

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СТУДЕНТОВ ЮРИДИЧЕСКОГО НАПРАВЛЕНИЯ

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Аннотация: Статья посвящена анализу особенностей преподавания английского языка студентам юридического направления. В статье рассматриваются основные трудности, связанные с обучением профессионально-ориентированной лексики и грамматике, необходимой для успешной коммуникации в правовой сфере. Особое внимание уделяется методическим подходам, направленным на развитие навыков работы с юридическими текстами, таких как чтение и анализ договоров, правовых актов и судебных решений. Также обсуждаются возможности интеграции современных цифровых технологий и интерактивных методов обучения, включая кейс-метод, ролевые игры и симуляции судебных процессов. В данной работе прилагаются практические рекомендации по формированию учебных программ, способствующих повышению профессиональной компетенции студентов.

Ключевые слова: преподавание английского языка, студенты, юридический английский, методики преподавания, профессиональная лексика.

FEATURES OF TEACHING ENGLISH TO LAW STUDENTS

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Abstract: The article analyzes the specifics of teaching English to law students. The article discusses the main difficulties associated with teaching professionally oriented vocabulary and grammar necessary for successful communication in the legal sphere. Particular attention is paid to methodological approaches aimed at developing skills in working with legal texts, such as reading and analyzing contracts, legal acts and court decisions. The possibilities of integrating modern digital technologies and interactive teaching methods, including the case method, role-playing games and trial simulations, are also discussed. This work includes practical recommendations for the formation of curricula that contribute to the improvement of students' professional competence.

Keywords: *teaching English, students, legal English, teaching methods, professional vocabulary.*

ЮРИДИКАЛЫК БАГЫТТАГЫ СТУДЕНТТЕР ҮЧҮН АНГЛИС ТИЛИН ОКУТУУНУН ӨЗГӨЧҮЛҮКТӨРҮ

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Аннотация: *Макала юридикалык студенттерге англис тилин окутуунун өзгөчөлүктөрүн талдоого арналган. Макалада юридикалык чөйрөдө ийгиликтүү баарлашуу үчүн зарыл болгон лексиканы жана грамматиканы окутуу менен байланышкан негизги кыйынчылыктар каралат. Контракттарды, укуктук актыларды жана сот чечимдерин окуу жана талдоо сыяктуу укуктук тексттер менен иштөө көндүмдөрүн өнүктүрүүгө багытталган усулдук ыкмаларга өзгөчө көңүл бурулат. Заманбап санариптик технологияларды жана окутуунун интерактивдүү ыкмаларын, анын ичинде кейс методун, ролдук оюндарды жана сыноо симуляцияларын интеграциялоо мүмкүнчүлүктөрү да талкууланат. Бул макалада студенттердин кесиптик компетенттүүлүгүн жогорулатууга жардам бере турган билим берүү программаларын иштеп чыгуу боюнча практикалык сунуштар берилген.*

Негизги сөздөр: *англис тилин окутуу, студенттер, юридикалык англис тили, окутуу усулдары, кесиптик лексика.*

Modern realities dictate the need to train competitive specialists who are able to confidently use a foreign language in the professional sphere of their specialization. For lawyers, foreign language proficiency becomes a key factor in enhancing their professional competence and expanding their career opportunities. It is worth noting that currently the methodology of teaching students professional English language needs to be improved and updated, since educational institutions tend not to be equipped with modern teaching aids, which would be up-to-date and oriented, among other things, to the formation of language personality of a specialist, ready for intercultural business communication [4].

The legal process is fundamentally connected with language. Our life in the legal field is formed through language on the basis of written and oral elements (laws, contracts, court appearances, etc.). It follows that legal reasoning is centered on language and linguistic structure. It is no coincidence that Legal English has traditionally been considered a special kind of English. Since English is the language of the international legal community, commerce, trade and communication, law firms are entitled to demand good command of it from their staff. Consequently, professionally oriented training in the legal sphere should provide the future specialist not only with legal knowledge and skills, but also with the ability to communicate effectively in English [7].

It is important to note that there are two main types of legal English: professional legal English, used by practicing lawyers, and that used by people who do not have a legal education but work in the legal sphere. Unlike the first type of legal English, the second is aimed at less formal situations and emphasizes the use of language in semi-formal communication settings, such as drafting a letter or notice. Meeting and negotiation skills are emphasized here, where the ability to express thoughts effectively and reach agreements is

important. These two types of legal language require different approaches in both content and teaching methodology [9].

The peculiarities of teaching English to law students are due to the complexity of legal terminology, specific requirements to the grammar and style of legal texts, as well as the need to take into account cultural and legal differences between countries. The inclusion of such elements as archaisms, Latin expressions (e.g. habeas corpus, mens rea), and polysemous terms in the vocabulary makes it particularly difficult to learn. In addition, Legal English assumes precision and unambiguous wording, which is important when drafting legal documents and negotiating [2].

The structure of legal English includes:

1) Lexical level - the use of terms that have a highly specialized meaning (e.g. consideration, assignment, tort).

2) Grammatical level - frequent use of passive voice, compound sentences, nominalizations.

3) Stylistic level - use of formal expressions and avoidance of colloquial phrases.

Professionally-oriented instruction is aimed at developing law students' ability to use

English effectively in their professional activities. Unlike general language instruction, which focuses on the acquisition of basic lexical and grammatical skills, professional-oriented instruction focuses on the specific tasks and needs that arise in the practice of law.

The main goal of such training is to prepare students for real professional life, where they will use English to interact with international colleagues, draft legal documents, participate in court proceedings, and translate legal texts. Given the globalization of legal systems and the active development of international law, knowledge of legal English becomes essential for successful professional activity.

In the process of professionally-oriented teaching, the key focus is on the following aspects: 1) Legal vocabulary and terminology. Students learn specific terms used in international and

national legal systems. This includes both general legal language (e.g. contract, liability, tort) and more highly specialized vocabulary related to specific areas of law (e.g. intellectual property law, international arbitration).

2) Reading and analyzing legal documents. Students learn to analyze and interpret legal texts in English, such as contracts, agreements, laws, court decisions and other legal documents. This develops skills in understanding legal language and the ability to work with documents in a foreign language.

3) Legal Advice and Negotiation. One of the most important tasks is to prepare students for professional negotiation and legal counseling. This includes training in negotiation, the ability to present legal issues and arguments, as well as in active listening skills and the construction of legally correct rejoinders.

4) Translation of legal texts. An important part of the course is the formation of skills of professional translation of legal documents. Students are taught not only to translate texts, but also to adapt them in the context of the legal systems of different countries. This aspect of the course includes translation of contracts, laws, court acts, and the drafting of legal opinions.

5) Interactive methods and technologies. Professionally-oriented learning actively uses case method, role-playing games and trial simulations. These methods allow students to practically apply knowledge, model real-life situations and develop communication skills in a professional environment.

The main advantage of the professionally-oriented approach is its close connection with the real needs of students' professional activities. The focus on specialized legal vocabulary, skills of translation of legal documents, as well as the development of written and oral

argumentation allows students to form competencies necessary for effective work in the international legal environment.

The use of case method, role-playing games and analysis of authentic materials contributes not only to language acquisition, but also to the development of critical thinking, decision-making and negotiation skills in a professional context. This teaching method creates conditions for the integration of language skills with legal knowledge, which makes the training of future lawyers more qualitative and adapted to modern requirements. Thus, this approach should be considered fundamental in the development of English language training programs for legal studies.

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