



DOI:10.29013/EJEAP-25-4-24-27



THEORETICAL FOUNDATIONS OF PROFESSIONALLY-ORIENTED ENGLISH LANGUAGE TEACHING FOR LAW FACULTIES

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Cite: Mirgiyazova M.M. (2025). *The Oretical Foundations of Professionally – Oriented English Language Teaching For Law Faculties. European Journal of Education and Applied Psychology 2025, No 4.* <https://doi.org/10.29013/EJEAP-25-4-24-27>

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 issue 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.

Keywords: *importance of foreign language proficiency, legal profession, learning conditions, non-linguistic faculties, professional training, effective methods, techniques, reading instruction, oral language, intended goals, learning conditions*

Introduction

At the law faculties of universities, a foreign language is provided for two hours a week in the first and second years of study. Group occupancy is common, as for all specialties (10–12 people). Given the relentless growth of the importance of foreign language proficiency in the legal profession, these learning conditions can be described as extremely difficult. And even the growing importance of the subject for professional training has not yet been reflected in the improvement of these conditions, which complicates the solution of those basic issues that have always faced 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 and correlation of general language train-

ing with special, that is, professionally oriented training. It is important to determine what their specific weight should be in comparison with each other, whether a strict division between these two components is needed at all, and whether it is more effective to start special professionally oriented training.

The second problem is the relationship between reading instruction and oral language instruction in non-linguistic faculties. As you know, for many decades, the main purpose of teaching foreign languages at a non-linguistic faculty was considered to be teaching reading texts in the specialty, and it was only during the last decades, or rather in the 60s of the XX century, that oral speech as a learning goal gradually gained 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, no one now questions the focus of teaching a foreign language both on communication in the general field of activity and in professional, and no one denies the need to teach students not only reading, but also oral speech, then the question arises whether it is even possible to achieve the intended goals in these learning conditions.

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" (Tiersma P. M., 1999, p. 112). These factors are as follows:

- First, despite all the critical attitude towards school teaching of foreign languages, it is necessary to recognize that the level of preparedness of graduates entering law faculties is much higher today than it was when the main problems of teaching foreign languages in non-linguistic faculties were raised.

The data on the readiness of first-year students to understand authentic texts on jurisprudence, which we have received in repeated inspections 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 already of great importance.
- The third one 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 awareness of trainees about the chosen specialty and its basic concepts is essential. In this regard, law is a relatively "profitable" specialty. Characters of jurisprudence, legal plots, designations of jurisprudence
- these terms are largely internationalized, and there is a very high percent-

age 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 its isolation from the general vocabulary.

- the fourth important factor is the proximity of jurisprudence to the life of an ordinary person. "Law and justice 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 household or cultural topic with elements of jurisprudence.

The complex influence of these factors is an objective prerequisite for the assumption that, with an adequate and, at the same time, averaged 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.

Method

Due to the limitation of studying a foreign language course at the Faculty of Law for only two years, the problem of maximizing the movement of starting to read 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. By virtue of the above, the prospects for a positive solution to the problems raised above have a solid foundation. Therefore, dependence on adequate methods of teaching foreign languages at law faculties becomes crucial.

The above factors favoring English language teaching in the junior courses of law faculties give grounds to formulate the research hypothesis as follows: when teaching a foreign language at law faculties, general linguistic and specifically professional language training from the first days of university studies should be carried out in a complex, which applies to all skills and abilities.

The content of the training should include reading authentic texts from the very beginning and using them as a means of teaching oral speech. In the field of oral speech skills devel-

opment, those that allow for professional saturation with elements of jurisprudence should be selected from the topics of oral speech.

Along with this, professional-oriented oral-speech texts should occupy an increasingly significant place for teaching students oral-speech communication in special legal scenarios. The element of jurisprudence in the totality of all English language teaching should be systemic in nature and should be chosen in such a way that it presents the basic legal sciences (criminal law, international law, civil law, etc.). There is reason to assume that the implementation of such training guarantees sufficient regional legal training.

When teaching English to law students, professional and general language training should be carried out in parallel (in a complex). From the very beginning, the content of the training should involve reading authentic texts, as well as using them as methods of teaching oral English. A special role in the study of English by law students as a way of their professional training is given to the assimilation of professional vocabulary. The study of the specifics of the vocabulary of the English professional language is carried out to develop oral skills and is aimed at implementing communication skills in future typical situations of professional communication, both written and oral. The information should be presented in such a way that the counterparty or the interlocutor is confident that they have mastered it correctly. It is necessary to cut down the skills of the ability to operate with basic models, which also has a number of special features in jurisprudence. For effective legal regulation, it is necessary that the form of expression and the content of the document strictly coincide, so that there is no ambiguity or ambiguity (Nurkhamitova R., Gerkina N., 2017, p. 99).

English at the business level is an integral and important part of the requirements for a professional lawyer and the successful advancement of students on the career ladder. This is due to the fact that business English currently covers all the most important areas of professional communication for future lawyers – international documentation and world science, ethics of behavior in typical situations, meetings, business correspondence, negotiation, communication by means

of communication, etc. A business foreign language in the field of law implies a deeper study of professional aspects by students. That is, we can say that when studying it, it is necessary not only to master professional vocabulary in English, but also to be able to operate with general speaking skills on various topics. Therefore, the following areas of professional activity can be distinguished for the training of law students in English:

A) business communication by phone, videoconferences, that is, situations that require an immediate response to feedback from the interlocutor. The main task of linguistics is to achieve a correct understanding of you by the other side. It is necessary to develop the skills of using cliché phrases in order to introduce yourself, ask for a repeat, call back, etc.

B) role-playing situations that can be played out in a collective form and reflect certain aspects of legal practice. This is a synthetic form of communication, according to some authors, the most complex, which contains elements of improvisation.

C) business presentation as a way of monologue professional communication. This direction is characterized by the presence of a structure, the observance of which is mandatory for the speaker. At the same time, such important linguistic features are highlighted here, for example, the choice of verbal design of the content, the use of a set of stylistic tools, etc.

D) business letters. Writing skills are very relevant today in various forms of correspondence. This is due to the fact that business correspondence acts as a whole culture of communication, which has its own norms and rules, the knowledge of which is necessary for a professional lawyer who professionally studies a foreign language (Karapetyan M., 2018, p. 218).

The “blended learning” method, based on the widespread introduction of information technology, is one of the newest methods of teaching a foreign language to law students. The great advantage of this method in professionally oriented teaching of English to law students is the possibility of obtaining the necessary information within a few hours. It is also worth noting that network communication allows the learning environment to

provide unhindered access to information from both students and teachers, which fully corresponds to the continuity of the learning process. Many professionally oriented texts are taken in the modern educational process precisely from the Internet, which (Azizova S., 2016, p. 260).

Thus, it can be concluded that the changes that occur in all spheres of life lead to innovations in the education system. It is worth

noting that today English is a global language of intercultural communication, including professional communication. Teaching English to law students as a way of their professional training is one of the priorities of the educational process at law faculties, this is due to the fact that proficiency in English can expand the opportunities of law students in finding employment and their subsequent career growth.

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submitted 14.10.2025;
accepted for publication 28.10.2025;
published 30.12.2025
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