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METHODS OF STUDYING LEGAL TERMINOLOGY IN THE CLASSROOM IN THE KAZAKH LANGUAGE

Abstract

This article deals with the issue of teaching legal vocabulary. The main characteristics of legal terminology were considered, the system structure was studied and proved.

The purpose of the article is to consider the study of legal terms from the standpoint of Kazakh linguistics, to determine the main methodological methods of teaching the Kazakh language to students of law, and to discuss alternative problems of translation.

To achieve this goal in the course of the work, it is necessary to perform a number of the following tasks: to determine the key issues of the methodology for teaching the Kazakh language to students of legal specialties; consideration of teaching methods generally accepted in higher educational institutions of Kazakhstan; consideration of innovative teaching methods rarely used by domestic teachers; analysis of traditional and non-traditional methods.

In the course of writing the article, the informational, pragmatic, cognitive function of the legal structure was analyzed. This is the main scientific novelty of this article.

We have used the following research methods in the work: observation, description, systematization, methods of linguistic statistical and structural analysis.

The research work is of theoretical and practical importance, since the proposed concept is valuable information for law students. It must be emphasized once again that in order to fully master the profession, it is necessary to know and correctly use special notions, that is, lexical units called terms.

A systematic approach to the study of specific terminology will undoubtedly.

*Keywords: l*egal term, traditional and innovative methodology, component, teaching, experiment, observation group, formation.

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ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА ЗАҢ ТЕРМИНОЛОГИЯСЫН ЗЕРДЕЛЕУ ӘДІСТЕРІ

Аңдатпа

Бұл мақалада құқықтық лексиканы оқыту мәселесі қарастырылады. Құқықтық терминологияның негізгі сипаттамалары сараптанып, жүйелік құрылымы зерттеліп, дәлелденді.

Мақаланың мақсаты – заң терминдерінің қазақ тіл білімі тұрғысынан зерттелуін қарастыру, заң бағытында оқитын студенттерге қазақ тілін оқытудың негізгі әдістемелік тәсілдерін анықтау, аудармадағы баламалық мәселелерді талқылау болып табылады.

Алға қойылған мақсатқа жету үшін жұмыс барысында келесі сипаттағы бірқатар міндеттерді орындау қажет: заң мамандықтарының студенттері үшін қазақ тілін оқыту әдіснамасының түйінді мәселелерін анықтау; Қазақстанның жоғары оқу орындарында жиі қолданылатын оқыту әдістерін қарастыру; отандық педагогтер сирек қолданатын оқытудың инновациялық әдістерін қарастыру; дәстүрлі және дәстүрлі емес әдістемелерді талдау.

Мақала жазу барысында заң құрылымындағы ақпараттық, прагматикалық, танымдық қызмет талданып көрсетілді. Бұл мақаланың негізгі ғылыми жаңалығы.

Берілген жұмыста келесі зерттеу әдістері қолданылды: бақылау әдісі, сипаттау әдісі, жүйелеу әдісі, лингвостатистикалық және құрылымдық талдау әдістері.

Зерттеу жұмысының теориялық және практикалық маңызы бар, себебі ұсынылған тұжырымдама заң бағытында оқитын білім алушылар үшін құнды ақпарат. Мамандықты толық меңгеру үшін арнайы ұғымдар, яғни терминдер деп аталатын лексикалық бірліктерді білу және дұрыс қолдану қажет екенін тағы бір рет атап өту қажет.

Салалық терминологияны зерттеудің жүйелі тәсілі оқыту процесін оңтайландыруға мүмкіндік беретіні сөзсіз. Бұл өз кезегінде ғылыми білімнің жүйелілігін көрсетеді.

Түйін сөздер: заң термині, дәстүрлі және инновациялық әдістеме, құрамбөлік, оқыту, тәжірибе, бақылау тобы, қалыптастыру.

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МЕТОДЫ ИЗУЧЕНИЯ ЮРИДИЧЕСКОЙ ТЕРМИНОЛОГИИ НА ЗАНЯТИЯХ ПО КАЗАХСКОМУ ЯЗЫКУ

Аннотация

В данной статье рассматривается проблема обучения правовой лексике. Рассмотрены основные характеристики юридической терминологии, изучена и обоснована системная структура.

Цель статьи - рассмотреть изучение юридических терминов с позиций казахского языкознания, определить основные методические приемы обучения казахскому языку студентов, изучающих право, а также обсудить альтернативные проблемы перевода.

Для достижения поставленной цели в ходе работы необходимо выполнить ряд задач следующего характера: выявить ключевые проблемы методологии преподавания казахского языка для студентов юридических специальностей; рассмотреть методики преподавания, наиболее часто используемые в ВУЗах Казахстана; рассмотреть инновационные методики преподавания, достаточно редко использующиеся отечественными педагогами; проанализировать традиционные и инновационные методики.

В ходе написания статьи проанализирована информационная, прагматическая, познавательная деятельность в структуре права. Это основная научная новизна статьи.

В работе использованы следующие методы исследования: метод контроля, метод описания, метод систематизации, лингвистико-статистический и структурный методы анализа.

Данная статья имеет теоретическое и практическое значение, так как представленная концепция представляет собой ценную информацию для обучающихся юридического направления. Необходимо еще раз подчеркнуть, что для полного овладения профессией необходимо знать и правильно использовать лексические единицы, называемые специальными понятиями, то есть терминами.

Систематический подход к изучению отраслевой терминологии, несомненно, позволит оптимизировать процесс обучения. Это, в свою очередь, отражает последовательность научных знаний.

Ключевые слова: юридический термин, традиционная и инновационная методология, компонент, обучение, эксперимент, контрольная группа, формирование

Introduction. Language and society go hand in hand. This is due to the fact that as society develops and modernizes, new innovative theories and concepts are needed in connection with social needs. From this point of view, legislative linguistics occupies a special place in shaping the relationship between law enforcers and the common state when creating a legal society.

The main goal of every state trying to create a democratic legal state is the improvement of legislative structures. And in the implementation of improvements, it is to enhance the laws of that state through the national literary language and assimilate them into that society. A new field of linguistics, which appeared in the last decade of the 20th century – the science of legal linguistics, is turning such needs into its research object [1, 43].

Recently, more and more attention has been paid to the problems of special languages as a special functional style in linguistic literature. This is primarily because of tendency that many areas of science, which were the property of a limited circle of people, are increasingly included in the daily life of every person.

Methods. When studying the topic, we have used methods of studying and generalizing scientific opinions on legal terminology, selection of linguistic facts, comparative analysis, lexical explanatory analysis.

One of the main areas of professional training of a lawyer is knowledge of state legislation, the language of legal documents and the ability to freely use them. The lawyer looks for the necessary form of a legislator for this, approves the investigative actions carried out by him or her with protocols, conducts interrogations, makes decisions, accuses, defends, concludes contracts, and in all these cases, the role of a lawyer in the field of public relations is of great importance. Since incorrect or improper use, incorrect message can lead to tragic situations due to possible consequences. Therefore, language issues are close to lawyers; interest in them is important for a lawyer.

The most important of them is the special vocabulary of the language. W. Porzig noted that the originality of the professional language lies, first of all, in its vocabulary. Every thing, every phenomenon has its own name, and although experts try to pinpoint every little thing, the common man does not pay much attention to the question of whether he or she can understand a speech full of such words. If a defender can easily see the differences in terms of rent and credit, an engineer is skillful and flexible, etc., this does not mean that such differences can be noticed by an ordinary person. This is where

the big problem comes in. There are so many professional languages that it is impossible to understand all the details of the conceptual apparatus of each of them. W. Portzig identified the only possible way out of this situation in three directions:

1) Does it highlight a new notion that is fundamentally different from the existing old one?!

2) Does it correspond to the principle of ambiguity and accuracy of the word?!

3) Can the majority of educated people understand this term?! [2,17].

Law can affect people's will and mind only with the help of language. Language is the means of conveying information about the content of these legal instructions. In modern civilized states, legal norms cannot exist outside of certain linguistic forms.With the help of language, the thought of the legislator is expressed from the outside, formalized, suitable for external use, accessible to real recipients [3, 18].

Language performs two interrelated functions in relation to law: reflective (expresses the will of the legislator) and communicative (brings this will to the attention of participants in social relations). The task of communication is to influence the will and consciousness of people in order to motivate themselves to obey the law in accordance with the requirements of legal norms, using powers and fulfilling legal obligations.

From the point of view of linguistics, a legislative text is a certain type of message objectified in the form of an official written document, consisting of certain units combined with various types of lexical, grammatical and logical connections and having a modal and pragmatic approach. When the act is adopted, the need to write the normative act in a literary language, observing all the rules of generally approved grammar and syntax, is a common feature [4, 98].

Discussion and results. In higher educational institutions of future lawyers, practical-experimental work was carried out in order to consolidate theoretical knowledge during practice, to improve their pedagogic activity and skills. Practical-experimental work was

carried out at Eurasian National University named after L.N. Gumilev in three stages (identification, formation, observation). 47 students participated in the experiment, 29 of them in the experimental group, 18 in the observation group.

At the end of each period, intermediate tasks were carried out to monitor the quality of the learned programs using the following methodology ("Approach to public action", didactic games, reference-associative experiments, etc.). For example, students were given situational tasks according to the "Approach to public action" methodology. Terms that are rarely used in the context of this situation are inserted. Answers were listened to for 5-7 minutes.

The results of the first stage showed insufficient knowledge of law students. For example, 45% of students did not correctly answer the meaning of rare legal terms such as "mediator", "grace day", "resin". 25% could not sufficiently differentiate terms related to family law and general civil law.

These deficiencies were solved during the second phase of the formation experiment in the course of mastering the complex questions and lectures prepared on the theory of law. The educational result was checked at the end of each topic. For example, the content of the "Cognitive interest" method was as follows: the goal is to find out whether students have cognitive interest in legal literacy. Procedure: students were offered to write an essay on the following topic (at will):

1.What do I know about law?

2.What interests me about law?

3.What do I mean by legal literacy and etc.

The essays were analyzed, firstly, according to the choice of topic, and secondly, according to its content. Such an analysis is aimed at determining the level of interest of the student and how stable this interest is. The results of the second stage showed that the legal literacy of the students increased a lot.

In the third stage, we paid special attention to non-traditional forms of work in order to improve students' knowledge, business skills in this field: lecture-dialogue, excerpts from

video tapes, self-explanation of legal terms, etc. Reference and associative tasks were proposed for the purpose of checking the result of education.

In the reference experiment, students were presented with 25 terms. At the same time, the students did not discover the notion of "legal term", and we provided explanations to the tasks as little as possible, because by explaining in detail, as a result, we would achieve results that have no scientific value and are often presented with examples.

The communicative task of the reference experiment was for native speakers to explain the meaning of legal terms. Respondents were asked and presented "What do these words mean?" questionnaires. Each participant of the experiment had to fill out a questionnaire with pre-selected terms within 10-15 minutes, answering the question. After that, we made a semantic analysis of the received explanations. Let's analyze two of the 25 terms proposed for the experiment. The dictionary and simple explanations of the terms are shown in Table 1.

Term	Explanation in the dictionary	Explanation of students
People	1. The "people" is understood as a community with the same history, language, cultural features, whose members differ from other groups in their characteristics and share the idea that they are related to each other[5, 232]. 2. A set of social groups with their own language, culture, traditions, which founded a certain country, state; ethnicity [6, 311].	1.1 people living in a certain area (19), 1.2 there are cultural and linguistic features (2). 2. a group of people, a tribe (7). 3. the working class (1).
Justice	1. The form of public service provided for the consideration and resolution of criminal, civil disputes and other cases under the jurisdiction of the court [7, 89]. 2. A state legal institution that deals with civil disputes and criminal cases and is a specialist in conducting them [8, 121].	1.1 judicial service (8), 1.2 loyalty (5), 1.3 law supremacy (3). 2. justice (4). 3. punishment system (4). 4. supervisory authority (5).

Table 1 – *Explanations of law terms*

The reference experiment made it possible to identify the following features of simple interpretation of legal terms:

1. Notions used in common language and common sense often do not correspond to ones used as legal terms. For example, the words *"law", "people", "government", "crime", "justice", "liberty"* as elements of the lexical system of the language are much more widely used than as legal terms. At the same time, the opposite situation is observed: words such as *"republic", "citizen", "property"* have a narrower meaning than the law term.

2. From the point of view of the law, unambiguous terms appear ambiguous to a layman. For example, in a simple interpretation,

the legal term *"justice"* has three most common meanings: *"fairness", "penal system"* and *"supervisory authority", together* with the normative meaning *"judicial service"*.

3. Many semantic features of the notion used in the lexicographic meaning are not visible; on the contrary, some features included in the normative lexicographic description may be marginal. For example, the semes *"honesty", "law supremacy", "fairness"* of the term *"justice"* are significant for ordinary speakers, but are not defined as lexicographic meanings.

4. The use of specific vocabulary that is used in general instead of abstract vocabulary (*a man is an individual, a person, a subject*).

5. The dominant strategy for interpreting

the proposed legal terms is a reference strategy aimed at establishing the consistency of the content of the terms of the Constitution with the stated reality.

6. As an additional strategy for interpreting the terms of the Constitution, an associative strategy was taken, characterized by a high degree of subjectivity of many associations: *people - many, justice - loyalty, republic - state, etc.*

During the associative experiment, the respondents were presented a questionnaire that includes a question "What associations do these words evoke in you?". No restrictions were placed on the respondents' verbal responses. The participants of the experiment were able to offer several options (some offered up to 3-4 options for one word). The time to fill out the questionnaire was limited to 10-15 minutes. As for the analysis:

1. Formation of the associative field of the word "People".

People – people 5, a group of people 5, Kazakh 3, citizens 2, culture 2, public 2, society 2, custom 2, market 1, of the same language and culture 1, parades 1, friendship of peoples 1, below the poverty line 1, scene 1, when there are many people 1, people speaking freely and fearlessly about their president or another person 1, people on earth 1, people of the same state 1, people living in the same country 1, mass

meeting 1, people 1, community 1, community of people in a certain area 1, pensioners and children 1, resettlement 1, subordinates in power 1, working class 1, Kazakhstani 1, gathering of people 1, Kazakhs 1, meeting 1, council 1, biy 1, civilization 1, language 1.

2. Semal interpretation of associates

A) community of people in a certain territory (people 5, Kazakh 3, citizens 2, society 2, friendship of peoples 1, people on earth 1, people of one state 1, people living in one country 1, people 1, community 1, community of people in a certain territory 1, resettlement 1, Kazakhstan 1, Kazakhs 1, civilization 1); b) differs from others by a number of characteristics (culture 2, custom 2, of the same language and culture 1, biy 1, language 1); b) gathering of people (a group of people 5, mass of people 2, market 1, demonstrations 1, scene 1, crowd 1, mass meeting 1, gathering of people 1, meeting 1, council 1); c) a certain group of people (below the poverty line 1, people who speak freely without fear of their president or another person 1, pensioners and children 1, subordinates in power 1, working class 1).

3. Field analysis of the received semes

The core of word semantics is a; near peripheral area is b; the far peripheral area is formed by the semes c and d. Next, the analyzed words were classified by components (Table 2):

Information component	Emotional evaluation component	Encyclopedic component	Practical component
a community of people living in a certain territory, a group of people, a certain group of people	market; people who speak freely about their president or anyone else without fear	of the same language and culture, view, culture, customs,Kazakhstani, Kazakhs, biy, language	demonstrations, migration

Table 2 – *Component analysis of the term "people"*

2. Formation of the associative field of the word "Justice".

Justice – rule 3, trial 3, right 3, justice 3, court 3, advocate 2, law 2, prosecutor 2, judge 2, impunity 1, scales 1, eye 1, legality 1, law above all 1, mythology 1 , punishment 1, breaking the law 1, acquittal 1, witness testimony 1, fair trial 1, presumption of innocence 1, crime 1, sentence 1, misdemeanor 1, equality 1, investigation 1,

trial 1, witness 1, murder 1, "Man and Law" 1.

2. Semal interpretation of associates

a) judicial service (administration 3, trial 3, inspection 1, case review 1); b) implementation principles (right 3, justice 3, law 2, legality 1, law above all 1, fair trial 1, presumption of innocence 1, equality 1); b) participants (court 2, lawyer 2, prosecutor 2, judge 2, witness testimony 1, witness 1); c) reason (law violation 1, crime 1,

misdemeanor 1, murder 1); d) consequences (impunity 1, punishment 1, acquittal 1, sentence 1); e) mythology, TV program (scale 1, eye 1, mythology 1, "Man and Law" 1).

3. Field analysis of the received semes

The core of word semantics are a, b; near peripheral area – c, d; the far peripheral area – e, g semes. Component classification of the analyzed words (Table 3):

Information component	Emotional evaluation component	Encyclopedic component	Practical component	Socio-cultural component
judicial service	impunity, legality, equality, justice	lawyer, prosecutor, court, judge, witness testimony, presumption of innocence, witness, murder	administration, punishment, acquittal, judgment, check	eye, mythology, "Man and Law"

Table3 – *Component analysis of the term "Justice".*

Thus, in contrast to the definitions obtained from the first experiment, the created associative fields mainly consist of emotional-evaluative, practical and encyclopedic components, in addition to the information component, which includes basic, important features, minimal cognitive features that determine the mandatory components of an object or phenomenon.

Thus, according to the results of the third period, it was noticed that the legal literacy of students rose to a significantly higher level. For example, if students could not prove their point of view in the assessment of legal literacy in the first stage, then their knowledge of legal literacy improved, their cognitive interest as a legal specialist increased, they tried to independently search, and their own views on the environment and social issues were formed.

In order to form legal literacy of future lawyers at all stages of experimental work, we used non-traditional methods of training with them: oral journal, legal living room, meetings with legal staff, etc.

Currently, targeted language learning is underway, i.e. students are being adapted to their specialty. In other words, the student must have a degree in which he uses the acquired knowledge in his future professional activity. In this regard, the tasks and requirements provided to students should be sorted as follows:

- grouping of students by specialty, future position, profession;
- definition of the lexical minimum;
- more coverage of professional terminology;

- collecting texts related to the profession and working with texts related to their profession [9, 212].

Among the non-traditional methods of general education, the following can be highlighted: watching documentary and feature films with the audience or independently, after watching, performing a series of tasks that allow the student to assess how much he or she understood the events in the film; organization of dialogue classes of different types, where students are divided into groups and discuss any jurisprudence topics assigned by the teacher or chosen independently [10, 255].

In the modern methodology of teaching the Kazakh language, emphasis is placed on the formation of communicative competence. Communicative competence of a lawyer can be defined as "the ability of a specialist to perform various legal actions and communicate in the process of solving legal problems on the basis of specially developed knowledge and skills" [11, 233].
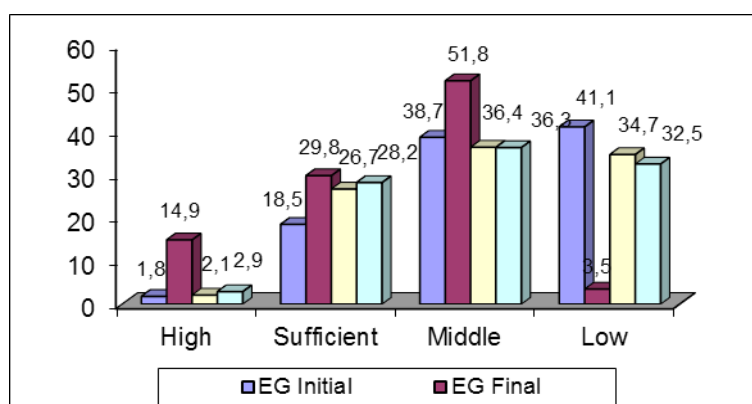
The level of formation of legal literacy of future lawyers was determined on the basis of repeated test questions in the last control period of the practical experiment. The final indicators of the formation levels of legal literacy of future lawyers are shown in Table 4.

The following can be seen from the final result of the experiment: if at the beginning of the experiment future lawyers showed a high level of 1.8%, at the end of the experiment it increased by 14.9%; at a sufficient level it

showed 18, 5%, in the end it reached 29, 8%, in the middle level it showed 38, 7% in the beginning, in the end it increased to 51, 8%, and if it showed a low level in the beginning 41, 1%, in the end it decreased by 3,5%. There was no significant change in the control group.

Levels	Experiment group – 29		Observation group – 18	
	Initial indicators	Final indicators	Initial indicators	Final indicators
High	1, 8	14, 9	2, 1	2, 9
Sufficient	18, 5	29, 8	26, 7	28, 2
Middle	38, 7	51, 8	36, 4	36, 3
Low	41, 1	3, 5	34, 7	32, 5

Table 4 – *The final indicator (%) of the development level of legal literacy formation components of the future lawyers*

Picture 1 – Dynamics of legal literacy formation levels of future lawyers (final results)

Let's focus on the ways of creating the term, based on the students' understanding of the term law. The following approaches are used in normative legal acts to express concepts:

1) word formation, which means the creation of terms using word-forming elements in the language;

2) replacement of names in the expression of the concept associated with the Association;

3) word combinations, which means the transfer of a concept through the union of one or more words;

4) introductory words, that is, the use of terminological names borrowed from another language.

After studying the theoretical material, you can suggest performing the following tasks: *Read the legal terms. Copy and write down the sentences that use the terms given in the legislative acts.* Identify ways to create legal terms. The materials for the analysis are taken from legal texts, as well as from scientific literature devoted to the study of the language of normative acts.

Familiarity with the classification of legal terms for various reasons involves the presentation of the most popular ways of constructing a typology. Thus, general corporate terminology (*state body, official, competence, legal, etc.*), applicable in all areas of legislation; intersectoral terminology used in several areas of legislation (*liability, substantial harm, misconduct, etc.*); terminology used in a specific area of law (*transaction, term of commission of the crime of obsolescence, etc.*) [12, 70].

As a special mention of this classification, we can consider the division of the activity of legal terms used in scientific texts into several types in accordance with their purpose:

1) general scientific, characterized in that the same meaning is used in various terminological systems, for example: *concept, system, totality, form, structure, type, object, etc.* the semantics of such terms are observed when they go hand in hand with industry terms: *the concept of classification of crimes, competitive types of norms, specific recruitment, structure of public relations, etc.;*

2) terms used within the framework of specialized, i.e. highly specialized related disciplines. These terms, in a sense, function in one or more areas of law, such as: *law, article, obsolescence of deadlines, code, and others;*

3) the terms of the narrow-gauge profession. Acts in a certain area of law; for example, the terms of criminal law include *kidnapping, robbery, banditry, correctional labor, bribes and others* [13, 42].

Unfortunately, there are currently no clear, scientifically based principles and criteria for the logical description of legal terms in one or another sphere of legal relations, taking into account their practical significance. Without it, any classification looks very conditional, incalculable and incomplete. For example, it is known that terminology used in legislation can be classified according to vertical and horizontal principles. At the beginning of the vertical terminology will be the terminology fixed in the Constitution and industry codes. In fact, this is a generally accepted terminology that systematically combines terms that apply in all areas of legislation, expresses and names concepts of broad generalizing meaning (rule of law, state body, official, public organization, competence, authority, legislation, law, decision, personal integrity, legal interests, etc.). Horizontal terminology it covers various types of intersectoral and industry terminology. Intersectoral terminology is terminology used in several areas of legislation (material liability, significant damage, misconduct, etc.). The specificity of industry terminology is that the relevant concepts reflecting the specifics of a particular sphere of legal relations are based on subject-logical connections and relationships.

In this sense, they can be grouped as follows:

1) legal terms related to a certain area of law: prosecutor, recidivist, drug addict, murderer, spy, thief, extortionist, heir, investigator, judge, lawyer;

2) terms characterizing the event, the course of events: court, amnesty, coercion, confiscation, search, appeal, imprisonment, release, discussion, conviction, investigation, interrogation, etc.;

3) terms found in legal documents denoting the name of the law: order, act, subsidy, certificate, license, sanction, declaration;

4) terms denoting socio-political processes: consent, referendum, elections, monitoring;

5) terms reflecting direct circumstances: fine, tax, duty, pension, alimony, salary, fee, scholarship, allowance, bonus;

6) terms defining the social status of punishment: imprisonment, death penalty, colony [14, 1074].

To sum up, the experimental work proved the correctness of the model of legal literacy formation of future lawyers, its dimensions, indicators and levels, and the effectiveness of our proposed methodology.

Conclusions. In general, all extracurricular methods of developing students' communicative competence are aimed at professional Kazakh language speaking practice, as well as the development of grammatical literacy, increasing the lexical fund. In order to achieve the highest level of results, the teaching of the Kazakh language to students of legal professions should be comprehensive.

M. Aimbetov noted that in order to properly build further development of legislation, "draft laws should be considered and discussed not in the Russian text, but in the state language. This, firstly, would undoubtedly have an impact on the basis of legal texts - on the good stylistic, semantic quality of the language. Secondly, it would increase the responsibility of developers in the state language. Thirdly, it is necessary to go through an expert commission consisting of qualified translators and lawyers, legal terms used earlier and currently used, and create a unified dictionary and database in the state language"[15, 3].

In conclusion, it is necessary to emphasize once again that in order to fully master the profession, it is necessary to know and correctly use special notions, that is, lexical units called terms. A systematic approach to the study of industry terminology, considered in the example of legal terminology, leads to optimization of the teaching process. The lexical and conceptual correspondence of the terms, their interconnection and interdependence allow to consider the terminology as a whole terminological system that serves as the linguistic basis of the system of special concepts. This, in turn, shows the consistency of scientific knowledge.

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