



## FORMATION OF THE DISCURSIVE COMPETENCE OF LAW STUDENTS WHEN TEACHING WRITING IN A FOREIGN LANGUAGE

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### Abstract

The article analyzes the specifics of the formation of foreign language discursive competence of students of legal specialties of the university by means of a foreign (English) language. The aim of the study is to study the process of formation and development of foreign language professional and discursive competence as the ability to ensure the implementation of communicative tasks of a daily practical, pragmatic and professional nature in the context of involving students in the process of teaching writing and intercultural communication.

**Keywords:** Legal writing, discursive competence, foreign (English) language, writing skills, law school students, education, literacy.

### Introduction

At present, teachers of a foreign language at school and university face a number of very important problems for the development of general pedagogy and linguodidactics. Among them, one that was not previously given importance either in the scientific or in the pedagogical environment occupies a significant place. We are talking about forming the discourse competence of law students when teaching writing in a foreign language. Since today the learning process is aimed at the practical knowledge of a foreign language, I would like to note the great importance of such a speech activity as writing or writing. Teaching written speech is the mastery of the ability of students to combine words in writing to express their thoughts in accordance with the needs of communication, to communicate by means of a foreign language in writing. The purpose of teaching written speech is to develop students' written discursive competence, which includes mastery of the content and form of a written work of speech.

The rapid increase in the volume and pace of information exchange, the accelerated development of computer communications - the main tool for professional contacts - brought written communication to the fore. With a certain importance and value of oral learning, today almost 80% of information exchange in the field of science, engineering and technology, both within legal organizations and between them, is carried out through telecommunications, namely in writing. Foreign written





communication, in particular, in the global Internet is necessary not only for future lawyers, but also for university graduates of all specialties. During the period of study, its importance as a tool for accessing sources of information and, therefore, education is undeniable. On the other hand, professional written communication in a foreign language using electronic means of communication has become an integral part of the activities of any legal institution - scientific or industrial. The lack of skills and abilities of productive writing leads to self-doubt of specialists, to failures in work and, in the end, to financial losses.

Legal discourse is one of the varieties of professionally oriented discourse that reflects the diversity of social communication. English in the field of jurisprudence serves a significant amount of special texts: these are legal documents, such as decrees, contracts, wills, acts of parliament, and oral legal advice, court records. Therefore, graduating from a university, a future lawyer today must have a sufficiently high level of formation of discursive competence, which, in turn, implies the ability to use a variety of communicative behavioral strategies that are adequate to a particular situation of intercultural communication, to fully take into account the forms of interaction used in the course of a communicative act. This led to the need to train such lawyers who would be fluent in the norms of professional intercultural communication and, accordingly, in professional discourse based on the written language of the English language.

The term legal argumentation is closely related to the concept of legal discourse. This is nothing more than a set of certain arguments and at the same time a way of bringing arguments in the corresponding system for the sake of substantiating any statements or in order to convince the opponent of specific speech situation.

In order to form discursive competence among law students within the framework of written skills in a foreign language, it is necessary to create a discursive competence portrait of the specified specialist, identify his characteristic features, and show how the formation of the personality of a future lawyer of a civil law profile is formed in the conditions of professional foreign language education. To create a discursive competence portrait of a future lawyer, first of all, it is necessary to find out what the motivation of students in choosing their profession is based on, what justifies the desire to improve their professional skills as a foreign language within the framework of teaching a foreign language for special purposes and teaching aids help him form the personality of a future lawyer based on the development of his linguistic consciousness and personality in the course of writing.

Future lawyers, as a rule, have difficulties in situations of intercultural communication in the implementation of professional discourse. These difficulties are





associated with inferior perception and misunderstanding of the communication partner. It is the individual the approach to teaching future lawyers will ensure overcoming the above methodological difficulties in the process of teaching a foreign language to future bachelors in the field of law.

Discursive competence implies the student's ability to carry out effective intercultural communication; pragmatic - the ability to be included in the discourse in a foreign language, taking into account a foreign cultural context; professional - the ability to implement business communication in the professional field in their country and abroad. In this regard, a future lawyer needs a discursive ability that allows a specialist in the field of civil law to communicate in a legal discourse, understand the interlocutor, present their thoughts and argue their own position orally or in writing in a specific context of intercultural interaction.

Within the framework of various discursive practices, a lawyer must be able to communicate with representatives of a different culture independently orally or in writing, using the methods of establishing contact characteristic of this culture, be able to question a client using the necessary situational clichés, exercise a corrective effect, successfully use discursive elements characteristic of English speech.

From the foregoing, it follows that, due to the specifics of the legal profession, special requirements imposed on specialists in this field in the field of professional foreign language communication in the development of written skills. Therefore, lawyers of the specified profile should:

- a) Know and understand the principles of interpersonal and group interactions within professional discourse;
- b) Be aware of his personal responsibility as a lawyer and properly perform professional duties in relation to clients;
- c) Be able to implement various legal strategies (negotiate, defend a client in court, make alternative decisions when resolving legal disputes, give written feedback and conclusions correctly)
- d) Own A professional subject picture of the world;
- e) Be Able to interpret legal facts and events in a foreign language in written and oral form, to argue their point of view;
- f) Be able to communicate professionally orally and in writing.

From this we can conclude that among other professional skills of a lawyer, the most important are such communication skills and skills of intercultural communication, how to speak a foreign language, listen to an interlocutor - a communication partner, persuading opponents, conducting business negotiations on legal issues, coordinating





one's own actions with the actions of partners and clients, correct written speech, the ability to express legal issues accurately and in accordance with the law in writing.

The problem of formation of discursive competence of a student legal orientation primarily related to the specifics of professional foreign language training of a future specialist in development and teaching writing in a foreign language. Thus, when forming the discursive competence of a future lawyer on the basis of written skills in order to effectively interact in an intercultural environment, it is necessary in a foreign language class to form in students the ability to interpret legal facts and events from the standpoint of the culture of the country of the language being studied and their native language, as well as their correct argue.

In the content of the process of teaching future lawyers a foreign written language, the most important organizational unit is the legal text. It is the main means of formation in the minds of students of the legal picture of the world. The characteristic features of legal activity and its characteristic language make it possible to classify legal texts thus: texts of a legal type (legal acts, documents fixing pre-trial procedures and court hearings, as well as extrajudicial legal actions), texts of a theoretical and practical nature and other legal texts (works of fiction on legal subjects, symbolic texts with a legal focus).

Consideration of legal discourse has been prepared by a long course of development of domestic and foreign linguistic science. The interest of researchers in professional legal discourse is primarily because the communicative process in this area usually implemented between the holders of professional knowledge. Multi-genre and some other specific features of the terminological system of the English-language legal discourse predetermine the complexity of the linguodidactic preparation of Uzbek-speaking law students for future professional communication with representatives of the cultures of the language being studied.

In our study, we assumed that in the process of independent activity, taking into account the motives and preferences of the future career of a lawyer, we will be able to give students the opportunity to form those discursive skills that, in their opinion, will be important for them in a particular professional activity. We chose writing as such a means, that is, the study and development of the written skills of law students based on formation of the discursive competence.

One of the decisive factors for the successful formation of discursive competence in a future lawyer is written skills, which include analysis, diagnostics, questioning, independent work and the development of various projects (by branches of law) as individual educational support for students aimed at developing the discursive skills of a future lawyer.







Thus, our article proves the need for further development of the problem under study in the direction of improving and developing written speech in a foreign language for the purposeful formation of the discursive competence of future bachelors of law orientation in teaching intercultural professional communication, in particular through the introduction of new educational technologies, which will be based on the interaction of students with representatives of both Uzbek and foreign companies (as well as international ones) that are interested in young competitive specialists in the legal field.

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