

Features of teaching written legal speech to law students

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Abstract: *This article discusses the methodology of teaching written speech to law students. Which deals with consistent and comprehensive training in the analysis of legal texts. Teaching students Russian as a foreign language it is necessary to form and develop their ability to use not only oral, but also written forms of communication in their professional activities. At the same time, the most important feature of written speech taken into account – the absence of a person-communicant, i.e., the monolog nature of speech is implied. Another distinctive feature of written speech is its consistency, coherence, and maximum accessibility of its subject-language content. Written speech is the most complex type of speech activity and involves solving spelling, punctuation, stylistic, and other tasks.*

Keywords: Literary language, education, law, text, morphological, legal speech.

INTRODUCTION

Literary language has two forms of expression: oral and written. Each of the forms characterized by its own characteristics. If oral speech designed for auditory perception, then written speech designed for visual perception.

Written speech is a productive type of speech activity, the main function of which is to fix oral speech. Written speech is also a means of communication between people when direct communication is not possible, i.e. when they separated by space and time. The similarity of both forms of speech is that they based on the literary language. Both forms in practice occupy an approximately equal place in their importance, penetrating into all spheres of human life, including the sphere of production, management, education, law, etc.

DISCUSSION

There are also differences between the two forms, which consist in the use of means of expression: oral speech is associated with intonation and refers to the conversational style. Written speech uses alphabetic, graphic symbols (dots, commas, dashes, which serve to divide speech and correspond to the intonation pause in spoken speech) and uses more often the book language with all its styles and features.

In written speech, the order of words, a strict sequence, is of great importance. A sentence, being the main unit of written speech, expresses logical and semantic connections through syntax, so written speech characterized by complex syntactic constructions, participial and adverbial phrases, common definitions, insert constructions, etc. When combining sentences into paragraphs, each of them strictly connected with the preceding and subsequent context.

The culture of writing usually understood as the ability to write correctly in a particular language, that is, the ability of the writer to express his thoughts correctly, in accordance with the existing norms of spelling, spelling and punctuation. The ability to write correctly is the main feature of the written culture of a person's speech.

The written speech culture of law students is an important component of the professional competence of future specialists. However, practice shows that such professional competence of students is often absent and the state of written speech culture of students does not meet the requirements. Students do not have the skills of comprehension, memorization, design, reproduction, transformation of utterances, generation of new speech units; the ability to perform analytical and synthetic operations at the text level. The organization of the text, the structural division into semantic parts, the content, tasks and goals of its creation, as well as the communicative aspect of the relationship between the compiler and the reader not taken into account, the rules of spelling not observed. As a result, students express their thoughts illiterate in writing.

Teaching students Russian as a foreign language it is necessary to form and develop their ability to use not only oral, but also written forms of communication in their professional activities. At the same time, the most important feature of written speech taken into account – the absence of a person-communicant, i.e., the monolog nature of speech is implied. Another distinctive feature of written speech is its consistency, coherence, and maximum accessibility of its subject-language content. Written speech is the most complex type of speech activity and involves solving spelling, punctuation, stylistic, and other tasks.

In solving these problems, an important role-played by the system of tasks and exercises, which should be built taking into account the continuity, the gradual complication of the nature of the exercises, the use of a variety of exercises of a constructive speech nature, aimed at the formation of speech actions.

The most effective way to achieve a positive result of learning writing is to create and organize a system of exercises, i.e., a consistent arrangement of exercises at each level. Therefore, we believe that in teaching written speech, the primary exercises are of a lexical nature. Performing such exercises helps students are acquainted with the necessary lexical minimum, as well as expand their vocabulary.

Methodologists note that when teaching writing, it is important first to determine the goals of training. The goals are very diverse, as they determined by the communicative needs of a certain contingent of students, taking into account their age, social status, form of education, and the presence or absence of a language environment. The purpose of teaching written legal speech is to develop the skills of business writing as a means of fixing information in the field of professional communication and the development of communicative competence.

MATERIALS AND METHODS

In this regard, the main task of teaching law students to the national audience to write procedural documents is to develop their skills and abilities independently choose language material, which significantly increases the role of studying the grammatical system of the language. It known that this system is a complex organism consisting of interrelated and interacting parts: phonetics, vocabulary, morphology, syntax, and stylistics. Therefore, to achieve this goal, you should develop a system of tasks and exercises, including the following tasks:

- to familiarize students with the official business style, the peculiarity of vocabulary, the use of specific grammatical constructions;
- to give an idea about the basic structural and syntactic features of text structure of procedural documents, the external (the mastery of basic genres of writing and the ratio of their structural elements). And internal (the mastery of the structural-semantic organization of the text, the main categories of text (the content, coherence, modality) to develop the students ' skill of linguistic vision of the text;
- to form the skills of selecting the necessary language tools (lexica-grammatical and stylistic);
- Develop the skill and develop the ability independently compose the texts of procedural documents of a certain thematic focus, based on the knowledge of the structural-syntactic and structural-semantic organization of the text.

The content of the written language training should include the basics of stylistics, the features of the official-business functional style, which plays a decisive role when using the language in situations of written business communication in the field of professional communication.

This approach allowed us to offer a set of exercises when teaching the language of procedural documents, which, in our opinion, will contribute to the purposeful assimilation of the relevant material.

Of course, the set of exercises developed by us will serve to develop the skills and abilities of writing only. In this regard, the main task in creating a set of training exercises is to take into account the features of the studied sub-field, which makes it possible to form students' skills and abilities of competent use of the selected language material.

RESULT

In the process of teaching written speech, as well as in teaching other types of speech activity, preparatory and speech exercises used at the lexical, morphological, syntactic and stylistic levels that allow you to enter written speech.

The teacher should actively direct the process of forming a thought in the written speech of students. It is necessary to educate students in a conscious attitude to the process of writing a thought, the tendency deliberately, arbitrarily and carefully build a text.

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