

Linguistic and Methodological Foundations for Developing Writing Skills in Law Students

U. R. Pulatova

Acting Associate Professor of the Department of Uzbek Language and Literature of Tashkent
State University of Law
pulatovau@mail.ru

Abstract: This article provides a comparative analysis of written and oral forms of speech, substantiates the opinion on the need to develop writing skills in law students based on grammar. In this regard, types of exercises are proposed in accordance with the language levels.

Keywords: written and oral speech, skills, principles, set of exercises.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

Introduction

It is known that "written speech is a productive type of speech activity"[1] and from the point of view of methodology is a complex process, which is given less attention when teaching a language as a foreign language. Written speech is also a means of communication between people when direct (oral) communication is not possible, i.e. when they are separated by space and time.

The similarity of both forms of speech is that they are based on the literary language. In practice, both forms occupy approximately equal place in their importance, penetrating into all spheres of human activity, including the sphere of production, management, education, jurisprudence, etc.

Literature Analysis and Methodology

There are also differences between the two forms, which consist in the use of means of expression: oral speech is associated with intonation and refers to the colloquial style. Written speech uses letter and graphic symbols (dots, commas, dashes, which serve to divide speech and correspond to the intonation pause in oral speech) and more often uses bookish language with all its styles and features.

In written speech, word order and strict sequence are of great importance. The sentence, being the basic unit of written speech, expresses logical and semantic connections through syntax, therefore written speech is characterized by complex syntactic constructions, participial and adverbial participial phrases, common definitions, inserted constructions, etc.; each paragraph is strictly connected with the preceding and following context.

Currently, due to the active development of international relations, oral communication is becoming less relevant and a real need for written speech arises. Consequently, for the purpose of

effective communication not only in everyday situations, but also in professional activities, a future specialist must be able to express his speech in writing. In this regard, teachers of Russian at non-philological universities will have to face the task of preparing students for written communication in their professional activities.

Methodologists note that "when teaching written speech, it is important first of all to define the goals of teaching. The goals are varied, as they are determined by the communicative needs of certain groups of students, taking into account age, social status, form of education, the presence or absence of a language environment." [1]

Discussion

The purpose of teaching written legal speech is to develop business written speech skills as a means of recording information in the field of professional communication and the development of communicative competence.

In this regard, the main task of teaching law students to write procedural documents is to develop their skills in independently selecting language material, which significantly increases the role of studying the grammatical system of the language. It is known that this system is a complex organism consisting of interconnected and interacting parts: phonetics, vocabulary, morphology, syntax, stylistics. Therefore, to achieve the set goal, it is necessary to develop a set of tasks and exercises that include the following objectives:

- to familiarize students with the official business style of speech, the uniqueness of vocabulary, and the use of specific grammatical constructions;
- to provide an idea of the main structural and syntactic features of the organization of the text of procedural documents, its external (mastery of the main genres of written speech and the relationship of their structural elements) and internal (mastery of the structural and semantic organization of the text, the main categories of the text (information content, coherence, modality), thereby developing in students the skill of linguistic vision of the text;
- to develop the skills of selecting the necessary linguistic means (lexical, grammatical and stylistic);
- develop the skill and form the abilities of independently composing texts of procedural documents of a certain thematic focus, relying on knowledge of the structural-syntactic and structural-semantic organization of the text.

The content of teaching written speech should include the basics of stylistics, the features of the official business functional style of speech, which plays a decisive role in the use of language in situations of written business communication in the field of professional communication.

This approach allowed us to offer a set of exercises for teaching the language of procedural documents that, in our opinion, will facilitate the targeted acquisition of the relevant material.

Of course, the set of exercises we have developed will serve to develop skills in written speech only. In this regard, the main task in creating a set of training exercises is to take into account the characteristics of the sub-style being studied, which makes it possible to develop students' skills in the competent use of the selected language material.

When developing the system of exercises and tasks, we took as a basis the classification of competencies proposed by A.A. Akishina and O.E. Kagan, as well as the classification of exercises proposed by R.T. Talipova [2], which distinguishes between language, speech and productive exercises. The author classifies language exercises as grammar exercises aimed at developing the skills of correctly formulating a statement, and speech exercises as the content of the statement.

In language exercises, the skill of morphological and syntactic design of speech is practiced, the ability to correctly write and format a word, correctly connect words in a sentence; the rules of agreement, control, adjacency, and rules for constructing a sentence are learned.

Speech exercises include exercises aimed at developing the ability to correctly express the content of a statement and convey thoughts. To develop these skills, you need to know the rules for constructing and formatting a statement, so speech exercises are based on language exercises. Language exercises are called preparatory, since only having mastered the skills that are formed in language exercises, can one begin speech exercises.

Productive exercises include situational and communicative exercises, and creative exercises [2].

In developing the methodological system of educational tasks and exercises, we relied on such basic didactic principles as communicativeness, the connection of theory with practice, systematic and step-by-step teaching, scientific nature, functional approach, taking into account the influence of the native language, taking into account interdisciplinary connections, and others.

The system of exercises we have developed serves to develop skills and abilities of written professional speech only. In this regard, when creating training exercises, we took into account the features of the studied sub-style, which makes it possible to form in students the skills and abilities of competent use of the selected language material. To form and develop skills and abilities of written speech, we have developed a set of exercises that represent a consistent system. In developing the proposed system of exercises, we relied on the theoretical provisions of the above-mentioned methodologists, and also based ourselves on our practical experience.

When teaching students Russian as a foreign language, it is necessary to form and develop their ability to use not only oral but also written forms of communication in their professional activities. In this case, the most important feature of written speech is taken into account - the absence of a communicant, i.e. the monologue nature of speech is implied. Another distinctive feature of written speech is its logicity, coherence, and maximum accessibility of its subject-language content. Written speech is the most complex type of speech activity and involves solving spelling, punctuation, stylistic, and other problems.

In solving these problems, an important role is played by a set of tasks and exercises, which should be built taking into account continuity, gradual complication of the nature of the exercises, the use of various exercises of a constructive speech nature aimed at the formation of speech actions.

Taking into account the above-mentioned features of written speech, exercises can be differentiated into lexical, word-formation and morphological, syntactic, punctuation and stylistic.

The most effective way to achieve a positive result in teaching written speech is to create and organize a set of exercises, i.e. a consistent arrangement of exercises at each level.

Results

Thus, we believe that in teaching written speech, exercises of a lexical nature containing terms are primary. The study of terminological vocabulary in teaching Russian (taking into account the small number of hours allocated for learning the language at a university) requires a clear and justified selection of precisely those terms that will be most valuable in a communicative sense.

In addition, one of the principles of selecting vocabulary related to the future specialty of students is the principle of choosing units that correspond to the communicative needs of students.

Another, no less important principle is the principle of choosing the most commonly used means in speech situations, with the help of which communication is organized in the educational and professional sphere.

Lexical minimums in the specialty should also be oriented towards the principles of frequency, thematic value of terms and the density of their distribution.

In our opinion, we should agree with those experts who believe that learning vocabulary is impossible without studying the grammatical material, which is its basis.

Lexical exercises are the main means of mastering lexical material, work on which should be carried out both before reading the text and during the reading process. Then a number of exercises should be performed to consolidate the presented material. Performing such exercises helps students to become familiar with the necessary lexical minimum, as well as to expand their vocabulary. For example: 1. Familiarize yourself with the specialized vocabulary. 2. Remember the meanings of words and phrases. 3. Translate the following words and phrases into Russian. 4. Remember the generally accepted abbreviations of words. Write the abbreviated highlighted words in these sentences. 5. After reading the text, find out which lexical units are used in each part of the resolution.

It is advisable to give exercises of a syntactic nature after the exercises of the two previous levels have been selected. At this level, it is important to teach students the structure of constructing a Russian speech unit - a sentence, since a student, as practice shows, when translating from Russian or composing a sentence in Russian, constructs a sentence based on his native (Uzbek) language. It should be noted here that the syntax of Russian and Uzbek languages differs significantly. In this regard, problems of incorrect word order arise, which ultimately leads to the loss of the meaning of the sentence. The student must clearly imagine the structure of a (first simple) Russian sentence in accordance with the norms of the literary language. Teaching the composition of word combinations (coordination, control, adjacency). Accordingly, syntactic and morphological exercises are closely interconnected. For example, Make up terminological phrases, using prepositions where necessary. 2. Write out sentences with a participial turnover from the text. Ask questions about them. 3. Form participles from verbs, insert them instead of periods. 4. Transform sentences with a participial turnover into attributive clauses.

After the exercises of the three previous levels have been selected, you can move on to the fourth level, in which exercises are performed to learn and consolidate knowledge of punctuation. And finally, the last level is stylistic. This level is difficult for students in groups with Uzbek as the language of instruction, so this level should also include exercises aimed at developing the skills of correctly selecting and using various linguistic means in written speech.

Conclusion

The process of formulating students' thoughts in written speech should be actively guided by the teacher. It is necessary to cultivate in students a conscious attitude to the process of formulating thoughts in writing, the ability to construct a text thoughtfully, arbitrarily and carefully, and also to develop in them a demanding attitude to their speech, unhurriedness and thoughtfulness in choosing a verbal formulation, the desire to analyze and improve their text. Students should develop the belief that the culture of writing consists of the ability to work carefully and purposefully on the text, creating the best expression of thought.

References:

1. Чеснокова, М.П. Методика преподавания русского языка как иностранного: учеб. пособие / М.П. Чеснокова. – 2 изд., перераб. – М.: МАДИ, 2015. – 132 с. ISBN 978-5-7962-0175-6. URL: <https://lib.madi.ru/fel/fel1/fel15E327.pdf>
2. Талипова Р.Т. Развитие интереса студентов к русскому языку. Методическое пособие для преподавателей. – Т.: Укитувчи, 1986. – С. 95-97.

3. Азизова С.М. особенности профессионально-ориентированного обучения английскому языку студентов юридического профиля // Педагогический журнал. № 4. 2016. – С. 251-260.
4. Айтказина Т.Т. Обучение русской речи студентов юридических факультетов в ситуациях профессионально ориентированного общения // Современные проблемы науки и образования. – 2014. № 3. URL: <https://www.science-education.ru/ru/article/view?id=13010>