



## DISCOURSE ANALYSIS OF LEGAL TERMS IN ENGLISH

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### ABOUT ARTICLE

**Key words:** linguistics, methodology, linguodidactics, didactics, component, technology, lexicon, English language, principle, basis.

**Received:** 01.11.2023

**Accepted:** 05.11.2023

**Published:** 09.11.2023

**Abstract:** The article analyzes the linguodidactic basis of teaching terms to students. The methodology of foreign language teaching is an integral part of linguodidactics, and the importance of taking into account their linguistic features when teaching terms is discussed in the article.

### INTRODUCTION

Currently, the achievements in the subjects close to the foreign language teaching methodology lead to a radical change in the foreign language teaching methodology. The status of a foreign language in society has changed, its functions are expanding, which can also be observed in the process of professional training. At present, one of the most important problems in all stages of the education system, including the higher education system, is to find new methods and methods of foreign language teaching, aimed at radically changing the process of foreign language teaching.

In didactics, the content of education, understood as a multi-level pedagogical model of social order, representing the content aspect of education, is a means of realizing educational goals. Foreign language teaching methodology is an integral part of language didactics. Lingvodidaktika implies taking into account the internal capabilities of the language in the process of teaching a foreign language.

### MATERIALS AND METHODS

Language and law are two closely related social phenomena. Human society cannot be imagined without legal norms. Legal norms are a set of rules aimed at regulating various aspects of social life. Law expresses its norms only through language and conveys them to the society. Therefore, language is the main means of communication between law and society.

In language, it is not always possible to express objects, events and their signs in one word. That's why there is a need to express a specific subject or concept through a new whole word formed from the combination of two or more terms.

A person assimilates the experience gained by human society through words, because thinking takes place with the help of words. The word represents concepts as a linguistic unit. A set of terms in the

language constitutes a legal term as a system. Teaching legal terminology is the basis of language teaching.

## RESULTS AND DISCUSSION

Students should have knowledge and skills about the characteristics of legal terms, that is, their formation methods. Therefore, in the process of teaching terms in English, it is necessary to pay attention to their linguistic features. After all, any terms are an integral part of the lexical layer of the universal language.

When teaching English, it is necessary to take into account the following linguistic features of terms:

- basic terms in the English language consist of a single lexical unit and are not divided into meaningful morphemes. For example: tenant, check, control, penalty, incentive, income, term, loss, base;
- when teaching legal terms, it is necessary to take into account their multi-component nature;
- according to their structure, compound terms are divided into two-component terms consisting of two lexemes and multi-component compound terms consisting of three or more lexemes: rights and law interests; contractual discipline, prevention of the infectious diseases, fraudulent disobedience;
- one-component terms, although they are not much in terms of quantity, they are considered as basic terms in the system, they have several meanings: unpaid, unconvertible, uncleared, undutiable, undelivered, undertaking - transfer, divorce - termination of marriage.

When working with legal texts, the acquisition of lexical material goes through two stages [1]:

1. Getting to know a new word.
2. Starting to use terms in the speech process (this is the period of initial consolidation of the material). At the familiarization stage, information is given on the form, meaning and application of the term. Unraveling the meaning of the term (systematization) is a traditional method, and it is not considered a special stage in the functional methodology. Before the term in the studied language is presented, information about the term in the mother tongue is given.

It was found that it is effective to teach terms by comparing them with English and Uzbek language terms in the experimental trainings held at law faculties. English terms compared to Uzbek terms are as follows [2]:

- partial correspondence of the meaning of the English language to the Uzbek term;
- legal terms not found in the Uzbek language;
- the pronunciation of the English word does not correspond to the pronunciation of the Uzbek word;
- the existence of several component terms in the Uzbek language, like the English language;
- differences in meaning of terms adopted into Uzbek from English, etc.

It is necessary to take into account students' language experiences when teaching legal terminology in English.

The language experience of the student on the Uzbek legal term affects the pronunciation, reading and writing of the English legal term. This effect is both positive and negative, and interference can occur as a result of the negative effect.

## CONCLUSION

In conclusion, the following should be noted:

- it is necessary to take into account the linguistic features of the terms when teaching English;
- it is effective to teach terms by comparing them with English and Uzbek terms;

- when teaching the legal term in English, it is necessary to take into account the language experiences of students from Uzbek and English languages;
- it is desirable to form lexical skills through exercises.

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