

THEORY AND METHODOLOGY OF TEACHING LANGUAGES TO A MODERN LAWYER

TEORÍA Y METODOLOGÍA DE LA ENSEÑANZA DE IDIOMAS A UN JURISTA MODERNO



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ABSTRACT

The article deals with the methodology of teaching and educating languages in the professional activity of a specialist, in particular about the main problems of the functioning of the Russian and other foreign languages in the professional activity of a modern lawyer as a communication tool and service sector. The research was conducted primarily through an extensive literature review, focusing on existing academic publications, textbooks, and articles that discuss language teaching methodologies, educational psychology, and specific language needs within the legal profession. The review indicates that while the current methodologies in language education address basic professional requirements, there are notable gaps, particularly in the application of practical language skills and advanced communication techniques. Although, the acquisition of professional communicative competence occurs during the study of languages in the classroom by students of non-philological universities, they could develop the ability to communicate freely on professional topics, using the means of language to express their thoughts, their own position, as well as for communicative interaction in a team.

Keywords:

Professional speech, communication, methodology, competence, language tools, language norms.

RESUMEN

El artículo trata sobre la metodología de enseñanza y educación de idiomas en la actividad profesional de un especialista, en particular sobre los principales problemas del funcionamiento del ruso y otras lenguas extranjeras en la actividad profesional de un abogado moderno como herramienta de comunicación y sector de servicios. La investigación se llevó a cabo principalmente a través de una extensa revisión bibliográfica, centrada en las publicaciones académicas existentes, libros de texto y artículos que discuten las metodologías de enseñanza de idiomas, la psicología educativa y las necesidades lingüísticas específicas dentro de la profesión jurídica. La revisión indica que, si bien las metodologías actuales en la enseñanza de idiomas abordan los requisitos profesionales básicos, existen lagunas notables, sobre todo en la aplicación de habilidades lingüísticas prácticas y técnicas de comunicación avanzadas. Si bien, la adquisición de la competencia comunicativa profesional se produce durante el estudio de idiomas en el aula por parte de los estudiantes de universidades no filológicas, éstos podrían desarrollar la capacidad de comunicarse libremente sobre temas profesionales, utilizando los medios del lenguaje para expresar sus pensamientos, su propia postura, así como para la interacción comunicativa en equipo.

Palabras clave:

Discurso profesional, comunicación, metodología, competencia, herramientas lingüísticas, normas lingüísticas.



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INTRODUCTION

Speaking different languages, including Russian, English and other foreign languages in Kyrgyzstan, is important in many areas of professional activity, in the development of science, technology and education, in the relationships and communications of people of different nationalities.

Universities in Kyrgyzstan are undergoing changes in the existing education system, experts say, in particular experts from the working group of the Ministry of Education and Science of the Kyrgyz Republic. A collection of articles was published in which topical issues and ways of solving issues of improving the quality of higher education in the republic were considered. The collection provides an overview of the transformations in the higher education system, describes the experiences, prospects and efforts to ensure the quality of education undertaken by the Ministry of Education and Science of the Kyrgyz Republic, universities, independent accreditation agencies and international partners to improve the quality of education (Omurov et al., 2021).

The widespread use of digital technologies is actively promoted in the education system (Aipova et al., 2023; Aleksandrova et al., 2023; Batashev et al., 2023; Lopukhina et al., 2024). The state policy in the field of human resources development supports the introduction and improvement of the national qualifications system, which is built around solving real-life problems (Omurov et al., 2021). This system is aimed at high-quality education, which requires the preparation of a special environment: new teaching methods are used, new programs are being developed, all conditions are created for comfortable independent activity of students. Modern society needs competent specialists, including lawyers, who possess not only knowledge of the legal sphere, but also have special skills of speech communication.

The legal language is the language of law, the language of normative legal acts, specific, which is able to express the will of people in the legal field, is used to regulate the behavior of people in personal and public relations, it is the professional language of a lawyer, which requires detailed study, linguistically competent design of the text of documents. The legal language is the foundation of the official business style, although it can be called an independent functional style, which has its own basis - economic, legal, diplomatic (Kirillova et al., 2021; Biryukov et al., 2023).

Russian is the official language in Kyrgyzstan and it is necessary to know English in order to increase the level of communicative competence of future lawyers, it is necessary to revise and diversify the teaching of language and speech training not only in the native Kyrgyz language, but also in Russian and foreign languages. To do this, it is necessary to increase attention to the generally binding

rules of linguistics, refine grammatical materials, pay attention to specific language units, syntactic constructions, find new organizational and pedagogical forms of achieving goals in the training of future specialists, since the new competence model of specialist training differs from the traditional model of the target function of education (Akhmetshin et al., 2023; Alimova et al., 2023). A modern teacher is a *“guide”*, performs the function of a consultant: if traditional education could be considered according to the scheme *“subject-teacher-student”*, today we get *“student-creativity-subject-teacher”*, i.e. the psychological mechanism of the processes occurring in modern lessons requires the use of new methods. At the same time, the teacher must create new educational technologies, be a new model in speech communication in all languages, be able to lead a student who chooses his attitude to a future profession, to life situations, and become a competently capable specialist (Hernández García de Velazco, 2022; Volkova, 2023). All this requires the active participation of the student himself, who in the learning process should form the productive development of personal qualities: thinking (awareness and cognition), communication (communicative qualities), behavior (culture, general level), receiving and transmitting information. A new approach to the organization of the educational process requires the teacher to change the learning process: its structure, form of organization. At the same time, in the work of a teacher, not only the dialogical method of communication and the joint search for truth are important, but also the independent various creative works of the student himself. The activity of the teacher is inferior to the activity of the students.

The forming readiness of a specialist is to successfully conduct professional activities based on the acquired knowledge, skills and personal qualities.

Foreign and local (Kyrgyz) scientists have studied the features of a lawyer's professional speech in their works: Russian philologists Ivakina “Professional speech of a lawyer” (2008), “Fundamentals of judicial eloquence” (2006); Tyapugina “Culture of professional speech” (2014), “Russian language and culture of speech”; Kanafina (Republic of Kazakhstan) “Professional speech of a lawyer” (2015); Kyrgyz scientists Akhmetova et al. (2022) in their teaching aids on the Russian language for law students, they offer methodological developments and text materials on the formation and development of professional speech of 1st year students in law schools. In her work, Sydykbaeva (2016), established a technology for the formation of linguistic competencies of students of future lawyers when teaching Kyrgyz as a second language.

In legal practice, there is insufficient attention to Russian and foreign languages. If you pay attention to some criminal procedure documents, you can find both speech

and stylistic errors, not enough attention is paid to the structure of the word. Judicial practice of the Supreme Court of the Kyrgyz Republic, judicial board for criminal and civil cases, resolution of disputes arising in the field of services and transactions, agreement on the possibility of changing the terms of banking services, consideration of administrative cases related to judicial appeals of election decisions, etc., they need the integrity of lawyers. Not all legal professionals have written and oral language skills.

So, the purpose of the study was to investigate the methodologies employed in teaching languages to future lawyers, emphasizing the role of language proficiency in enhancing their professional activities.

METHODOLOGY

Authors conducted comprehensive review of existing literature was conducted to understand the historical and current methodologies in language education for lawyers. This included analyzing textbooks, academic papers, and online resources that discuss language learning theories, educational psychology, and specific language needs in the legal profession.

It was noted, in that to improve the culture of written, culture of speaking and oral speech of law students in learning language, we often use the textbook for law courses by Ivakina (2008), "Professional speech of a lawyer", which gives the concept of the language of law, the functions and features of the language of law, the accuracy of word usage in written and oral speech, the composition of procedural acts on visual means in oral public speech, the textbook "Fundamentals of judicial eloquence (rhetoric for lawyers)" analyzes the professional speech of lawyers and offers options for their correction (Ivakina, 2006). We also use the textbook Tyapugina (2014), "Culture of professional speech". For example, themes: "Types of speech cultures", "Oral and written forms of speech", "Grammatical norms in the professional speech of a lawyer", "Culture of scientific speech", "Non-verbal means of communication", "Rhetoric in the professional speech of a lawyer", "Judicial speech - a genre of public speaking", "Culture of business communication", "Lexical invective", "Speech crimes", "Linguistic expertise", etc. "Lawyer's speech Culture" are considered in the manual, where the specifics of legal professional speech are taken into account.

DEVELOPMENT

Despite the large number of theoretical and practical works devoted to this topic, it is necessary to pay attention to the formation of professional and communicative competence of future specialists, it is necessary to consider a training methodology that would provide practical training for future lawyers.

In this regard, it becomes important to use theoretical and empirical research methods in language classes and take effective measures to further improve the forms and methods of teaching professional speech to future lawyers.

The methodology of language teaching is an independent science that studies the theoretical foundations of language teaching, the content of teaching, methods, forms and means of teaching in language education. In addition, the procedural and activity aspect involves the activity of a teacher in language teaching classes at a university when studying a specific discipline for collecting and submitting material, organizing training, identifying knowledge, skills and abilities in speech activity (Antonova & Voiteleva, 2015).

Since law and language learning belong to the humanities, let's consider the theory and methodology of teaching, the main problems and questions that arise when teaching professional speech to future lawyers. The study of theory must be accompanied by practical training for professional activity. In the training of lawyers, it is necessary that lectures are held or practical classes are periodically held with lectures on the theory of language, with its in-depth study, where theoretical information accompanies the relevant norms of the literary language (orthoeptic, lexical, grammatical, stylistic), indicating some features of the modern language. It is also necessary to use a business game, which is a form of recreating the content of professional activity, simulating a workflow, modeling an industrial situation where the use of training exercises contributes to the formation of professional skills and abilities. The use of such a method for the development of a specialist's personality leads to the student's awareness of how serious his professional step is, the importance of professional and social competence, professional and communicative competence, identifies shortcomings, tries to find ways to overcome difficulties, and the implementation of activities in a playful way.

The competence of students in practical language teaching classes is ensured as a result of studying all aspects of language (phonetics, vocabulary, word formation, morphology and syntax) and speech (text, stylistic varieties, organization of utterance), in knowing the differences between oral and written forms of speech.

Competence in teaching a non-native language is a set of knowledge about the language system, ways of formulating thoughts in the studied language, knowledge of the national and cultural characteristics of native speakers of the studied language; the specifics of various types of discourses; the ability by its means to communicate in

various types of speech activity in accordance with the solved communicative tasks, to understand, interpret and carry out coherent statements

In order to possess professional communication skills and abilities, a lawyer must have knowledge and skills of the following competencies (Table 1):

Table 1: Competencies that promote the development of professional communication.

1	language	knowledge of the language system, its laws and rules, linguistic units, functions; formation of skills and abilities of perception and creation of coherent texts, differing in stylistic affiliation, accuracy of expression of thought
2	linguistic	mastering linguistic knowledge, formation of language skills, categories and units of language, knowledge of the background mechanism of speech activity
3	speech	understandable as the ability to best organize a speech act
4	pragmatic	the ability to use an utterance in accordance with the communicative intention, the conditions of the speaker's speech
5	subject	the ability to navigate in terms of communication in a certain area of human activity
6	communicative	the ability to carry out speech activity by means of a non-native language on the basis of linguistic, sociolinguistic knowledge in accordance with the goals and objectives of communication, readiness to communicate with people, the ability and real readiness to communicate adequately to the goals, spheres and situations of communication, readiness for verbal interaction and mutual understanding.
7	informative	readiness to work with information (receiving or transmitting information)
8	problematic	willingness to resolve issues

Source: Own elaboration

In order to possess competencies in the interaction of a student with a teacher during classes, it is necessary to select modern research methods that are aimed at developing speech-thinking activities in language teaching - active and interactive teaching methods.

Interactive methods are the ability to interact in the process of conversation, dialogue, they motivate students to learn languages, contribute to the emergence of interest in the assimilation of linguistic material: lexico-semantic, theoretical, etc. Interactive methods are the most modern form of active methods. The main components of interactive classes are exercises and tasks, when students not only consolidate linguistic knowledge, but also acquire skills and abilities to form professional speech. Such classes help weak students to take part in active work and feel confident in their own abilities. Thus, each student develops cognitive activity in the course of his activity, as a result of which communicative skills are formed: to confidently conduct a dialogue, express their thoughts clearly and correctly, be able to identify and eliminate errors in the misuse of grammatical forms, demonstrate a high level of speech culture, skills and abilities of speech activity in relation to the field of professional communication and the basics of public speeches, masterfully use the word.

Interactive teaching methods are important pedagogical conditions and play an important role in the process of teaching professional speech in language teaching at a law school, they can dramatically increase the percentage of assimilation of educational material and rapid mastery of skills and abilities of speech competence. This is especially important in teaching students who have a language barrier, when students face a number of difficulties in learning languages. The professionally oriented training of future lawyers, developed on the basis of intensive, professionally oriented teaching methods, will contribute to the creation of further practical use of languages by graduates of the Faculty of Law in their professional activities.

In order to prepare a professional and communicative specialist in the field of law, it is necessary to develop communication skills, introduce into the educational process a methodology aimed at developing speech based on the use of modern innovative technologies in education, deepen the study of linguistics, identify and eliminate errors in the misuse of grammatical forms. The possession of all means of oral and written speech, the increase in students' own practical activities make the professional speech of future lawyers correct, accurate, clear and convincing. This is especially true for those who graduated from school with the Kyrgyz language of instruction. They have identified speech difficulties that they may later encounter in their future professional activities. To eliminate these problems, you can use different techniques, methods and methods of training such as observation, various types of survey and experiment.

The student, performing tasks and exercises of different levels of complexity, realizes his level of knowledge of the language, forms linguistic competence, establishes a subject connection, puts mental and cognitive skills in order, develops professional speech, independence and creative activity. All these qualities are formed through linguodidactic principles. The main principles of learning the Russian language are the principles of professional orientation of learning, cognition, consciousness, independence.

Language learning should be considered as a component of professional training of lawyers from the very beginning of its study at the university, therefore, the teacher sets himself the tasks: to update and systematize knowledge of lexicology and phraseology, define lexical and grammatical meanings of words, give various practical tasks and exercises, repeat sections of lexicology, lexicography, morphology and syntax. Pay special attention to legal terms and compound expressions, which occupy a special place in the language of law, denote specific and general concepts.

To improve the quality of professional speech, it is necessary to have linguistic knowledge, knowledge of the norms and rules of the language, the use of various methods, forms and techniques of teaching. In modern didactics, a synthesis of traditional and modern teaching and upbringing methods can be created to solve problems, where educational technologies and interactive teaching methods play an important role. A new approach to the organization of the educational process requires the teacher to change the learning process: its structure, form of organization.

CONCLUSIONS

The use of methods for the development of professional speech in classroom language training for future lawyers leads to some changes. The level of students' speech culture is noticeably increasing, speech becomes more confident, clear and clear, compared with the beginning of the academic year, and they try to simultaneously master the skills of professional speech, there is a development of communicative competence, which helps in the future in the implementation of professional self-realization. As a result of our application of various methods and methodological materials for the development of professional and communicative competence for law students in practical classes, we obtain a model of a modern communicative and competent specialist who possesses all the skills and abilities of professional speech in the field of legal sphere.

We need to prepare a specialist who is competent in social interaction with society, a team, having a high level of competence in communication (oral and written form

of speech, dialogue, monologue, knowledge of etiquette, business correspondence, etc.). A modern lawyer should be a competent and active specialist with skills and abilities, techniques and methods of activity, able to plan, predict, research, etc.; proficient in information technology: to receive, process and issue information, possess computer literacy, electronic Internet technology.

Therefore, in order to increase the intellectual potential of a student and the competence of future lawyers, knowledge of languages plays a special role, with the help of which he carries out his communicative activities acting in various professional roles:

- being a legislator, to understand the content of documents in other languages, as well as to be able to formalize them correctly;
- as a lawyer, notary or investigator, be a confidential interlocutor of people of different nationalities;
- the legal sphere involves scientific activity and informal communication of professionals, where they will get acquainted with foreign literature and communicate with people of different nationalities.

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