

## Foreign Language in the System of Means of Educating the Legal Consciousness of Future Lawyers

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**Abstract:** In the article considers the problems of forming legal consciousness of future lawyers by teaching the foreign language. In the article is shown the types and means of teaching foreign language to improve professional competence of future lawyers, that foreign language has integrative properties, accumulates information on general theoretical disciplines, forms a position in relation to future professional activity, communicates with practice, educates professional qualities and skills.

**Keywords:** professional-oriented, specific, student-oriented, motivation, legal value, communication.

The state educational standard of higher professional education requires taking into account professional specifics in the study of a foreign language, its focus on the implementation of the tasks of the future professional activity of graduates

The study of the possibilities of a foreign language in the education of the legal consciousness of future lawyers required an analysis of the general conceptual provisions for studying a foreign language at a university. Meantime, relevance is a professionally oriented approach to teaching a foreign language, which provides for the formation of students' ability to communicate in foreign languages in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking, while organizing motivational-incentive and orienting-research activities.

Professionally oriented is understood as training based on taking into account the needs of students in learning a foreign language, dictated by the characteristics of the future profession or specialty. Thus, involves a combination of mastering a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the country of the language studied and the acquisition of special skills based on professional and linguistic knowledge.

The study of a foreign language is carried out based on a personal approach, the implementation of which requires the actualization of the personal meanings of learning a foreign language, strengthening its functions in intercultural and interpersonal communication of students. They speak the language and ways of using it in business and professional communication, self-affirmation and self-determination in life, culture, profession [1].

Foreign language education of a student-oriented type is carried out using methods that meet certain requirements: creating an atmosphere in which the student feels comfortable and free;

- 1) Stimulating the interests of the student, developing his desire to use a foreign language;
- 2) Actualization of emotions and feelings, development of the need to correlate them with real speech, cognitive, creative abilities;

- 3) Organization of independent work on the language at the level of physical, intellectual and emotional capabilities of students;
- 4) Use of various forms of work: individual, group, collective

Much attention in the research devoted to teaching a foreign language paid to motivation. Furthermore, two interrelated groups of conditions facilitate development of motivation for learning foreign language among students of non-linguistic specialties. Conditions affecting the formation of internal motivation (professional interest and awareness of the practical and theoretical significance of the knowledge gained for future professional activity; features of future professional activity; the level of professional preparedness of the teacher; emotional intensity of classes, etc.);

Through the language in a legal educational institution, where the teaching of the academic discipline "Foreign Language" has a pronounced professional orientation, the legal consciousness of students actively formed; its qualitatively new level is noted. Thus, foreign language has integrative properties, accumulates information on general theoretical disciplines, forms a position in relation to future professional activity, communicates with practice, educates professional qualities and skills.

The purpose of the language training of students at this stage is to form the level of communicative competence among the trainees, which ensures the use of a foreign language for practical purposes [2].

Since the main task of this course is to launch the speech mechanism of students, i.e. mastering the basic skills of communication in English, the emphasis in training is transferred from the traditionally developed earlier skills of reading and translation to the communicative skills of oral and written speech.

In this regard, priority topics are those directly related to the life of students, their interests and hobbies, their future profession. The communicative approach involves of students in communication, which takes place in the form of dialogues, discussions, role-playing games.

Students have the opportunity to express their point of view on any problem, to offer their own way of solving it, to indicate their attitude to any topic under discussion. In the process of teaching a foreign language to students of a law institute, we thought to make fuller use of the possibilities of its content to educate the legal consciousness of future lawyers: topics of a professional orientation were included (Legal specialties. Constitutional law. Financial law. Criminal law. etc.)

We tried to use the integration of substantive, procedural and motivational-value components of students' professional training and their personal development. Changes in the content, methods and technologies of teaching are associated with the transition to professionally oriented technologies, with the transition from subject-object to subject-subject educational technologies, focused on the initiation of the student himself, on the recognition of his right to manifest personal-semantic strategies in the process of cognition.

Considering a foreign language in the system of means of educating the legal consciousness of future lawyers, we focused the students themselves on understanding the role of a foreign language in professional and cultural development. Our experience in the stage-by-stage organization of teaching foreign language at a law school allows us to draw conclusions about the change in the position of future lawyers: students strive to master a foreign language in situations of discussing professional problems. It shows activity and independence in the development of projects of a professional orientation; actively show their life positions, value orientations in assessing social and legal phenomena, events, strive to improve their level of legal awareness.

In the process of the study, devoted to the education of the legal consciousness of students in the process of studying a foreign language in a law school, the following conclusions can be drawn [3]:

The legal consciousness of the future lawyer is revealed from the positions of legal ideology and legal psychology and is presented in the relationship of legal knowledge, legal feelings, legal values. His upbringing is determined by the goals and functions of law as a social regulator and conditioned by the socio-pedagogical situation of personality development in the conditions of studying at a law school.

The legal consciousness of a student as a subject of legal activity is determined through its value-semantic (moral and legal values), cognitive (legal knowledge), and activity-reflexive (enforcement of legal norms) components

The content and technologies of teaching a foreign language in a law school, presented through the professional-language integration of content, professionally oriented and student-oriented technologies for learning a foreign language, ensure the development of the legal consciousness of future lawyers.

The technology of educating the legal consciousness of students in the process of learning a foreign language includes goals and values, content and methods, the implementation of which is carried out through phased interrelated actions: determining the goals and priorities of the process of forming the legal consciousness of students by means of a foreign language. Diagnostics of the levels of legal consciousness of students and achievements in the field of learning a foreign language; determination of the content and technologies of teaching a foreign language in the context of the future profession; assessment of the level of development of legal consciousness and students' achievements in the process of learning a foreign language.

The organization of the process of teaching a foreign language, which contributes to the development of the legal consciousness of students, is carried out within the framework of a pedagogical system that is optimally included in the structure of the educational process of an educational institution.

The effectiveness of the communicative-personal-activity technology is achieved through the functioning of a controlled system organized according to the principle of subject-subject relations, according to which both students and teachers are active participants in the pedagogical process [4].

As the pedagogical conditions that ensure the effectiveness of educating the legal consciousness of students in the process of learning a foreign language, as shown by our study, the following are defined:

Enrichment of the content of legal information in the process of learning a foreign language and strengthening its value-semantic aspects. Orientation to personal needs, interests and strategies of students in the study of law and a foreign language; stimulating the professional and personal development of future lawyers with the help of modern teaching technologies (solving professional situations, dialogue, business game, computer technology, etc.); ensuring interdisciplinary integration as a means of development.

In the process of learning a foreign language on texts of a professional orientation with the wide use of dialogue situations that imitate the professional activities of future lawyers, changes occur in the legal consciousness of an individual: his values, needs, motives, interests, attitudes, positions, personal meanings.

A positive “I-concept” of a lawyer is formed, integrative links are established between the main components of legal consciousness - legal ideology and legal psychology, as a result, of which the professional and personal development of future specialists in the field of law becomes more productive.

This level has a stimulating effect on the study of a foreign language, and the success of language proficiency has a positive impact on their professional development.

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