



## IMPROVING SPEAKING SKILLS OF LAW STUDENTS IN ENGLISH CLASSES

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### Abstract

The expansion of international contacts and the visibility of prospects for a specialist who speaks a foreign language create favorable conditions for raising the prestige of the subject "foreign language" in all educational institutions. In this regard, the question of improving the quality of the educational process in foreign languages and the search for new, more effective methods and techniques for teaching law students is particularly acute.

**Key words:** speaking skills, legal English, educational institution, effective methods, non-linguistic universities

At our university a foreign language is provided in the first and second years of study for two hours a week. The occupancy of groups is the same as for all groups (10-12 people). Given the relentless growth in the importance of English proficiency in the legal profession, these learning conditions can be described as extremely difficult. And even the growth in the importance of the subject for professional training has not yet been reflected in the improvement of these conditions, which complicates the solution of the main issues that have always been and are facing methodologists who study the problems of teaching foreign languages at non-linguistic faculties in non-linguistic universities.

The first of these problems is the correlation of general language training with special, that is, professionally directed training. It is important to determine what should be their relative weight in comparison with each other, whether there is a need for a strict division between these two components, and it is more efficient to start special professionally oriented training.

The second problem is the ratio of teaching reading and teaching oral speech in non-linguistic 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 during the last decades, or rather in the 60s of the XX century, oral speech as a learning goal is gradually gaining ground in a non-linguistic university. Taking into account that, on the one hand, the conditions for learning have not improved, and on the other hand, now no one questions the focus of teaching a foreign language both on communication in the general field of activity and in the professional one, and no one denies the need for training students not only reading, but also oral speech, then the question arises - is it possible at all in these conditions of learning to achieve the intended goals.

There are a number of factors that to some extent offset the negative impact of what Michael West would call "Teaching English in difficult circumstances". These factors are:

- the first - with all the critical attitude to school teaching foreign languages, it must be recognized that the level of preparedness of graduates entering law faculties/universities today is much higher than it was when the main problems of teaching foreign languages were posed at non-linguistic faculties. The data on the readiness of first-year students to understand authentic texts on jurisprudence, obtained by us in repeated tests over the past years, are, on the whole, very encouraging;
- the second - a student who entered the University of Law has a high motivation for learning a foreign language, moreover, about % of students realize that a career as a lawyer without knowledge of foreign languages, and especially English, is less promising. And already 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, in the degree of proximity (or remoteness) of special terms and general vocabulary; the level of pre-university awareness of trainees about the chosen specialty and its basic concepts is essential. In this regard, jurisprudence is a comparatively "profitable" specialty. Characters of jurisprudence, legal terms, designations of jurisprudence - these terms are largely internationalized, and a very high percentage of words and phrases that are both terms and units of a common language.



Jurisprudence undoubtedly belongs to those sciences whose English terminology is difficult, primarily because of its ambiguity, and not because of isolation from the general vocabulary;

- the fourth important factor is the proximity of jurisprudence to the life of a common person. "Right and law stand in the middle of life." They regulate it, and hence the ease of saturating general language training with elements of a legal specialty, permeating almost any everyday 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 jurisprudence, their practical implementation are the primary national pride of the 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 the country where the law and the observance of the law are both an integral and everyday element of everyone's life. The complex influence of these factors is an objective prerequisite for the assumption that with an adequate and, at the same time, averaged in its addressing methodology, 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.

Due to the limitation of studying a foreign language course at the University of Law for only two years, the problem of maximum movement of the beginning of reading texts in the specialty and teaching oral communication on professional topics to the beginning of the first year becomes extremely important. At the same time, instead of opposing general and special training, their interpenetration is an integral task. In view of the foregoing, the prospects for a positive solution to the above problems have a solid foundation. And therefore, dependence on an adequate methodology for teaching foreign languages at law faculties is of decisive importance. Two years of communication with students, systematic observation of their subjective attitude to the study of English, their almost identical answers to the questions of the questionnaire, give the right to name as the reason for such effectiveness the uninterrupted professional orientation of the entire course of teaching a foreign language, its connection with the study of English jurisprudence in a broad sense.



Such content of the course became the main stimulus in mastering the English language simultaneously with the legal culture of the native speaker. The peculiarity of the structure of the course at the content level lies in the constant fixation of the attention of students on the legal life of English-speaking countries in all its richness, diversity and attractiveness for the future lawyer. At the same time, the system of tasks used in the course for developing the skills to work with authentic texts and take part in oral communication on professional topics played an equally important role.

The proposed system includes three groups of exercises: receptive, receptive-productive and productive. At the same time, professional vocabulary was worked out, taking into account the recognition of syntactic complexes, as well as grammatical material, reflecting the mental constructions of the English legal system. At the same time, special attention was paid to the most active types of polysemy (for example: genus / species: suitor - 1) party to the case, 2) plaintiff; type / type: to commence an action - 1) act as a co-defendant; general action / specialized action: detain - 1) detain, 2) take into custody, etc.)

To form a linguistic guess, work was carried out on the most productive suffixes of the English legal terminology system ( -er / -or to designate the subjects of crimes: - a robber, - a counterfeiter; -ing, -ary / -, -tion /, -sion- to designate criminal acts: - espionage, - theft, - bribery, - theft, - hacking, - strangulation).

For the formation of skills for independent work with vocabulary, special importance was attached to the awareness of synonymous and antonymic relations, since in English terminology even the basic terms of criminal and criminal procedural law can be synonymous ( "guilt" and "fault" express the legal concepts of "guilt") .

The list of typical situations of professionally oriented communication, which is proposed in the work, includes: establishing business contacts in oral and written form; exchange of information in the process of professional interaction; reasoned message on professional issues; business conversation on a specific topic, telephone conversation scenarios, etc.

The concept and content of the professionally oriented communicative competence of undergraduate students of law faculties were determined, the



structure and methodology for conducting a holistic professionally oriented English language course were developed. To develop the content of training in professionally oriented communication of law students, a linguo-didactic analysis of pragmatic authentic texts of a legal orientation is always carried out, which makes it possible to develop a scientifically based methodology for the formation of professionally oriented communicative competence of law students, as a necessary component of training a modern specialist. The practical materials used in experiential learning can be recommended as an elective course to the main program of law schools and as a basis for conducting electives and elective courses at the initial stage of teaching English. The conducted research simultaneously determines further steps that continue the development of the chosen problem - the study of English in the junior courses of law faculties. The first urgent task is a positive decision on the continuation of compulsory foreign language classes in the senior courses of the Universities of Law. Moreover, here one could put forward the following proposals regarding the nature of this continuation:

- it can be considered proven in advance that a graduate of the Universities of Law should be fluent in the first foreign language at the level of reading specialized literature, mostly without a dictionary, and discussing legal issues in a foreign language both by foreign colleagues who came here and in the country of the language being studied. In this regard, one cannot count on the fact that special subjects of jurisprudence at a Law university will require so much from law students the use of foreign-language bibliography that this alone will provide there is improvement in a foreign language, and it will be possible to get by with an elective in senior courses;
- in my opinion, English language courses should be developed, in which, on the one hand, the process of improving the ability to communicate on near-specialized topics is expanded and deepened, and on the other hand, more complex reading and discussion of texts of the main specialties, some of which have already been touched upon (criminal law , civil law), and new senior disciplines, including international law.
- in these training materials, all those components that are presented in the two-year course should now receive, firstly, a more systematic character, and secondly, more problematic and tasks for independent reading, processing in



English and discussing what has been read, and acting out scenarios could have been much more complex and deeper.

Equally important is the development of the most effective ratio of the main elements of the course: textual material, speech exercises, scenarios for professionally oriented learning in accordance with the needs and capabilities of students with different levels of general language training.

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