

THE METHODOLOGY OF TEACHING ECONOMIC TERMS IN ENGLISH

Alimardonova Maftuna Bekmurodovna,
Tashkent State Agrarian University

ABSTRACT

This article examines the issue of the practical use of the English language in modern society. The question is raised about the need for a new approach to teaching foreign languages, due to the development of the world economic system, as well as the development of the education system as a whole. The peculiarities of teaching English to law students are also considered.

Keywords: the world economic system, teaching foreign languages, professional communication, legal terminology.

INTRODUCTION

Now the interest in learning foreign languages (especially English) in all countries of the world has grown significantly. This is both a consequence of the development of the world economic system and the development of the education system as a whole. The study of a foreign language by students is now more important than ever, since knowledge of a foreign language is a necessary, although not the only requirement of academic mobility, which we are talking about in the light of recent events. In the modern world, there is a process of modernization of educational activities in the context of European requirements. Modern students should learn more mobile, be able to transfer to European universities and receive a European Diploma Supplement, which will allow them to find a job in any country in Europe. In this regard, the question arises about the quality of teaching a foreign language and its assimilation by students. And here many problems arise. First: how to carry out high-quality foreign language training of law students in the conditions of a small number of teaching hours and varying degrees of foreign language proficiency? First of all, it is necessary to determine the level of proficiency in a foreign language of each student in order to form the same groups. For this, at the very beginning of training, teachers conduct testing, which also allows you to determine the content of the training course. Testing allows you to identify the level of grammatical and lexical proficiency in a foreign language. Education, which becomes more individualized, should not, at the same time, exclude the possibility of communication of all groups of students, their cooperation in the process of creative activity, as well as communication with the teacher.

The relevance of this work is to show that it is precisely the fact, what knowledge a student has, at what level his knowledge of a foreign language, his knowledge of legal terminology from different countries of the world, and contributes to the formation of a high level of consciousness of participants in public relations. The purpose of this work is to highlight the main problems that arise in the process of foreign language training of law students. The paper also discusses some of the features of the translation of legal terminology. An analysis of recent studies and scientific publications on this topic allows us to say that the problem is very relevant and significant. This can be evidenced by acquaintance with the works of such famous specialists

as S. G. Ter - Minasova, G. A. Kitaygorodskaya, V. K. Karaban, I. G. Fedotov, E. S. Shugrin and others.

What are the features of teaching a foreign language to law students? For many years, the priority in teaching English was given to grammar, vocabulary, reading and literary translation. However, in recent years, the question has arisen about the practical use of a foreign language. SG Ter - Minasova notes that recently the study of the English language has become more functional: "Legions of impatient specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate teaching of a foreign language as a tool of production. They are not interested in either the theory or the history of the language - foreign languages, primarily English, are required for them exclusively functionally, for use in different sectors in the life of society as a means of real communication with people from other countries" [6, C.71].

When teaching a foreign language to law students, the teacher should focus on the features of translation of legal terminology. After all, legal documents have a clearly defined form that must be preserved during translation. For effective legal regulation, it is very important that the content of the document and the form of its expression coincide, so that there is no ambiguity, ambiguity. Therefore, one of the important conditions for the preparation of professional activity is the proper mastery by the student of legal vocabulary and the ability to translate it correctly. This task is very difficult, because the English language has a developed terminological system for designating legal realities. In the English language there are a sufficient number of terms that have a large number of synonyms. On the other hand, the Russian language has an insufficient number of legal terms. It is the lack of terms that causes them to be copied from the English language. Therefore, terms appear that require interpretation for a layman. However, sometimes situations arise when the problem of translating non-equivalent vocabulary arises. This is due to the existence of realities that have no analogues in another culture, the different origins of languages, as well as various historical and sociocultural factors. Therefore, there is some specificity in the translation of legal terminology. In the UK, there are certain provisions and concepts that are specific to this country and the terms, respectively, have no analogues in other languages. However, the process of globalization raises the question of integration in various spheres, including in the field of adequate translation and systematization of legal terminology. This is due to the fact that, thanks to the process of globalization, the field of international cooperation is expanding every day, involving various documents, agreements, contracts, provisions, etc. in the communication process, antonymous translation, holistic transformation, compensation for losses in the translation process, etc. [1, P.41].

Terminology replenishment methods involve using your own language resources or borrowing from other languages. The researcher of terminology V. Leichik notes the following principles for creating terms: the principle of translated terminology, the use of the language's own capabilities, terms formed by the terminology of common vocabulary, the principle of unification. [5, P.57]. When translating non-equivalent legal terms, you can also use the transcoding method (for example, solicitor - solicitor, lawyer; auditor - auditor; motive - motive). A descriptive translation is also possible (for example, misdirection - a mistake in court when

instructing the jury; depositions - affidavit taken under oath). However, cases of transcoding of legal terms occur less often than a descriptive way of transferring English units [2, P.70]. In order to determine the level of knowledge of the English language of law students, the TOLES exam was specially developed. Testing is of particular importance nowadays. Indeed, in order for students to be truly mobile and have the opportunity to freely move and transfer from one university to another or from one country to another, a unified assessment of students' knowledge is needed. Now students have the opportunity to complete courses and receive an international certificate that really confirms their knowledge - Cambridge, Oxford, TOEFL, etc. But for law students there are exams aimed at assessing not only the general level of language proficiency, but also directly to the level proficiency in legal English.

After all, the problems of socialization are always relevant when studying a foreign language. When teaching law students a foreign language, it should be borne in mind that a modern specialist needs to have a level that would allow him to communicate, if necessary, with specialists from other countries. To do this, he must know the basics of grammar, but, most importantly, he must know the legal vocabulary. After all, provided that the future lawyer will have a grammatical minimum that covers the basic rules of morphology and syntax and allows you to correctly understand a foreign language text, but does not have professional vocabulary, it is impossible to feel free in a conversational situation with other lawyers and not get confused when discussing any professional situations. Therefore, an important role in the foreign language training of law students is given to the assimilation of professional vocabulary. The assimilation of lexical units is carried out in order to develop the skills of oral speech and is aimed at the implementation of communication skills and an adequate response in typical situations of professional communication, both oral (making messages on a professional topic) and written (the ability to write a resume, any legal papers, etc.). etc.). It must be clearly understood that legal documentation and communication have their own characteristics. First, it is clarity and conciseness in the transmission of information. Information should be transmitted in such a way that a person is sure that they have understood it correctly. It is important to be able to operate with basic models, understand consistency, master the vocabulary, which has certain features in jurisprudence. Indeed, in jurisprudence, the well-known words are often translated in a completely different way (for example: bar - advocacy, bar association; jury - jury; just - justice, justice; sentence - sentence, punishment, etc.) Our world, our society, our consciousness today are changing rapidly. The changes taking place in all areas lead to innovations in the education system. Today, teachers need to prepare students to work in changed conditions, to approach different situations in an unconventional way, to organize their activities on a creative basis. Higher education faces new challenges, in particular, the successful integration of students into the educational process in European universities. To effectively solve his professional tasks, a lawyer must have the necessary knowledge and skills of a general theoretical and applied nature.

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