasks for the formation of communication skills of indirect and direct business communication and to test its effectiveness in the course of experienced training. To solve these tasks, the following research methods were used: study and analysis of literature in the field of methods of teaching English, linguistics, psycholinguistics, lingua-didactics, psychology; analysis of educational and methodological literature, programs for law students; linguistic analysis of authentic texts of legal orientation; questionnaires of students to determine their needs

in learning a foreign language; individual conversations with students and teachers of General and special disciplines; experimental training. Scientific novelty of the research: to determine the content of training, which included authentic texts, as well as professionally-oriented scenario of business communication taking into account cultural differences; developed the technique of indirect and direct professional business communication, theoretically grounded professionally - oriented English language training second year students of legal specialization; selected skills that are important for orientation in the structure of authentic texts for different purposes for quick understanding of these texts, as well as the ability to navigate the pragmatic setting of the text, to learn lexico-grammatical means of realization of pragmatic aspect of the content, understand the information of the text. Theoretical significance of the study. In theoretical terms, the research is aimed at proving that teaching English to Junior law students as the main goal is to develop their necessary and required professional competence. The achievement of this goal is due to the development of a special methodology for teaching communication and working with texts in indirect and direct professional and business situations, which is what the development and development of new lexical and grammatical material is aimed at. We have formulated the main methodological provisions of the methodology for teaching English to Junior law students, developed a system of tasks for teaching reading authentic texts in situations of everyday and business communication, and techniques for independent work with the English language. We take into account the specifics of business communication in a foreign language, which is manifested through efficiency, regularity, conventionality at the content, information and procedural levels. Practical significance of the study. In practical terms, a system of tasks was developed for teaching students to read authentic texts and implement oral-speech scenarios of a legal nature. Based on the materials of the dissertation research, the author published textbooks " English for law students "(2002); " Business English. Telephone conversations. Use of numbers" (2003). Materials on the problem of professionally-oriented teaching of English to law students can be used by other universities in the country in determining the content and developing curricula, as well as in training courses for legal specialists. The object of the research is the process of teaching English to Junior law students. The subject of the research is the method of professionally-oriented teaching of English to Junior students of law faculties. The purpose of the research is to develop a methodology for the formation of professionally-oriented communication skills and a system of tasks for the development of skills in working with authentic texts, which are necessary for the formation of skills of indirect and direct business communication in the specialty of

Junior students of law faculties. The reliability and objectivity of the results of the dissertation research is based on the theoretical concepts of leading domestic and foreign scientists in the field of linguistics, methodology, psycholinguistics, sociology, psychology, didactics; implementation of modern research methods; based on the experience and results of psychological and pedagogical research on the problem of professionally-oriented teaching of English to law students. The developed methodology was tested and implemented at Tashkent State University of Law.

Following provisions are submitted for protection:

1. Communicative competence of students of younger courses law schools should be professionally oriented.
2. the Content of teaching English to Junior law students should include the ability to work independently with authentic texts and knowledge of professionally-oriented situations that coincide with the scenarios of everyday communication.
3. the Methodology of professionally-oriented teaching of English to Junior law students should reflect the system of indirect and direct business professional communication of a General nature and take into account its socio-cultural specifics.

Scope and structure of the dissertation: the work consists of an introduction, two chapters, a bibliography, a conclusion, and four appendices. The bibliography contains 251 sources in Russian and foreign languages. The paper contains 10 tables.

DISCUSSION

The introduction substantiates the relevance and purpose of the research, highlights its object and subject, formulates the problem, tasks and hypothesis, provides a meaningful methodology and methodology of the research, its scientific novelty, theoretical and practical significance, and the provisions submitted for defense. In the first Chapter, "Theoretical foundations of professionally-oriented English language teaching for Junior law students", the concept of professionally-oriented foreign language teaching is revealed. Professionally-oriented foreign language training is a pragmatic training. In the specific conditions of law faculties, this means that mastering a foreign language in terms of content and teaching methods should serve as a professional, that is, legal training of the future graduate. In other words, a graduate who has mastered a foreign language in accordance with the program requirements should be ready to use a foreign language in their future professional activities. It follows that professionally-oriented communicative competence cannot be developed in isolation, separately from the General one. The vast majority of intra-professional communication consists of actions with language material that are aimed at the perception and transmission of legal information1 or serve to implement the

conditions for establishing personal contacts in professionally - oriented scenarios. Professional orientation is achieved by: introducing professional topics and scenarios to the planning of communication and language actions that serve it; consciously mastering professionally relevant methodological work with authentic texts, including a large amount of new vocabulary.

This means that teaching English language units and their use is consistent with the subject - semantic content of a professional nature, both in the field of reading and speaking. In the course of the research, the specifics of the formation of professionally-oriented communicative competence of law students were revealed, which is reduced to the problem of correlation and interpenetration of specialty language training and General foreign language training. The purpose of teaching professionally-oriented communicative competence, taking into account the use of acquired knowledge, skills and abilities in the context of future work, includes: linguistic, pragmatic, communicative and socio-cultural components of communicative competence. To determine the selection of content material uses the principles of authenticity, pragmatism, professional adequacy (including terminological system of law) and the principle of considering the needs and expectations of the students themselves. The first principle - authenticity-involves the inclusion of texts of original legal literature in training: the text of the US Constitution, excerpts from law textbooks that are used to train students in the country of the language being studied, as well as texts taken from professional journals.

The second principle - pragmatism-implies the mandatory inclusion in the training of fragments of professional and business communication, reflecting the intentional, conventional, emotional repertoire of statements typical of real communication. Such fragments will give the student the opportunity to master the techniques of emotional relationships, establishing contact, reasoning logic, and ways of expressing cause-and-effect relationships. The third principle-professional adequacy-means that the text library selected for teaching English to law students should be sufficient to ensure the conceptual and conceptual readiness of students in the process of direct and indirect professional communication, taking into account the legal terminology system.

The fourth principle-taking into account the expectations of students involves taking into account their communicative and professional needs and knowledge of the terminology of certain branches of legal systems on a logical and conceptual basis. Hence, the following components were included in the training content: linguistic, psychological, and methodological. The linguistic component of teaching English to Junior law students is represented by: a text library that reflects the classification of

texts in this specialty. It includes three categories of texts: declarative, descriptive, and persuasive texts that relate to criminal law, civil law, and international legal disciplines; lexical material in the form of a legal term system; and grammatical constructions that reflect cause-and-effect relationships and ways of argumentation. The psychological component includes skills oral professionally oriented business communication and independent work with authentic texts, which are divided into three groups: the ability to navigate in a pragmatic setting of the text; ability to learn lexico-grammatical means of realization of pragmatic aspect of the content; the ability to understand information text, using one of the strategies of understanding.

The methodological component includes: the ability to work independently with authentic texts; the formation of language and contextual guesses. Analysis of the content of teaching English to Junior law students showed: English textbooks do not reflect new target settings, they are mainly adapted educational texts; language training of students does not reflect professionally-oriented scenarios and pragmatic communication situations; professionally-relevant authentic texts are practically absent; training activities is reduced mainly to solving communication problems and does not form methods of independent work with authentic texts, the ability to independently master new lexical and grammatical material, which in real texts is presented mainly in the form of large arrays of unfamiliar words; the socio-cultural aspect is not worked out statements taking into account the features of regularity, efficiency, conventionality, and methods of argumentation adopted in professional scenarios.

In the second Chapter, "Methodology for the formation of professionally-oriented English language skills of junior law students and its experimental verification", a system of tasks for the formation of indirect and direct professionally-oriented communication of law students is developed. the main provisions of the proposed methods for the formation of professionally-oriented knowledge, skills and abilities of law students are revealed. When constructing methods of teaching and system of tasks for formation of abilities mediated and direct professionally-oriented communication undergraduate students of law faculties and their work with authentic English texts, we relied on the following provisions: a communicative orientation of training and the mandatory use of authentic materials; differentiated approach to teaching receptive and productive types of speech activity; organization of the material in the teaching of speaking with the most common scenarios of everyday business communication; mastering the peculiarities of professionally-oriented skills in English jurisprudence; the consideration of socio-cultural specificity of the communication. When involving students in active creative work in the created cultural context of

situations, a wide variety of tools are provided: country-specific cultural information obtained from texts, including pragmatic ones, that reflect various aspects of everyday communication and professional context. One of the main tools that contribute to creating a socio-cultural context is the use of videos in the classroom. The list of typical situations of professionally-oriented communication, which is offered in the work, includes: establishing business contacts in oral and written form; exchange of information in the process of professional interaction; reasoned communication on professional problems; business conversation on a specific topic, scenarios of telephone conversations, and etc.

CONCLUSION

Based on the fact that experiential learning is a science performed an experiment based on studying of a condition and dynamics of the phenomenon, we have reason to believe: professionally-oriented training of Junior students of law faculties equips them with the skills to work independently with authentic texts; working with a variety of types of authentic texts legal orientation promotes the development of skills of orientation in the structure and using it as a means of understanding the information; work with legal terminology based on the conceptual genre approach allows forming paradigmatic and syntagmatic relations of terminology, develops the language and contextual guess, contributes to the accumulation of individual dictionary of each student; significantly improved speaking students; they have successfully mastered the scripts of professionally-oriented communication, their speech became more directed, emotional, situational; increased rate of speech, which is important for communication. The conducted experimental training confirmed the expediency of the proposed research methodology and its effectiveness.

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