

## DIDACTIC BASES OF PROFESSIONALLY ORIENTED TEACHING FRENCH TO LEGAL STUDENTS

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**Annotation:** Consistent organization of educational activities for the implementation of the principles of professionally oriented teaching of the French language for legal students provides for the mastery of linguistic and regional studies, sociocultural, communicative and professional competencies. The purpose of the training is the student's ability to use the French language to solve actual professional problems. One of the main tasks of the discipline "French Language" is the systematization of knowledge based on didactic methods for the practical knowledge of the language as a means of social and professional communication.

**Key words:** professionally oriented education, French, law students, legal terminology, authentic materials, translation of legal documents, Internet technologies.

The socio-economic and political situation in Russian society makes new demands on the content of education in higher education. Innovative technologies of higher education today are focused on the formation of special knowledge, skills and experience, which, according to the new educational standard (FSES), constitutes a set of general cultural and professional competencies, the mastery of which characterizes the self-sufficiency of a future specialist in all fields of knowledge and, in particular, in the field of jurisprudence.

In this context, we have developed a set of didactic techniques in teaching a foreign language at the Faculty of Law, which includes new teaching methods along with traditional methods. The proposed model is based on the understanding that a student is an active participant in the socio-cultural educational space, and his activity is determined by the state of success of his activity. Professionally-oriented technologies for teaching law students of a new generation are aimed not only at qualitative changes in the system of legal education and mastery of professional and communicative competence by students, but also at parallel mastery of a foreign language, where the goal of training is the student's ability to use a foreign language to solve problems. actual professional tasks.

The general idea of these studies is as follows: in the light of the competence-based educational paradigm, teaching foreign languages is one of the fundamental tasks of general and higher professional education. An analysis of existing methods and scientific research, as well as a pedagogical understanding of the problem, indicates

the particular relevance of identifying the personality-developing potential of the discipline "Foreign Language", finding ways to create its updated model, and improve the quality of education. Together with other humanitarian disciplines, a foreign language forms the basis of general educational training of a specialist. It has a number of features and didactic advantages that allow: to develop students' logic, rationality and systematic thinking, to train the thinking apparatus.

The main goal of vocational training is the formation of the personality of a specialist who effectively carries out labor activities. In other words, it should ensure not only the mastery of a set of knowledge and skills, including communicative competence in the foreign language being studied, but also the formation of professionally significant personal qualities, which enhances and makes significant the social aspect of any professionally oriented education. A sufficient level of foreign language training for students of legal specialties greatly facilitates the possibility of using a foreign language as a tool for professional communication and a means of obtaining new specialized knowledge. As a consequence, knowledge of a foreign language can contribute to the effective integration of domestic legal experience in the international arena.

The French language course is an important component of the training program for future specialists in the field of jurisprudence. It immerses them in an intercultural context, forms and improves communicative and professional competencies, helps develop creative thinking, broadens their horizons, enhances the successful socialization of students. In this regard, the considered aspect of the problem of mastering the French language in given conditions is also very relevant.

The purpose of the discipline "French" is to develop students' ability to consciously select language means, taking into account the structural, lexical-grammatical and stylistic features of the language, the formation of the skills of a holistic vision of the text, the ability to assess the equivalence of the means used in terms of their compliance with the communicative goal and the semantic structure of texts. Comprehensive training of lawyers has as its main goal the formation of an active, creative personality, deeply knowing his subject, possessing erudition, culture. The training of future specialists involves the mastery of linguistic, linguistic, cultural, communicative, educational, cognitive and linguo-methodological competencies.

One of the main objectives of the course "French Language" is the further systematization of knowledge previously acquired in secondary educational institutions, as well as further work on the formation of dialogic and monologue speech skills based on authentic educational texts of a legal orientation, teaching practical knowledge of the language as a means of social and professional communication. The task set involves mastering by students all types of speech activity - speaking, reading, listening, writing in situations of official and informal communication. The conditions

for professionally oriented teaching of French for students of legal specialties is the ability of students to focus on the close relationship of both disciplines, to capture the meaning of new words and expressions, scientific terms, special concepts related to areas of professional activity, that is, to the formation of a professional thesaurus.

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When selecting and organizing textual material and assignments for it for students of legal specialties, we pursued both subject-substantive and cognitive goals. This leads to the acquisition of new knowledge by students, to the formation of new ways of activity, new mental and practical operations and techniques, that is, it raises students to a higher level of knowledge.

The specific language of each science is cognitive. We have developed a set of special texts and assignments for law students with the aim of developing a culture of professional speech in French among future specialists, designed to work with terminology, symbols, verbal-logical constructions, and various tests in French. Semantic analysis of texts of various styles within a given topic allows us to identify certain classification groups of specific concepts and terms. The factual base of this complex is the texts compiled on the basis of original sources, as well as materials from the global Internet: Le droit romain. Les institutions romaines. Les institutions à l'époque républicaine. La justice civile. La justice criminelle. Le pouvoir exécutif. Le pouvoir législatif. Le pouvoir judiciaire. L'ordre administratif. La cour de justice. Le complice. La peine. La prison. Les institutions européennes. Comment le parlement et le conseil adoptent conjointement les lois européennes.

Students are also invited, as an additional extracurricular task, to select materials for any of the listed topics that do not appear in these texts and, on their basis, draw up their own author's vision of the topic. At the same time, it is allowed to use any reference, educational, journalistic or fiction literature, Internet resource, etc. The success of completing assignments generally depends on the preparedness of the student, on cognitive-motivational, activity and personal factors in teaching French. For the formation of intercultural competence, it is also necessary to include students in various situations of foreign language communication, starting with elementary educational situations and ending with real communication with native speakers of the foreign language being studied.

During extracurricular time, students prepare a role-play or a situation on a professional topic, and then present it during the class. At the end of the presentation of the material, a discussion and exchange of impressions in French follows. The

experience of such work of students gives the opportunity to hear and analyze the student's speech not only to teachers, but also to students in the audience, expanding the possibilities of variability in the use of speech constructions and stylistic phrases.

The main task facing students is to create a plot and situations of effective interpersonal and intercultural interaction of characters, taking into account speech, including phonetic features, social stereotypes of speech behavior and perception, common in French-speaking linguistic culture. The proposed form of work provides an active independent activity of all members of the student group, aimed at obtaining a practical result, implements the principle of interdisciplinary integration in professionally oriented teaching of foreign languages . When preparing material for the development of situations, dialogues, business or role-playing games, round tables, case assignments, and other interactive teaching methods, the teacher is required to compile a list of legally relevant concepts for students that they will have to operate with. These concepts can be expressed in the most general form, or they can be associated with specific events or situations.

Due to their effectiveness, professionally oriented methods can also be used for distance learning of the French language course in the field of jurisprudence. The profile course in a popular science form introduces students to such a phenomenon as Francophonie, to the status of the French language in public life and world culture; orients trainees in the world of modern professions related to the use of the French language; synthesis of the French language with knowledge of a number of disciplines and specialties.

In conclusion, we note that the consistent organization of educational activities for the implementation of the principles of professionally oriented teaching of the French language provides for:

1) the integration of the discipline "French" into the general course of professional training of the direction "Jurisprudence", which implies the possession of the skills acquired in the course of studying special disciplines using a foreign language as a means of obtaining authentic professional information;

2) selection of material that forms linguistic cognitive competence and reflects the linguistic essence of the professional speech of a specialist - style-forming elements and formulas of the professional language of jurisprudence;

3) the use of interactive forms of learning in the preparation and conduct of practical classes in the French language, i.e. the use of communicative-situational attitudes, business and role-playing games, presentations, problem situations, case tasks, etc. as the main forms of organizing professional communication;

4) organization of work on the translation of special texts and legal documentation in compliance with a certain degree of equivalence of the translation to the original;

5) use in the educational process of communication Internet technologies and methods of distance learning in a foreign language.

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