



TEACHING LEGAL ENGLISH VOCABULARY USING A FUNCTIONAL APPROACH

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Abstract

Modern living conditions have changed the tasks of training specialists with knowledge of a foreign language in various professional fields. Globalization is becoming the condition under which business contacts between specialists from different countries in the field of jurisprudence and law are becoming increasingly important. Often, such contacts become a guarantee of a successful solution of a particular problem, rapid professional growth of individual specialists, and an increase in the level of their competence.

Key words: legal English, vocabulary, lawyers, methods, legal terms, jurisprudence, functional approach, ESP, lexical skills, professional-oriented lexical competence.

Introduction

Today, no one doubts the fact that the dynamics of the life and the new goals associated with it, the scale and direction of the transformations cause a public need for a large number of specialists who practically know one or more modern foreign languages. Knowledge of languages, as a rule, makes it possible for a specialist to take; more prestigious society; status, both socially and financially. More and more people realize the fact that "the wealth of society in the conditions of a modern market economy and the development of information technologies is human resources, which act as the main strategic factor in economic and social progress". In solving this problem, an important role is assigned to foreign language education.

Fundamental changes in the system of public education in our country place high demands on the knowledge of a foreign language in modern conditions and determine the approach to the discipline "Legal English for jurisprudence".

The main goal of teaching a foreign language is to ensure that graduates of law university have an active command of a foreign language as a means of formation and formulation, thoughts in the field of everyday communication and in the field of the corresponding specialty.





A foreign language is a productive force, and foreign language literacy as an economic category. This thesis directly relates to the professional education of future lawyers, who must be ready to live and work in a constantly changing world, to communicate with speakers of foreign linguistic and ethnic cultures, process information in the course of this communication and make the necessary decisions. To do this, future lawyers need to be fluent in foreign professionally-oriented vocabulary in their specialty.

Methodology

In modern methodology, the problem of teaching professionally-oriented vocabulary is covered quite widely. Most research works try to solve this problem within the framework of teaching reading literature in the specialty. The issues of teaching the active dictionary of various specialties are also being developed. An attempt is being made to use a functional approach to the selection and organization of speech material, as well as to the organization of the educational process using models of typical situations and types of social contacts inherent in the professional activities of lawyers. However, the issues of the formation of professionally oriented lexical competence among law students are not fully resolved. In this regard, in the teaching environment, the need for further improvement of the methodology for the formation of professionally oriented lexical competence among students of legal specialties is quite clearly realized.

One of the main tasks facing foreign language teachers in a law university is to teach law students to understand and translate professional texts. The ability to speak freely and conduct conversations on professional topics, until recently, was considered as secondary. However, the reforms of recent years have led to the understanding that the professional activities of lawyers, lawyers, lawyers and law enforcement officers are not limited to one country only, and are associated with the need to communicate with colleagues from other countries in a foreign language. Professional communication implies not only fluency in a foreign language within the limits of possible social contacts, but also fluency in professionally oriented vocabulary; which the student masters in the process of reading literature in the specialty.

Research

The foundations for mastering foreign professionally-oriented vocabulary are laid at the university, therefore, it is in higher educational institutions that they develop and implement the most effective methods in the field of teaching foreign professionally-oriented vocabulary to students.





Effective way to improve the educational process at a university is to optimize the methodology for the formation of professional-oriented lexical competence, which is the subject of the presented article. It should also be noted that legal English lexical competence is interpreted as knowledge of legal English lexical units and the ability to use them in various situations of professional communication. Lexical skills are understood as such fixed operations, which correspond to automated actions with lexical material in the process of receptive or reproductive speech. At the same time, various types of speech activity are considered as speech skills.

Research in the field of methodology for the formation of professionally oriented lexical competence in a foreign language when teaching reading brings us closer to solving the issue of training specialists with a high level of professional culture:

- 1) constantly increasing requirements for the training of specialists in non-linguistic universities;
- 2) the need to search for a new methodology for the formation of professionally oriented lexical competence in English when teaching reading on the basis of an already existing methodological base using new trends in the methodology of teaching foreign languages;
- 3) the need to develop a set of exercises aimed at increasing the level of mastery of professionally oriented vocabulary in the process of reading;
- 4) the need to develop a new methodological typology of professionally oriented legal vocabulary in order to increase the efficiency of memorizing lexical material by students in the process of reading.

Discussion

The hypothesis of the study is that the level of memorization of дупфд Утпдшыр vocabulary in the process of reading will increase, and, consequently, the process of forming professionally-oriented lexical competence of students of legal specialties will be more effective in terms of the number of lexical units learned by students in the process of reading and the time spent on their acceptance, if

- when teaching, take into account the peculiarities of legal vocabulary;
- develop and theoretically substantiate a combined methodological typology of professionally oriented legal vocabulary in combination with methodically systematized tables;
- to put a special set of exercises as the basis of training using methodically systematized tables in combination with a focus on independent learning;

To achieve the goal and implement these approaches, it is necessary to solve the following tasks:





- classify legal scientific terms and determine their main characteristics;
- to analyze and systematize the methodological classifications of lexical material, on the basis of which to propose a new combined methodological typology of professionally oriented legal vocabulary;
- to determine the features of the formation of the lexical competence of students of non-linguistic universities;
- to analyze domestic and foreign teaching aids in English for law students in order to develop a methodology for the formation of professionally-oriented lexical competence of students in the process of reading literature in their specialty;
- develop a set of exercises based on a combined methodological typology of professionally oriented legal vocabulary using methodically systematized tables in combination with a focus on independent learning;
- check the developed set of exercises in experimental training.

The practical significance of the study is determined by the fact that the study materials are reflected in the approved textbooks for the formation of legal English lexical competence in teaching reading. The article is intended for use in practical classes in English. The main provisions and materials of the study can be used in the framework of both lectures and seminars on the theory and methods of teaching foreign languages, and in practical classes in English, as well as in the creation of teaching aids and guidelines for the formation of professionally oriented lexical competence in teaching reading.

The following provisions are put forward in the article:

- Combined methodological typology of legal English vocabulary in combination with methodically systematized tables increases the level of mastery of professionally oriented vocabulary by students in the process of reading professional literature in English.
- A set of exercises built on the basis of non-translating semantization of professionally oriented vocabulary and methodically systematized tables using a combined methodological typology of professionally oriented legal vocabulary is an effective means of forming professionally oriented lexical competence. The effect is manifested in the fact that lexical units are more firmly acquired and study time is reduced.
- Exercises built on the basis of the translation semantization of professionally oriented vocabulary in combination with methodically systematized tables are built on the principle of increasing students' independent activity. Such exercises increase the level of formation of professionally-oriented lexical competence in teaching



reading and create prerequisites for further self-education of students when reading literature.

Theoretical and methodological research in the field of learning optimization led to the conclusion that, subject to the interaction of the basic principles of learning optimization, the process of forming lexical competence can become much more effective: The following were chosen as the main directions for optimizing the process of forming professionally-oriented lexical competence:

- motivation of students;
- novelty and authenticity of educational material;
- graphic visibility;
- self-learning.

Students' motivation increases when a student achieves specific results. The task of the teacher is to instill in the student the skills that he can use not only in foreign language classes, but also in the study of other disciplines of professional content, as well as in future professional activities.

Graphic visualization is one of the main means of optimizing the teaching of professionally oriented vocabulary to law students due to its accessibility, universality and methodological expediency. When teaching students the vocabulary of the English language with the help of graphic visualization, the foundation is laid for further self-learning of students.

Self-learning becomes one of the important characteristics of learning to read in the system of becoming a full-fledged, professionally and personally, individuality. By emphasizing self-study, students acquire the ability of logical thinking - the ability to analyze, generalize, draw conclusions. The teacher gives students an idea of the vocabulary of the language not as a sum of words, but as a lexical system of the language being studied in comparison with the lexical system of the native language in a professional situation, as well as with an orientation towards the future professional experience of the student.

Thus, the tasks of forming professionally-oriented lexical competence among law students at the present stage are:

- in the development of the flexibility of the student's lexical thinking; in former development of skills to use the synonymic potential of the studied foreign language;
- in the development of linguistic conjecture;
- in the development of prognostic skills in the process of reading;
- in the development of skills of independent work with the text in the specialty.

The process of conducting an educational and methodological experiment aimed at testing the research hypothesis was described. The results of some experiments



showed that an integrated approach in the formation of legal English lexical competence, which consisted in using the set of exercises, built on the principle of increasing the independent activity of students, based on the combined methodological typology of legal English vocabulary, increases the effectiveness of teaching a foreign language and gives positive results.

Conclusion

The approach was proved that the use of an integrated approach to the methodology for the formation of legal English lexical competence of students of legal specialties in English on the basis of a combined typology of professionally oriented vocabulary, together with the proposed set of exercises, which is built on the principle of increasing independent activity of students, gives positive results and is effective.

The scientific novelty of the research results lies in the fact that:

- -proposed a method for optimizing the formation of professionally oriented lexical competence of students in the process of reading literature in the specialty based on a set of lexical exercises, including methodically systematized tables, and built on the principle of increasing students' independent activity;
- a combined methodological typology of professionally oriented legal vocabulary is proposed in combination with methodically systematized tables, which are characterized by accessibility, universality and methodological expediency;
- the specificity of the legal English vocabulary was revealed, which consists in the presence of a large number of lexical nests, a large number of borrowings of highly specialized legal vocabulary from Latin and French, a large number of Latin terms, a pronounced tendency towards brevity, monosyllabism, a significant number of polysemantic words, as well as a large percentage terms rooted in the general literary language.

The practical significance of the study is determined by the fact that the study materials are reflected in the approved textbooks for the formation of legal English lexical competence in teaching reading.

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