

## BASIC INSTRUCTIONS TO ENHANCE LAW DOMAIN IN ENGLISH TEACHING

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### ABSTRACT

This article deals with describing the field of law and developing it by means of teaching English. On the top of that, creating background knowledge in learners in this sphere, as well as teach them legal terms, and phrases vigorously.

**Keywords:** meanings, gist, illustration, law, approach, procedure.

### INTRODUCTION

Initially a general background to the development of educational practices and policies will be given to understand the social influences that provided for the three themes: rote learning, national examination and types of motivation to learn the English language and their impact on English language teaching and learning in law. This information will also be beneficial in the construction of the three scenarios that will follow and to enhance understanding of constructing a new tool in education, scenario building, to explore the relevance of these themes in law context.

### RESULTS AND DISCUSSION

Amid of the illustration students may not catch the whole meaning of a word. As a result, lack of understanding, learners probably fail in the theme. To avoid failure in the progress, students ask comparative version these words. English law term is given not Uzbek, but other foreign languages such as Russian language. It is called “teaching law with comparative way method”. One more thing which should be taken into consideration is using pictures to demonstrate real object or atmosphere. The picture of the court is presented after being explained. The narration of it is told beforehand. It is one of the best way to acknowledge the whole topic.

### STRUCTURAL APPROACH

The structural method is look like direct method. But they are not the same, their techniques differ from each other. Especially, reading and writing skills are not wholly neglected. As every method has a particular aim and work, the structural method has an exact duty. It takes a great role in teaching law with understanding expressions, phrases, words in this field. The structural method identifies the gist or meaning of them. “a structure is a pattern and a particular arrangement of words which to indicate grammatical meanings. It may be a word, a phrase or a sentence [Gauridushi, 2011]

### PROCEDURE

Whenever teachers teach law according to the structural method, it will have a good result. In classes students are confused how to catch the meaning, especially in contexts terms may change wholly, they mean another version. In this time teachers teach the students to approach in terms of contexts. Because of the fact that this method is specifically based on writing and reading skills. During the classes, educator should use

“five fingers” way. On the blackboard or paper five fingers are drawn. In the center of the palm law term is written. Then actual meaning of the word is written in the thumb. Moreover, other eloquent is written the other fingers. By the way students learn top five meanings and how to use them on conditions.

### **EXAMPLE**

A good example of this method is shown in law field. In political discourse, too often the word “lie” is used to describe a simple misrepresentation, an untruth spoken without knowledge of its falsity, or worse, something that the speaker can defend as truthful but this accuser believes is a different set of facts.

### **PROBLEM AND SOLUTION**

According to example which mentioned above students should be protected from confusions. One of the main issues is using words or phrases in wrong way. If the word has both negative and positive meanings, readers should care practicing unknown words. To solve the problem student work on practical books which connected to the topic. Furthermore, they should practice independently with the procedures of the teacher. Also, they may remember the gist of the law terms by pictures. We come into practice with the word “to concur”. In real English, it is usual way saying “agree”. However, in the Supreme Court formation, this word means: “I agree with what the other Judge decided, nevertheless has different reasons. In that time the list of reasons is given. Concur (formal), (concurring, concurred), (with sb/sth), (in sth) 1) rozi bo'lmoq, 2) fikrlari mos kelmoq, 3) ayni bir vaqtda sodir bo'lmoq, 4) to'g'ri kelmoq. It is the whole meanings of one term in law.

### **ORAL APPROACHES/SITUATIONAL LANGUAGE TEACHING**

The oral approach is one of the important and effective method which children use it completely. They listen to any sounds from the surroundings. It is also connected to spelling. Nowadays, children from the age of seven are taught English. According to the standard of English system, they are taught basic skills. Among these skills listening and speaking have importance in learning English language. In this case, teachers use the oral approaches, methods to create their language nation. This method helps to work on words by learning by heart. The target is to develop the skills in the individual so that they can communicate and function independently.

### **PROCEDURE**

Practicing this method, teachers may achieve to increase fluently speech of students. It is made in terms of order. Firstly, teacher introduces herself with simple words, and students repeat after her modifying words into themselves. After it teacher begins to use pre-intermediate level words, terms in law. Students try to understand the terms. In this time teacher use her facial expression to explain the phrases or words. In addition to using whole body movements to easily and correctly explain existing compounds to students. In this place there is a key role of intonation. Because emphasis is on the importance of differentiation in meaning.

### **EXAMPLE**

To differ words according to stress, it means to have huge knowledge in language. For instance, limit is stressed second syllable. The word limited the third syllable is considered to be stressed syllable. Moreover, the meaning and the translation of the word change. One more example, licensee is accented by stressing second syllable. In word licensees last syllable is considered stressed syllable and last “s” is pronounced as a “z”. There are great many of examples as mentioned above.

## **PROBLEM AND SOLUTION**

Many students speak words beyond paying attention the transcription of a word. It is a huge problem in formal language. Wrong pronunciation leads to confusion to catch the meaning of the word. In this time teachers approach with an understandable way which is easy to learn. They use cards, pictures and so on. Besides that students may not catch the meaning of the whole sentences. As it mentioned above stress serves to differentiate the meaning of the words. In this case students should conclude according to the context. The best way is teachers should pronounce difficult words, and students write them to the blackboard as they listened. By the way both teachers and students achieve their goals in learning law terms.

## **AUDIOLINGUAL METHOD**

Audiolingual method is considered to be mostly used method both in the past and for the being time. It is also named after “Army method”, because after World War II, the soldiers wanted to be accomplished in the languages of their enemies. They decided to attack to their enemies by their spiritual field. It gave a good result at that time. Long after it was received as a new method in language called audiolingual method. It is based on a linguistic theory and behavioral psychology. This method was used widely through the end of twentieth century. It emphasized only dialogues which is important to understand it. In order to show the abilities of this method, tutors tried to explore new versions, materials to rich in more blossoming. Nowadays, target language not to be completed beyond this method. With this method the standard language achieves a lot of awards.

## **PROCEDURE**

For the being time every kind of sphere uses the achievements of modern technology. It involves in both the whole creatures of the world and unalive nature. In this case teachers of education in every level of it use them more effectively. A good example of modern technology is audios. In audiolingual method, teacher teach students both listening and speaking. Learners listen to an audio according to their range of knowledge. They try to catch the general nation. After it they narrate the events of audio step by step. They do not watch anything on TV or screen. Students use their imaginary world. One of the significant role of the teachers, they should lead them to the right direction. In order to avoid confusion of learners, tutors explain basic rules of doing this kind of task.

## **EXAMPLE**

In terms of law process, the audios based on this field. For instance, the conversation is being held between two men. They are talking about human rights. Moreover, they are adding to some gaps about tax in their conversation. In this conversation two topics are being discussed. They are connected immediately. Students listen to audios on an average twice. More than it is not permitted in a target language. To identify the aim and the whole meaning of the audio, teacher help to students. Namely, she/he writes unknown words or phrases on the blackboard. By this trace, students explore what the audio is about. Furthermore, they inform about new things as well as, they enhance the level of speaking skill. Because they demonstrate what they have heard. And also whenever it is about case study, they give alternative suggestions which may be solution to the problem. They speak fluently and exactly on the topic. It gives a great result.

## **PROBLEM AND SOLUTION**

Mostly, students face to difficulties on spelling. Because of the standard language, listening teaches to write without mistakes. However, it is not easy for all students. In audios the words near to each other in pronunciation. A good example, “law” and “love”. They are not connected each other. But they are

pronunciation almost the same. In this case, teachers give feedback about the task. Students approach to the listening according to instructions of teacher. If they do not know a word they should predict above the whole audio. It is certain with the logical way. To adept at listening skill, students should listen audio books more and more. By the way they rise up both synhron translation and listening ability. They think in target language, not mother tongue. They will have fluently speech and managing time. Certainly, they save time by professional abilities.

### COMMUNICATIVE METHOD

Human learning in terms of four “views of the person” and their implications for LTE (language teacher education)

- Learning is determined by external influences, as in behaviorist learning theory: person as input-output system;
- Learning as the realization of one’s unique self, as in humanistic theory: person with self-agency;
- Learning as a cognitive process, where each of us constructs inner representations of the world which then determine our perceptions and subsequent learning: person as constructivist;
- A social perspective on learning, where the individual adapts to and enacts socially constructed roles, and learns by means of social exchange: person as social being. [jon roberts.4p]

The development of communicative competence depends on sociocultural and sociolinguistic knowledge and skills that ensure interconnection with society and contribute to the socialization of individuals in this society.

The communicative methodology provides for the maximum immersion of the student in the language process, the main purpose of this methodology is to teach the student to speak English fluently, and then think in it. The possibilities of implementing a communicative approach in a specialized university are significantly higher than in a nonlinguistic educational institution.

It is no secret that in a non-linguistic university when studying a foreign language a number of difficulties arise due to the following factors:

- 1) The emphasis on teaching is placed on professional disciplines to which a foreign language does not belong. When studying a foreign language, as well as other noncore disciplines, most students have exclusively external motivation;
- 2) In non-linguistic universities, often, students with different levels of proficiency in a foreign language study in the same group, as a result of which the motivation of strong students are reduced, and there is a lack of interests of the weak;
- 3) The limited number of hours allocated for studying a foreign language in a nonlinguistic university does not allow it to be mastered at the proper level.

Effective teaching encourages the teacher to determine what "works" in the learning process. According to Richards, a lot depends on the skills and personal qualities of an individual teacher [3, p. 45].

Thus, a teacher of a non-linguistic university should determine ways to solve the above difficulties.

All students have their own intellectual characteristics, which should be taken into account in the learning process. These differences should also be encouraged by the teacher, develop innovative thinking in students, and critically determine the characteristics of each student in the learning situation. There are various ways to improve the quality of teaching, while the learning process should be of interest to the student. The communicative approach is based on the fact that the success of language learning is associated with its direct use. When students participate in real communication, their natural intentions of mastering the language are used - this is what will allow them to use the language.

Motivation is one of the most important factors influencing the study of a foreign language. Intrinsic motivation leads to long-term success. Extrinsic motivation is believed to be more associated with short-term success. Based on the above factors, the teacher should stimulate internal motivation among students, arousing interest and curiosity, contributing to the self-development of students [1, p. 154].

Based on the capabilities of the motivation factor [6, p. 24], consider methods for solving the first problem, the transformation of external motivation (getting an assessment) into internal:

- The impact on direct behavior in relation to specific goals (career prospects);
- Stimulation of perseverance in educational activities (additional bonuses);
- Increase in cognitive activity (students interested in professional activities use information from foreign sources, professional sites), which in turn will lead to the development of communicative competence.

### **PROBLEM AND SOLUTION**

- The solution to the problem associated with the difference in student knowledge Can be carried out through a tiered approach to group formation, which involves:
- Selection of students by level of knowledge (group A, B, C);
- Planning of the educational process through the degree of activation of the student's speech activity
- The possibility of subsequent transfer of the student to a group with a higher level of knowledge.

### **CONCLUSION**

A solution to the problem can be proposed directly using elements of a communicative technique in working with text. The communicative approach to the language has various characteristics that distinguish it from previous methods:

- Understanding occurs through the active interaction of students in a foreign language, involving such methods of enhancing communication skills as video, interactive whiteboard, game simulations;
- Training takes place using authentic English texts;
- Students not only learn the language, they also receive additional linguistic and cultural knowledge in the process of mastering the language (the information they are interested in should be contained in the material they study).

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