

METHODOLOGICAL FEATURES OF LEGAL TEXTS

Babajanova Charos Erkinovna

Teacher of the Department of General Education, Specialized branch of Tashkent State University of Law

ANNOTATION

Legal English is used by professionals practicing in various fields of law. The internationalization of business activities makes English a necessary part of the profession, and due to the established role of English in international business relations, as well as its role as a legal language within the European Union, non-native English speakers, both lawyers and students, are targeted for special training in legal English. Thus, English becomes the main element of legal training at the educational and professional levels. Recently, most European universities are introducing courses in English for specific purposes, such as legal English, in order to meet modern requirements and challenges.

Key words: *legal documents, the goal of teaching legal English, the use of professional words, vocabulary, language and law, problem-oriented events.*

Teaching legal English comes with two problems. The first is related to the peculiarities of vocabulary and sentence structure, the second involves the study of differences between the national legal system and other systems. Some cultural differences may require different approaches to teaching English to foreigners or non-native speakers. According to the curriculum, the goal of teaching legal English is to prepare students for legal practice and the study of terminology.

Legal English, both spoken and written, includes specialized terminology that creates difficulties not only for native speakers, but also for foreign users. Legal English includes Latin vocabulary, French and Anglo-Saxon words and phrases, professional jargon and formal expressions, and thus presents sufficient complexity for students of the language and law. The goal of teaching professional legal English to students is to develop specific skills that they can use in their professional field. Students should also learn how to draft legal documents. Due to its specificity, legal terminology must be studied in a specific legal context.

The use of professional words, as a rule, in oral speech, their use is considered a methodological error in the documents. When using terms in legal documents, make sure that the term is clear to the applicant as well as to the author. If the term is rarely used or its meaning is unclear, use one of the following suggested methods:

- Give an official definition of the term, for example: factoring - the right to sell to collect debts;
- Expanding the meaning of the term with neutral vocabulary, for example: failure to comply with the contract due to force majeure - failure to comply with the contract led to force majeure - (heavy rain washed away the road to the plant);
- remove the word and replace it with a word or phrase that everyone understands. Difficulties in translating legal documents can lead to misuse of idioms. The most common mistake is to use unfounded foreign words.
- publicity instead of the word advertising;
- Exclusive instead of the original word.

Words and phrases (archaism and historicism) that are used in the documents should not be used, although they are specific to the English thematic text [7, 95].

The main requirement for a document that is full of information content is the expediency of the amount, which includes communicative tasks - persuasion, arousal, attention, dissatisfaction, and so on. Excessive and varied information contained in a document makes it difficult to assimilate and reduces its effectiveness.

At present, the legal language is considered not just as a substyle of the literary language of the business variety. Linguists and legal scholars are wondering whether it would be correct, from a scientific point of view, to speak of a separate language of law [2, 9]. They admit that even if there is a language of law, it is part of the natural language, a specialized part of the ordinary language. N. D. Golev believes that it is permissible to speak of a separate language of law. In this context, he writes that the legal language is the main part of the legal system [8, 39-42].

Legal language is sometimes referred to as a dialect of natural language, but we believe that such a theory is erroneous, especially if we rely on the territorial criterion of language dialects, namely geographical location. This theory does not fully reflect the essence of the concept of legal language. However, it is considered possible to talk about dialects of the legal language within the same language [4, 11-14]. P. Tiersma also adheres to this point of view. He writes that dialects of the legal language should be distinguished, for example, in English, between the legal English of Great Britain, the USA, etc. Within the dialects of legal English, the same word can have different meanings, concepts can have different names and etc.: in the US the courts of appeal uphold or reverse the decisions of the lower courts, in England the courts of appeal allow the appeal or cancel it. Branches of law in the USA and Great Britain have different names "Corporate law" in the USA – this is "Company Law" in England [3, 42-44]. Among stable combinations, certain differences between the American and British dialects of legal English should be noted: *lawyer (AmE) / barrister (BrE) is admitted (AmE) / called (BrE) to the bar*.

The language of the law is a general literary language, but it has features that make it possible to conditionally single out the legal language. Compared with the general literary, natural language, the legal language is sometimes distinguished into an artificial language within the framework of the natural language to which it belongs.

As for the vocabulary of the legal language, its main feature is the complex and unique terms that it includes. Some of the terms of one legal language are inherent in many other legal languages. At the same time, many terms remain unique within one particular legal language.

The specificity of the legal language can be explained by the fact that it consists of two elements - language and law. At the moment, the concept of legal language does not have a precise definition, because. "Legal language" is considered from different aspects, taking into account its various functions - lawmaking, professional activities of lawyers, etc.

According to the general prevailing idea of the legal language, it can be defined as a socially and historically conditioned system of methods and rules for the verbal expression of concepts and categories developed and applied in order to legally regulate the behavior of subjects of public relations.

Criteria for text interpretation - the definition of the meaning of the text, in particular, the legal culture, the communicative situation, the level of knowledge of the parties involved, etc., "the interaction of language and non-linguistic laws"; Linguistic requirements for legal definitions, in particular in relation to clarity and unambiguousness, are "the systematic elaboration of linguistic criteria in relation to the legal text and its forms of clarity and unambiguousness" [5, 34].

For example, the absence of special language rules and these special internal units of language lies in the fact that they constitute one of the traditional areas of research in legal linguistics. "Because the rules of language

are not only a semiotic system, but their logic and functions are an integral part of the legal system and its traditions, its peculiarities, its naturally occurring peculiarities, its own rules, and they Among them, first of all, the following are observed [6, 48]:

High level of abstraction of legal concepts. Unlike specialized fields such as engineering or the natural sciences, the term can easily define content and understand its linguistic features, meaning specific objects and at least graphically, “language rules represent abstract concepts and relationships between them” [6, 51]. Thus, the second feature of language rules arises from the close relationship between language and law. “Legal concepts and norms can only be expressed through language”, that language is only a means by which a lawyer can adapt to a “working tool”, that is, a good “working material”, with a system of legal relations should be [5, 35].

The most important thing for the teacher is to help students improve their vocabulary and terminology and cultural awareness through a wide range of approaches and methods. Based on the context of Legal English and English for Special Purposes, it should be noted that the purpose of teaching is for students to practice vocabulary from their area of expertise, and since we are teachers who are not experts in these areas, students should be encouraged to work independently on those questions related to their subject. This work may include a computational and information gathering method, assignments in the form of written projects that students must present orally under the guidance of their teacher and using the translation method. When working on a particular topic, students should use the four types of language skills and interact with the teacher to achieve maximum effect.

The teacher should be clearly and deeply aware of the problems associated with this approach. For example, when students are required to discuss their legal system in English, they must inevitably translate the information into a foreign language. Even with a sufficient knowledge base, language skills, fluency and the ability to converse in English on a wide range of subjects, even the most successful students find it difficult to think in English about their own legal system. In order to be able to review Ukrainian legislation, they must translate the relevant terms from their native language into English. For example, while working with first-year students on the subject of Contract Law, considering the conditions for concluding contracts, in particular, students came across the term “consideration”. It was quite difficult, since this term does not have a proper translation in Uzbekistan, so students in most cases used the non-legal meaning of this term “consideration”, which made the translation of the text meaningless. This example indicates the need for accurate translation of terminology to avoid misunderstandings, confusion, and disruption of communication and understanding.

Translation of legal terminology requires a lot of cognitive effort and cannot be reduced simply to finding equivalents in the native language. Linguists in the field of cognitive science, exploring the features of legal terms, explain their complex organization and meanings. Concepts correlate and flow into various cultural and cognitive structures, which are reflected in national legislation and precedents. "A legal concept is an abstract general concept, or idea, which serves as a category of legal thought or classification, a name given to a set of facts and circumstances that satisfies certain legal requirements and has certain legal consequences" [1]. Undoubtedly, a set of facts and a set of consequences are rarely identical in two legal systems. This does not apply to scientific areas where concepts are universal and equivalent in another language. The criterion of equivalence should be the main one when choosing a translation strategy. To convey the meaning of Ukrainian concepts in English, you need to transfer the unfamiliar through the familiar and use a term denoting a concept or institution of the relevant legal system that has the same function as the particular concept of the source legal system In a oriented approach, we must take into account the target system.

There are some language skills and cultural backgrounds that cannot be ignored, especially when dealing with legal English. Just as law is considered to be extremely precise and concise, legal principles must be integrated and interpreted in accordance with a particular legal system. If we ignore this aspect, translation problems are possible even without a connection with the language.

Based on the assumption that legal principles cannot be explained directly to non-native speakers in English, in order to avoid the above problems, we must rely on alternative methods. Teachers must manage existing knowledge, building a solid foundation for language learning and guiding students to work independently to create a link between the purpose of the language teaching program and pedagogical methods. Legal English-language resources are designed to update the four types of language skills, adapt activities, and to fit the socio-cultural real-life situations. Thus, the content and methods must be carefully adapted so that students can apply their legal English skills in their field.

Problem-oriented events allow students to demonstrate skills and knowledge orally and in writing, such as, for example, conferences or international court sessions. They must also be able to deal with specialized texts such as contracts, directives, regulations, or any other type of legal document. These activities must be reinforced by traditional methods to build the foundation and vocabulary for the further development of the language. This part of the vocabulary, which covers legal terminology, should be mastered both in the classroom and during self-preparation of projects.

Most students are not sufficiently familiar with the legal system of English-speaking countries, so any legal English course should begin with an introduction to the history of English law and the differences between the codified system used in Western Europe and Latin America and common law in English-speaking countries. Preparing speeches, writing essays, and preparing projects require extreme control over language, which combines writing and language skills with the ability to formulate and develop an idea using specialized terminology.

Legal English certainly has its own characteristics that distinguish it from general English or other forms of ESP, while the goal of all language learning activities is to create such conditions under which students can meet the requirements of professional training within the curriculum and real-life conditions.

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