



ХУУЛЬ САХИУЛАХУЙН БОЛОВСРОЛ СУДЛАЛ

РОЛЬ ИНОСТРАННОЙ ТЕРМИНОЛОГИИ В ПРОЦЕССЕ РЕАЛИЗАЦИИ ПРОФИЛЬНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ПО ЮРИДИЧЕСКИМ СПЕЦИАЛЬНОСТЯМ

THE ROLE OF FOREIGN TERMINOLOGY IN THE PROCESS OF IMPLEMENTING PROFILE-ORIENTED TRAINING IN LEGAL SPECIALTIES

Нестерова Валерия Евгеньевна

Доцент кафедры иностранных языков Уральского юридического института МВД России, кандидат филологических наук

Nesterova Valeria Evgen'evna

Associate professor of the Department of Foreign Languages of the Ural Law Institute of the Ministry of the Interior of the Russian Federation, Candidate of Philology

*Хариуцлагатай зохиогч: e-mail: karaelan@mail.ru

Аннотация. Английские юридические термины являются важнейшей составляющей английского языка права, в которой в отличие от других терминосистем выделяются огромное количество специальных областей применения. Целью статьи является рассмотрение вопроса о важности изучения английской юридической терминологии в процессе реализации профильно-ориентированного обучения иностранному языку, которое способствует подготовке компетентных специалистов, способных успешно работать в международной юридической среде. В результате исследования автор приходит к выводу, что работа с юридической терминологией позволит развить не только коммуникативные лингвистические компетенции обучающихся, но также общие и профессиональные компетенции в бытовых и профессиональных ситуациях общения, которые выражаются в умении построения монологической и диалогической речи, в умении вести аргументированную дискуссию, в понимании профессионально-ориентированного текста по различным аспектам права и юридической проблематике.

Abstract. English legal terms are the most important component of the English language of law which unlike other terminology systems distinguishes a huge number of special areas of application. The purpose of the article is to consider the importance of studying English legal terminology in the process of implementing profile-oriented foreign language training that contributes to the mastering of competent specialists who can successfully work in the international legal environment. As a result of the study the author comes to the conclusion that working with legal terminology will allow developing not only the communicative linguistic students' competencies but also general and professional competencies in everyday and professional communication situations which are expressed in the ability to construct monologue and dialogue speech, to conduct a reasoned discussion and to understand professionally oriented text on various law and legal issues.

Ключевые слова: юридическая терминология, язык права, профессиональная компетенция, профильно-ориентированное обучение, компетентностный подход.

Keywords: legal terminology, legal language, professional competence, profile-oriented training, competency-based approach.

Introduction

With the development of international relationship and rapid scientific and technological progress language proficiency in the field of jurisprudence is becoming widely used not only in a professional environment but also in other spheres of linguistic

communication. In the context of globalization, the training of highly qualified specialists requires not only professional knowledge but also proficiency in foreign languages. This is particularly crucial for specialists working at an international level, where communication with partners and

clients from different countries is the routine. Knowing foreign languages allows for more effective information exchange, understanding cultural differences and establishing solid business relationships. So, in order to master a foreign language in professional situations of real communication it is necessary to implement in practical classes an integrated approach to mastering a foreign language consisting of communicative linguistic competencies, intercultural, general and professional competencies (Guzikova, 2024).

However, training legal translation is associated with certain difficulties caused by the peculiarities of international relations, the increase in the volume of legal regulation and the expansion of the terminological apparatus (Ивакина, 2008). Therefore, the higher education system has set a course for training specialists capable of translating legal texts in both written and oral forms thereby implementing a competency-based approach to teaching foreign languages. Besides, profile-oriented training in legal specialties requires students to have not only a deep understanding of national legislation but also the ability to work with international legal norms and standards. This determines *the relevance* of this article.

The English language occupies a key position in international legal relations as it is widely used in international contracts, treaties and covenants, court decisions, scientific publications and business correspondence. So, knowledge of English legal terminology is an integral part of the professional competence of specialists in such specialties and areas as “Jurisprudence”, “Ensuring Law and Order”, “Theoretical and Historical Law Sciences”, “Public Law Sciences”, “Criminal Law Sciences” and many others.

The *subject* of the study is English legal terms used in international legal practice.

The *purpose* of the article is to consider the importance of studying English legal terminology in the process of implementing profile-oriented foreign language training that contributes to the mastering of competent specialists who can successfully work in the international legal environment. To achieve this goal the author solves the following *tasks*:

- to define the concepts of “term” and “legal term”;

- to consider the advantages and disadvantages of using foreign borrowings in legal language;

- to analyze methodological approaches that allow students to apply legal terminology in practice in order to work with various types of professionally oriented texts.

The author analyzed and applied in English practical classes more than 30 methodological techniques for working with English legal terminology used in both domestic and foreign methodology. At the end of the academic year students were given a questionnaire to identify the most optimal approaches to facilitate effective mastery of legal terminology.

Results of the study and discussion

A term is a word or phrase in a special (scientific, technical, legal, etc.) language used to accurately express special concepts and designate special objects (Ахмонова, 2010). The term has such characteristics as 1) the absence of an expressive component of meaning and stylistic characteristics; 2) determinologization, i.e. loss of terminological status and transition to the lexical system of the literary language; 3) reterminologization, i.e. transition from one science to another one (Баранов, 2007).

A legal term is considered to be a word or phrase that has a precise and definite meaning and is used in the text of a regulatory document to indicate a legislator’s will. The legal language is generally classified as socio-political language divided into language of law including legislation, rule-making and law enforcement practice, language of justice, i.e. the language of legal doctrine. Thus, legal language is a language for specific and professional purposes which is an independent functional variety of the national language since the language of any professional communication in addition to special terminology is characterized by such functions as definitional, the function of concentrating professional-special knowledge and the function of discovering new (Акимов, 2010).

Legal terms are a terse and concentrated form of expressing knowledge and are



ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ІШІ АТКАМІСТІК



МОНГОЛЫН
ИРГЭДНИЙ
ХАМГААГАХ
ЯМ АЖААГ

designed to save the language of a legislative act since they're accessible and instructional for use in legal practice (Чебекаев, 2004). Due to their junction all legal terms are generalized names of law concepts (Шамсаева, 2009). Professional legal terms enable specialists from different countries and law areas to cooperate avoiding misconstructions and fatal mistakes, for instance 1) misrepresentation of the statement's meaning, for illustration, replacing the term "breach of contract" with "breaking the agreement" can lead to a misreading of the legal counteraccusations of the action; 2) the Law misapprehension that can beget significant legal mistakes, including the indecorous application of laws in judicial practice; 3) misunderstanding the requirements of law representatives such as judges, lawyers, law enforcement officers, etc. that can lead to incorrect actions or conclusions. This is especially important in transnational cases where translation accuracy is pivotal.

One of the primary challenges that students encounter when learning legal terminology is the polysemy of terms meaning that a single legal term can have multiple meanings, concrete grammatical structure and belong to the only branch of Law. Proper application of these is or that multiple meanings frequently requires interpreting the term within its specific linguistic (the surrounding words and sentences) and extra linguistic environments (historical, cultural, and social contexts). All together these environments allow to comprehend the legal system as a whole, various precedents and specific legal doctrines, the background and circumstances relevant to the term.

Profile-oriented foreign language training in the sphere of legal relationship includes the following aspects: 1) integration of professional and language training; 2) practical orientation, i. e., classes should be organized taking into account real situations that lawyers encounter in their professional activities including reading and analyzing legal texts, drafting documentation and participating in various negotiations; 3) interdisciplinarity which means a combination of knowledge from various disciplines, for

example, law, linguistics and intercultural communication (Дмитриева, 2024).

In order practicing and consolidating English legal terminology it is necessary to apply a variety of methodological approaches and use active and interactive tasks that will help students learn and apply the acquired knowledge in practice:

1. Contextual training including analysis of actually existing legal documents, regulations, court decisions, claims, precedents etc., demonstrating the use of generally accepted terms and existing styles of legal English (Нестеренко, 2025).

2. Role-playing, case-methods and modeling of real legal situations, for example, court hearings, surveys or negotiations which contribute to the formation and development of legal terms usage skills in practical conditions.

3. The use of specialized online resources, applications and technologies (legal dictionaries and databases) facilitates access to the corpus of legal texts and current terminology.

4. Making reports, abstracts, presentations and projects in English on topics with a legal bias.

5. Conducting discussions and debates in English on legal issues allowing students to develop their skills in argumentation and usage of terminology in oral speech.

After integrating these methods into the educational process 71 cadets studying at the Ural Law Institute of the Ministry of Internal Affairs of Russia were surveyed. Based on the results of the questionnaire completed by the student in order to determine the most effective and optimal methodological techniques, the results shown in the diagram were obtained (Picture 1). Thus, the questionnaire results indicate that students recognize the importance of learning specialized terminology that helps them improve their language skills which are an important aspect of their professional training. They consider the most effective method for studying legal vocabulary the use of specialized online resources (32% of respondents), then comes making various reports and projects in English (25% of respondents). 19 % of respondents consider conducting discussions and debates in English

on legal issues a very productive method. 13% of respondents identified contextual training as the most effective method for studying legal

terminology. An unexpected result was that role-playing and case studies ranked last in the effectiveness list (11% of respondents).



Picture 1. Questionnaire results

Conclusions

Thus, educational institutions of higher education with law specialties should pay special attention to studying legal terminology which is a complex of legal terms and concepts divided into industry-specific, inter-industry and general legal terms. Proficiency in legal language is one of the types of professional interaction that involves the formation of competencies among students related to solving translation tasks.

Therefore, higher education institutions with legal specialization should pay special attention to the study of legal terminology, which is considered to be as a set of established legal terms and concepts used in law-making practice.

Legal terminology is one of the most significant terminology systems and represents a complex aspect in teaching a foreign language. So, mastering legal language is one of the forms of professional interaction ability (аспект): дисс. ... канд. филол. наук / Ю. В. Акимов. – Самара, 2010. – 194 с.

Ахманова, О. С. Словарь лингвистических терминов / О. С. Ахманова. – изд. 5-е. – Москва:

helping students to develop skills in solving translation tasks. That is why it is recommended to apply the interdisciplinary approach to mastering legal terminology (e.g. in the framework of such disciplines as International Law, Civil Law, Criminal Law and others) that allows a deeper understanding of the subject and its specifics.

In the process of lawyers' profile-oriented training special attention should be paid to working with various types of legal documents taking into account the linguistic aspects of terms and concepts translation as well as extralinguistic and even technical issues, to know the legal norms and law systems of different countries and the traditions of business written language.

Литература

Акимов, Ю. В. Детерминализация английской экономической терминологии (лингвокультурный и функциональный

Книжный дом «ЛИБРОКОМ», 2010. – 576 с.

Баранов, А. Н. Введение в прикладную лингвистику / А. Н. Баранов. – Москва: Изд-во ЛКИ, 2007. – 360 с.



Қазақстан Республикасының Ішкі Істері Министрлігі



Хууль Сахиулахуйн Боловсрол Судлал

Дмитриева, Е. И. Некоторые аспекты профильно-ориентированного обучения иностранному языку / Е. И. Дмитриева [Электронный ресурс]. – URL: https://conference.osu.ru/assets/files/conf_inf_o/conf5/28.pdf (дата доступа: 13.02.2024)

Ивакина, Н. Н. Профессиональная речь юриста / Н. Н. Ивакина. – Москва: Издательский центр «Норма», 2008. – 447 с.

Нестеренко, В. Г. К вопросу о профильно-ориентированном обучении иностранным языкам / В. Г. Нестеренко // Концепт, 2014. – Спецвыпуск № 21. [Электронный ресурс]. – URL: <http://e-koncept.ru/2014/14757.htm> (дата доступа: 18.02.2025)

Черкаев, А. В. Юридическая терминология в Российском публичном праве: проблемы применения и совершенствования: дис. ... канд. филол. наук / А. В. Черкаев. – Москва, 2004. – 172 с.

Шамсеева, Г. Х. Особенности языка законодательства / Г. Х. Шамсеева // Языковое образование для специальных целей: новые тенденции, методы и содержание обучения: сборник статей 2-й международной научно-практической конференции; отв. ред. к.п.н. И. А. Беленько. 16-17 апреля 2009. – Челябинск: ГОУ ВПО ЧЮИ МВД России, 2009. – С. 187-191.

Guzikova, V. V. Project technology as a method of forming foreign language professional competence / V. V. Guzikiva // Хууль Сахиулахуй. – Улан-Батор, 2024. – № Special (39). – P. 51-58.