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ISSUES ON DEVELOPING LEGAL WRITING

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Annotation

This article discusses the issue of the development of law students' written language, in particular, special attention is paid to some aspects of the module 'Legal Writing'.

Keywords: written speech, module, legal terms, functional speech styles, text, business documents.

Аннотация

В данной статье рассматривается вопрос развития письменной речи студентов-юристов, в частности, особое внимание уделяется некоторым аспектам модуля «Письменная речь юриста».

Ключевые слова: письменная речь, модуль, юридические термины, функциональные стили речи, текст, деловые документы.

It is known that the development of writing among law students is a process that requires them to know the peculiarities of the language of the law and procedural documents. Since this subject is studied in the first year, students are not familiar with them and a practical solution to this issue may cause some difficulties, which are related to the specification of the written language, as well as the peculiarities of legal writing.

The written form of speech, as well as oral, is an important means of communication in the activities of future lawyers, in particular, in the activities of the investigator. Noting the peculiarities of the written form of speech, it should be said that it exists without an interlocutor, is devoid of intonational design and such extralinguistic factors as mimicry, gesture, generality of the situation. In the absence of these factors inherent in oral speech and facilitating the interpretation of information, written language should

be more developed, complete than oral, logically correctly structured, so that its content becomes clear to the reader, and the legal text should correspond to its status.

The multidimensionality of the tasks should be solved in the process of writing (think about the content, select the necessary vocabulary, outline a certain sequence of presentation, correctly construct sentences, link them into a single whole, spell the words correctly), and it requires from the student to develop reflection skills.

Work aimed at the development of writing should be carried out consistently and in stages. The thematic plan for the training module should be developed in accordance with a number of didactic principles: from simple to complex, the connection of theory with practice, logical sequence, system.

In this regard, the first block of the training module begins with a repetition

of grammatical material studied earlier (school, lyceum). It should be noted that the choice of grammar topics is carried out in accordance with the specifics of the language of the specialty (legal). Consequently, the work on their repetition, study and consolidation is carried out on the material of legislative texts, procedural documents.

The work in the second block is connected with the study of legal terms and their specifics. In order for students to form a base of legal terms and they can correctly use them in written language, dictations are conducted at each lesson. Students are also invited to work on vocabulary based on a glossary of legal terms. Since most of the terms in jurisprudence are borrowed, students are invited to write out their definition, study their formation, origin and what they mean.

Then work gets complicated. For example, students are offered a certain pair of words (vocabulary for the initial stage is selected from the text of the Constitution), with which the student should perform the following tasks: 1. Establish a semantic relationship between them; 2. Formulate a thought in one simple sentence. For example, a citizen is a state, a president is a state – the President of the Republic of Uzbekistan is the head of state, etc. Then the teacher offers students from the studied lexical material to perform such a task independently using the example of legal terms: crime – act – crime – socially dangerous act. Practice shows that this type of work significantly improves verbal and cognitive activity. To

arouse the interest of students in this topic, you can invite them to create a crossword of legal terms, etc.

Work in the second half of the training unit is associated with the text, i.e. it is aimed at the continuation, completion, independent creation of the text of various types, etc. At this stage of training, the type of tasks envisaged is associated with such functional styles of speech as artistic and journalistic. This is explained by the fact that first-year students do not possess sufficient knowledge of the specialty that serves the official business style. Nevertheless, the introduction of vocabulary and situations with regard to their specialty is envisaged. For example, students are given cards with words. Then using these cards they compose a text-narration. To create a text-reasoning, topics are proposed. Students should be able to express their thoughts in writing with elements of argumentation and persuasion. To achieve this result, the teacher in the classroom must first acquaint students with theoretical material: what is a text, what characteristic features does it have, etc. After studying the theoretical topics about the text, students can begin to master them. The reasoning is conducted with different goals: to evaluate the subject by the presence of a sign; give a reason for action or condition; identify the causal relationship caused by the phenomena; to assert, insist or deny something; to propose a thesis or a situation in accordance with which they could express their opinion or attitude towards something; to discuss, argue and sum up.

Teaching writing annotations and re-

views is also effective in the formation and development of writing skills. In the curriculum of the module Legal Writing, training to write these documents is anticipated, and it is advisable to provide students with theoretical knowledge. Since this document is written by a specialist in a specific field of science, writing these documents for first-year students brings certain difficulties. To conduct a lesson on this topic, an experiment was conducted: the students had to give an assessment to the module "Legal Writing", i.e. they had to write a review. As the students studied this module during one semester, they coped with the task.

In the third educational block, the official business style of speech is studied: the training is aimed at drawing up business documents. Learning to compile any type of business paper is carried out in the following order: the teacher reveals the meaning of this document (type of business papers), introduces its details, requirements for registration, invites students to examine a sample document, fill out the same paper with somewhat modified content, independently practice in compiling similar document on the model. Practice has shown that the preparation of a business document using models does not give a positive result and requires special training in their design.