

USING THE POTENTIAL OF ENGLISH LANGUAGE IN FORMING PROFESSIONAL COMPETENCIES OF LAW STUDENTS

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ABSTRACT

The article considers that in teaching English language of law students is not just acquire knowledge, skills and abilities but also to develop their professional competencies that helps in their future career.

Keywords: *competence, professional training, skills and abilities, competency-based approach, qualified specialist.*

АННОТАЦИЯ

В статье рассматривается, что при обучении английскому языку студентов-юристов необходимо не только приобретать знания, навыки и умения, но и развивать свои профессиональные компетенции, что помогает им в дальнейшей карьере.

Ключевые слова: *компетентность, профессиональная подготовка, навыки и умения, компетентностный подход, квалифицированный специалист.*

INTRODUCTION

The competence-based approach is an important condition for the quality education of a specialist of any profile and the main criteria for personality development are not knowledge and skills, but competence. Thus, competence is a quality that gives an individual the right to make judgments in a certain area. Moreover, knowledge and experience of a person's professional activity form the basis of this quality. Such a point of view means, that competence is an integral characteristic of a person, which contributes to his general ability and readiness for activity. The person uses the formed competencies depending on the conditions and needs regarding the implementation of different activities.

The competent professional uses such strategies that, in his opinion, will be necessary for the performance of certain tasks in the professional activity. Furthermore, competence is the ability of an individual to solve problems that arise in real life, using the knowledge and skills gained as a result of training and life experience. It is consequently, the level of competence is the level of activity necessary and sufficient for minimum success in obtaining the intended result. Notably, it is important to be not only a qualified specialist, but, above all, competent

person. A competent specialist differs from a qualified specialist in that he possesses not only certain knowledge, skills and abilities that are necessary for his fruitful professional activity, but also implements them in his work, is always engaged in self-development.

DISCUSSION AND RESULTS

In particular, the competence formed in the process of professional training helps a specialist to effectively solve various tasks regarding his professional activity, which is especially valuable for non-standard situations in the implementation of professional functions. Therefore, a special role in the formation of the future specialist competence is played by the use of a competence-based approach in the process of his professional training. Undoubtedly, an important period in the training of a lawyer for professional activity is the period of study at higher educational institution, where the theoretical and practical foundations of the readiness of a future specialist for professional activity are laid, in other words, in the process of his professional training. Considering, of a competency-based approach to legal education allows you to reveal the result of education with the help of a set of different types of competencies, which provide the necessary level of professionalism of graduates of higher educational institutions [1, 234].

In addition to a high professional level, a modern specialist with a higher education must possess a sufficiently high level of linguistic and foreign language competence for further professional activity, which ensures professional growth based on domestic and foreign achievements, exchange of experience with colleagues from abroad, carrying out scientific research.

The task of any higher educational institution is to train a competitive highly qualified specialist and a foreign language, especially English as the language of international communication, plays an important role in this.

The language policy regarding English language affects the quality of all education as a whole, since we are talking about such categories as the ability for intercultural communication and interaction, the ability to express one's thoughts and understand the thoughts of others, including representatives of other societies, etc. The fact that graduates of higher education institutions are preparing for life in a market system, dialogue of cultures and peoples, interethnic communication.

Adapting to these conditions requires future legal professionals to have practical knowledge of the languages of the world and communication skills in the professional industry.

In a law school, an English language contributes to the development of communicative, informational, sociocultural and other competencies. Likewise, the main goal of learning English in higher education is the formation of communicative competence [2,495].

The most important quality of a modern specialist is effectively and fully communicate in a foreign language of his specialty. English language is a compulsory discipline in all non-linguistic higher educational institutions and provides for the development of students' linguistic competence. Concerning this, the ultimate goal of mastering a foreign language by law students is such a level of communicative competence that will allow them to use a foreign language in a certain area of professional activity.

The professional competence of a future lawyer is associated with communicative competence, which includes knowledge about linguistic means and communication situations, possession of a complex of speech skills that allow a lawyer to achieve efficiency in communication and interaction, correctly build and understand different texts, adequately use linguistic and speech means in relation to specific tasks and conditions of communication. In the formation of English language communicative competence, it is necessary to take into account: 1) linguistic competence, which provides for a system of knowledge, skills and abilities of English-speaking communication in a typical situation of educational, labor and cultural spheres of communication. 2) socio-cultural competence, which includes background knowledge (a set of information about the socio-cultural characteristics of the people whose language is being studied, about the standards of communicative behavior adopted in this cultural community). 3) professional competence, which provides for knowledge of terminological vocabulary in the specialty, as well as skills in working with the material [3, 21]

Equally, one of the ways to form the professional foreign language competence of future lawyers is to teach students to read, speak, listen and write in a foreign language to ensure the possibility of communication in future professional activities. As for, to ensure the formation of professional foreign language competence of a future lawyer, professionally oriented foreign language activities, which include training future specialists for business communication in oral and written forms in a foreign language.

A necessary condition for achieving this goal is the comprehensive development of students' skills in all types of speech activity in the process of vocational training [6, pp. 80-81]. In other words, the formation of foreign language communicative

competence is not limited only to the process of teaching students a foreign language. Meanwhile, in the process of professional training of a future specialist, there are wider opportunities for ensuring this phenomenon: the possibilities of general cultural and professional disciplines, educational and independent work of students.

Professional foreign language competence of a future lawyer is a professionally significant integrative personality quality of a representative of the legal profession, a system-value neoplasm that provides decoding of foreign-language legal information. That means applying (international legal documents, legal terminology), its creative use in practical legal activity (in direct contacts with colleagues from abroad) and the ability to engage in international legal activities to solve professional problems. Professional foreign language competence of a lawyer consists of axiological, cognitive and activity components, which ensure the unity of communicative and professional culture of a lawyer.

Furthermore, all designated components are in a dialectical relationship. It is impossible to disclose the content of the concept of "professional foreign language competence", considering it in one aspect (developed intellect, general cultural outlook, subject preparedness of the future lawyer, etc.).

Professional foreign language competence is an integrative professional and personal characteristic of a student, which requires a multidimensional approach to its study. Specifically, a system contains motives, goals, value orientations, requires a set of knowledge, skills, forms and ways of using them in professional legal activities, including international ones. Totally, the foreign language and professional knowledge is the basis for the formation of the cognitive block of the professional foreign language competence of a lawyer.

Foreign language knowledge, in turn, consists of theoretical knowledge about the language system, which students study in a higher educational institution, practical communicative knowledge, linguistic and cultural knowledge about the country of the language they are studying.

Foreign language knowledge is a set of certain levels of subject-oriented knowledge, abstract knowledge, meta-knowledge, thesaurus knowledge. However, from the point of view of subject orientation, the foreign language knowledge necessary for the assimilation of law students is a set of facts about the system of the language that students study, necessary for the formation of the vocabulary of a specialist in the legal industry. More, knowledge of legal terminology in a foreign language occupies a significant place in the lexicon of students

Thanks to the distribution of labor and the emergence of individuals who professionally dealt with law, during the middle Ages, the theoretical foundations of law began to be laid, which were based on Roman law. Even more, it was at this time that English legal terminology was replenished with a huge number of Latin terms, which, by the way, are used in legal documents and in modern times.

A characteristic feature of legal English terminology is the presence of international legal terms that are found and used in many languages, their main characteristic is to one degree or another phonetic, grammatical and semantic similarity.

The main specificity of English legal terminology determines the need to consider it in the process of teaching students of higher educational institutions in order to form their professional foreign language competence.

The thesaurus level of English language knowledge mediates the ability of the student's personality to independently plan and design foreign language and creative activities from the standpoint of assessing the importance of acquiring knowledge and in accordance with the system of value relationships of the student's personality.

The thesaurus level of English language knowledge includes, in addition to the subject (foreign language and narrowly professional sphere), the cognitive sphere, which is mediated by the development of the personality of a law student as a whole, the system of his value attitude to future professional activities, and the performance of professional functions.

The cognitive sphere, which reflects the personal aspect of education, allows a student who owns thesaurus foreign language knowledge to independently design their activities from the standpoint of the value of their own "I am" and the importance of individual foreign language professional knowledge for the development of public knowledge and consciousness.

CONCLUSION

Thus, the structure of professional foreign language competence is a set of theoretical foreign language knowledge of various types, including professional vocabulary, the corresponding skills and value relationships both to a foreign language, a future profession, and to one's own professional foreign language competence. The specificity of the professional English language competence of the future lawyer lies in the content, functions, and its connections with other characteristics of the process of personality formation: the formation of his communicative culture, professional and specialty competence, general culture.

Besides, the formation of professional foreign language competence of future of lawyers, the formation of their professional culture is facilitated by the huge resources that are contained in the disciplines "Foreign language in a professional direction", "Foreign language in the field of jurisprudence"

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