

Professional Russian Language in the Linguodidactic Aspect

Matenov Rashid Bekimbetovich

Acting Associate Professor, Tashkent State University of Law

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ABSTRACT

One of the most important problems in modern education is the selection of texts for building a learning system. Professional orientation in the selection of texts for educational purposes in law schools is a pragmatic aspect of the legal text. The cognitive value of the text is directly dependent on the level of language training of the student or student group, and the text also serves to solve educational, educational and practical problems and self-improvement of students in the language of their chosen specialty.

For professionally oriented teaching of the Russian language, scientific texts with an abundance of special terminology are currently used for educational purposes. Therefore, the problem of selecting texts for building a learning system is one of the most important. The most significant linguodidactic factors in the selection of educational texts are the following: professional orientation of the text; cognitive value of the text; novelty; text volume; authenticity; communicative value and its accessibility in terms of language design.

Terms are one of the main characteristics of the functional style and professional orientation of a scientific text. Two types of terms are used in legal profile texts: 1) general scientific and 2) special. General scientific words or interdisciplinary lexical units express the general concepts of many social sciences, they are usually polysemantic in the general language sense, but unambiguous within the legal text: *лицо, право, суд, закон, норма, акт, дело, намерение, доказательство, полномочие, штраф, ответственность, привилегия, etc.* The main purpose of special terminology or nomenclature vocabulary is to express the system of concepts of legal science: *юрисдикция, правонарушение, противоправное деяние, мера пресечения, уголовная ответственность,отячающие обстоятельства, нормативный акт, законодательство, etc.* In a special group, when characterizing a legal text, it is necessary also highlight legal jargon or professionalism, which are a clear sign of oral professional speech: material evidence - *вещдок* (material evidence), objectivity - *объективка* (characteristic), operative - *оперативник* (operational worker), oper - *опер* (detective officer), criminal - *уголовник*, orientation - *ориентировка* (indicative data).

The legal text as a unit of speech is "a diverse, historically established and functionally changeable unit of cognitive and communicative practice. It is built on speech material, but in its integrity and in its construction it has its own laws" (Admoni, p. 68). A legal text is a special text that contains relevant concepts and is used in the legal sphere of human activity. The sublanguage of law is a socially differentiated speech, referred to in a number of theoretical studies as the "discourse of law". (Yatsyuk, p.13)

From a linguodidactic point of view, professional orientation in the selection of texts for educational purposes is nothing more than taking into account the pragmatic aspect of the legal text. "The pragmatic goals of a legal text are varied. Scientific discourse (articles, reports, studies) is characterized by intellectual and cognitive goals; for educational and popular science literature, intellectual and informative goals are characteristic, for legislative and regulatory acts, codes - incentive goals" (Voinova, p. 51.). According to the goals, the vocabulary and syntax of a particular legal genre of oral or written speech have their own specific features.

The cognitive value of the text when selecting it for educational purposes is directly dependent on the level of language training of the student or student group. If the communicative speech activity (skills) of a student or student group is limited only by reception, that is, understanding of information in a certain amount, for example, from 100 to 450 vocabulary units, then for such a contingent, texts and materials containing elementary legal concepts, familiar already students in their native language, and a simplified grammatical structure. If the student is able to speak (monologue) and interact (dialogue, polylogue), that is, his communicative speech activity is productive, then authentic texts are selected and the features of the formation of both the intellectual-cognitive and emotional-volitional spheres are taken into account, which simultaneously affects the cognitive communicative and expressive language. Here the main goal is to improve the skills of students to generate oral and written texts - monologues addressed to the audience. Here, the student should be able to logically state the problem, summarize information from various sources, give arguments, use references, express their opinion, present conclusions in accordance with a specific task.

Novelty, volume, authenticity of texts also directly depend on the level of communicative speech activity of a student or student group. The novelty of texts for the receptive group can be zero or relative. Here the material may be well known from the native language (zero novelty) or may combine new with well-known (relative novelty). For groups with productive skills, the novelty of texts can be absolute, that is, the material is completely new in content.

In the structure of the methodological system, in our opinion, it is necessary to include material according to the principle of constructing a system of texts around the problem based on their semantic synonymy. This means that the key concepts are the same in the texts, but they are expressed by other language means. New material is added to them, containing additional concepts, as well as completely different concepts. But the whole system of texts is based on the principles of thematic integrity, since this contributes to the adequate formation of the student's thesaurus and his professionally oriented development.

Of particular note is such a characteristic as the authenticity of the educational legal text in the Russian language. The authenticity of the text, which is one of the factors influencing the selection of text, is an important characteristic of both macro- and microtext, which should be taken into account when including a text in a linguodidactic system. Authentic text is a product of written and oral speech created by native speakers and for native speakers, and not for educational purposes. Authentic materials are the texts of regulations, laws, legal business papers, procedural business documents, legal newspaper and magazine articles. They are difficult to understand and are used in groups with a high level of language proficiency, in reproductive groups, in our opinion, they can be used as auxiliary material. Many methodologists and teachers oppose the inclusion of authentic materials in textbooks and teaching aids. The main argument "against" is the difficulty of the language material of these texts for students. But the lack of authentic texts as didactic material in the classroom does not allow students to get acquainted with the real and accurate Russian legal language in the classroom, which can subsequently have a negative impact on the level of their objective language competence. The main method of preparing a Russian legal text when it is included in the didactic system for the reproductive group is adaptation. But when adapting texts, it is necessary to simplify, adapt, facilitate or complicate the text, again in strict accordance with the level of the group's language training, after identifying the level of language competence of each student. A

strong adaptation of the text, that is, a general qualitative change in its structure, is acceptable in cases where only a basic level of language proficiency is revealed, that is, the student is able to solve the minimum number of communicative tasks for professional communication in standard situations. His knowledge of the Russian language is very imperfect, because he is strongly influenced by his native language. The average level of adaptation of the legal text - the introduction of significant changes due to small and synonymous replacements of difficult places - is necessary in cases where an average level of formation of communicative skills is revealed. From our point of view, at advanced stages of learning in groups with fluency in Russian, it is necessary to use only genuine (authentic) texts of various sizes and levels of complexity. Artificial construction and adaptation of texts are useful only at the earliest stages of teaching Russian to law students.

Of particular importance is the use of authentic materials for educational purposes at the present time, as part of the introduction and adaptation of new information technologies into the education system, primarily the Internet. In the process of live communication via the Internet, those who are serious and thoughtful about self-education and self-improvement in the language automatically appear the authenticity of communication and develop communication based on interactivity. With the help of the Internet, the simplified communication environment, the artificial language environment of the audience disappears, and a model of real language communication appears. (Milyutina, p. 276.)

Educational texts in the linguodidactic system of teaching law students, developed in our study and tested in many years of pedagogical practice, are organized in such a way as to contribute to the solution of educational, educational and practical problems at the university, and also serve as a basis for self-improvement of students in the language of their chosen specialty.

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