

THE INFLUENCE OF READING COMPETENCE ON PRODUCING A SUCCESSFUL LEGAL WRITING

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ABSTRACT

The article is devoted to the issue of teaching writing to future legal specialists as a type of speech communication in a foreign language society for professional purposes. The essence of the problem is that many law students experience certain difficulties in the process of mastering the skills and abilities of writing in a foreign language.

KEYWORDS:- Creative writing; foreign language communicative competence- communication; productive written speech; culture of business communication; professionalism- creative thinking; motivation; legal activity

INTRODUCTION

Today the problem that largely determines the quality level of language proficiency is learning to read, since it is possible to learn a language outside the language environment only if you purposefully, regularly and abundantly read special literature. The author is interested in teaching some specific features of foreign-language legal vocabulary that arise when mastering professionally

oriented reading by law students studying international law and the law of the countries of the Anglo-American legal system (common law family). However, despite the fact that a large number of scientific papers have been devoted to the theory of teaching this type of speech activity and considerable experience has been accumulated in practice, the features of teaching students to read and understand

special literature in English have not become the subject of due attention from domestic scientists.

MATERIALS AND METHODS

The practice of teaching professionally oriented English to senior students of law faculties specializing in the study of international law and the law of foreign countries shows that students experience significant difficulties while reading authentic text materials.

This is due to the fact that, firstly, at the initial stage of language learning in junior courses, students read adapted texts, and in the future they have to deal with undated texts that are difficult in terms of meaning and content. The transition from reading adapted texts to undated legal texts is difficult, since the receptive lexical and grammatical reading skills that function in these types of reading are not identical.

Secondly, the imperfection of skills, as well as the insufficient level of development of skills in reading undated legal literature, also consist in

the fact that due to the lack of personal professional experience students lack knowledge about the culture, traditions, customs and legal systems of foreign countries.

Thirdly, the analysis of textbooks offered for use in foreign language classes in higher educational institutions allows us to conclude that the textbooks do not take into account modern achievements of methodological science, and also do not fully reflect the realities of modern life both in our country and in the country of the studied language. At the same time, when compiling textbooks for law students studying English, it is not always taken into account that the legal systems of English-speaking countries (USA, Canada, England, Australia, etc.) belong to the Anglo-Saxon (Anglo-American) legal system (the family of "common law"), while the legal system of the Russian Federation is usually referred to the Romano-German legal system (the family of "continental law").

At the same time, the textbooks do not contain appropriate exercises aimed at teaching the correct understanding and interpretation of legal vocabulary when reading texts in the

specialty. As the main thematic texts, only excerpts from the originals of various regulatory documents are often offered. The problem of selecting text material for the purpose of teaching professionally oriented reading is also not solved. First of all, this concerns the selection of authentic texts, since the concept of textual authenticity is interpreted ambiguously today

Since the basis of training is text material, which includes various types of texts, it seems necessary to use the following criteria for selecting texts when selecting text material:

1. The maximum approximation of the material to the profile of the future specialty.

This criterion assumes the selection of texts in the specialty that are rich in content, from the point of view of mastering the future specialty.

2. Authenticity.

Authentic texts, saturated, as a rule, with non-equivalent background vocabulary, allow us to illustrate the use of this vocabulary in natural speech, reflecting

typical situations of its use and syntagmatic connections.

3. Content or information saturation.

Texts for reading should be highly informative, since the information saturation of the text has a positive effect on the learning process.

CONCLUSION

This criterion is especially important when selecting texts, because the formation of communicative and teaching skills focused on two types of reading (introductory and learning) is essential in the process of professionally oriented learning, since the foreign language training program in non-linguistic universities includes these types of reading.

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