

Approaches to teach law in English

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ABSTRACT

This article is about teaching law in English by using different approaches. In the below there are some ways to organizing effective classes and solutions which are both students and teachers come across in this field.

Key words: approaches, oral and audio-lingual ways, communication, procedure, confusions.

Introduction

Nowadays, English is in among international languages which are used around the world. Before five hundred, Latin was the most preferable to be taught, as it was main language of running business, trade and education in the west of the world. However, in sixteenth century, Italian, French, and English took an importance as a result of political inconstancy in Europe and Latin gradually became displaced as a language of verbal and written communication (Richards and Rodgers, 2001). Latin was a dead language. That was being begun to read in the reading materials, books as a classic language. In sixteen and eighteen centuries, children managed to be received to “grammar schools” in order to learn the rules of Latin. It was a mental process, actually, “mental gymnastic” to know about language. When all modern languages started to enter in the sphere of the European countries, those languages were taught the help of the same methods which Latin was taught. There were almost equal methods. Grammatical rules

were memorized. Written progress was emerged. The contexts were translated from the second language into first one as well as vice versa. Till the nineteenth century, actually that method was considered as a standard, punctual method of teaching language. Moreover, the textbooks were divided into several chapters. Every chapter consisted of a clear grammatical rule and the rule was come into practice in written exercises.

Methods

As it mentioned above, English language belongs to international languages. It was used a real standard language among all over the world. Because of its useful and understandable teaching methods, it plays a great role in humanism. In order to achieve any field, English language is demanded. According to this fact that English is taught in kindergarten. It is the first step to know about this language. From early ages children begin to learn English language. That is why, some ways have been standardized as methods to teach them. Before speaking about teaching English language, there should be informed about what method is. “According to Asher and James (1982), methods are the combination of techniques that are used and plasticized by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. For example, if a teacher has an approach that language is the communication and learning a language is in

fact learning the meanings, functions and uses of language. So the techniques will be based on the communicative language teaching and task based methods” [2,3p]. According to Freeman (2000), methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand. Aforementioned thesis does not lead wrong direction. They are also theories of professional scholars. Whenever talking about teaching methods, it should be informed about some types of it.

№	Names of methods and approaches
1	Grammar translation methods
2	Direct methods
3	Structural approaches
4	Oral approaches/Situational language teaching
5	Audiolingual method
6	Total physical response
7	Silent way
8	Communicative language teaching
9	Natural approach
10	Take-based language teaching

Grammar translation method

Grammar translation method was one of the most popular method which used in teaching language from 1840 to 1940. However, till the middle ages this method was not used as a methodical way. Firstly, teachers utilized this way in order to teach Latin language which was not recognized as a

common language at that time. Grammar translation method was mostly criticized in nineteen centuries because of the fact that many considered it could not fulfill the demands of language learning. Nowadays it is a good way to learn language. Basic grammar rules of language are the keys to open the easy doors to learn language. Whenever people want to learn any language, they should get clearly the grammar rules of that language. Especially, in English language learner should know the order of the words, parts of speech, tenses and so on. We will try to explain every kind of methods with teaching law through English.

Examples: Teaching English is not difficult if the rules are followed by teachers and students. There are a lot of terms in a law. Learning law is not easy not only English but also in Uzbek language learners come across difficulties during the classes. However, professional pedagogies have composed several specific methods which decrease failure in learning and teaching law in English. One of the significant one is using grammar translation method. In this case, teachers teach learners to differ parts of speech by using law terms. Teacher draws a table which is given below.

№	Noun	Adjective	Adverb	Verb
1	Allegation	Alleged	Allegedly	Allege
2	Count	Countable	Countably	Count
3	Defendant	Defended	Defendedly	Defend
4	Emancipation	Emancipated	Emancipate dly	Emancipate
5	Legality	Legal	Legally	Legalize

According to the table learners can understand the topic. They manage to separate words in terms of

their basic group, such as noun, verb, adjective, adverb and so on.

Direct method

The direct method is the outcome of the reaction against the grammar translation method. In this method students who are learning English as a foreign or second language should imagine points without own language. As if they could reject their mother tongue, as well as receive English as their speaking language among residences. This method differs from grammar translation method. It based on reality of topic. In this way, teachers use actions, demonstration or real objects. Purwarno described the aims of the direct method. He described that direct method is an attempt and effort to form a link between thought and expression and between experience and language. [2006]

Results and Discussion

To realize the process of target language could be used basic way, namely teachers should teach learners more clearly as possible as they can. Whenever children try to know about grammar translation method, they come across some difficulties. At this time they should be explained how to use grammars in skills. In order to speak fluently, speaker should comprehend the order of sentence structure. It is a main problem in using this method. There is a solution in law. Teachers use some plays, games during the explanation. Teacher should work individually. Besides that, role play is a good thing to solidify the theme. Every student becomes one of the parts of speech and implement the concerning role.

Procedure

In teaching law through English teachers try to utilize English-English version. Because teachers should have all skills belong to their profession,

like actors, lawyer, director and others. In this case, they demonstrate events or conditions connected to the law.

Example

The process of court is a great way to explore the main topic. Teacher speak only English. She narrates all of objects which contain of court. To demonstrate a judge she says his appearance, clothes, position. It is like a riddle. Students find out narrative thing or person. Teachers also use lawful terms. If they are not clear, teacher explains them with definitions and expressions. By the way students learn both words and narrations.

Thus, the development of communicative competence is impossible without the preparation of oral and written speech skills. However, knowledge of lexical and grammatical material does not provide the formation of communication skills. These skills are formed through the active involvement of the student in the educational process, increasing the motivational factor, solving certain pedagogical difficulties in the learning process, the ability to operate educational material with a view to its further use in certain areas of communication.

Taking into consideration of all above, teachers create more and more ways and methods in order to teach students in every field. The most important thing which should be paid attention is all approaches connected to target field as well as with basic effective results. Students can catch the whole class and respond to the questions, it is a good achievement for the teachers. By the way, students obtain the same abilities as their professional teachers. These are great approaches for any target field.

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