EFFECTIVE METHODS OF TEACHING LEGAL VOCABULARY:

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ANNOTATION

This thesis examines the effective methods of teaching legal vocabulary to ESP (English for Specific Purposes) students, with a focus on preparing them for professional legal environments. The study explores a variety of pedagogical approaches and tools designed to enhance the acquisition and application of legal terminology. Through an analysis of context-based learning, interactive and multimedia resources, and the integration of language skills training, the paper provides a comprehensive framework for educators. The research highlights the importance of combining practical experience with theoretical knowledge, emphasizing the role of technology and interactive methods in fostering a deeper understanding of legal terms. The findings suggest that a holistic and multifaceted approach is crucial for equipping ESP students with the necessary skills to succeed in legal professions. This article contributes to the field by offering practical insights and recommendations for educators aiming to improve their teaching strategies for legal vocabulary.

Abstract: In the context of the integration of legal systems of different countries, knowledge of legal vocabulary in English becomes necessary for lawyers working in the international sphere. Effective training in legal vocabulary allows specialists to be competent in intercultural communication, which increases their

competitiveness in the labor market. Therefore, the relevance of research into methods of teaching legal vocabulary to ESP students is due to the need to develop and implement effective educational strategies.

Key words: legal; vocabulary; teach; effective; method

Introduction:

The most important element of language skills in teaching ESP is vocabulary. Teaching vocabulary is one of the most important ways teachers can improve students' reading, writing, listening, and language comprehension. The more students master vocabulary, the more they will understand and be more communicative. To convey what a person wants to say, a vocabulary that is organized grammatically is necessary. The ability to communicate and express our social needs cannot be created without sufficient vocabulary. Students with limited vocabularies have difficulty understanding what they read and hear because they have "too few building blocks" from which to construct meaning.

Main Part:

Effective methods of teaching legal vocabulary play an important role in developing the professional skills of lawyers. They promote a thorough understanding and correct use of specific legal terms. Modern online platforms offer a wide range of tools for vocabulary development, including online courses, electronic dictionaries and legal databases.

However there are many limitations or problems that teachers and students face when using vocabulary (Nation, 2008). Many of the problematic limitations relate to a lack of time and opportunity for both teaching and learning vocabulary. Teachers do not have enough time to teach all the vocabulary that students need given the amount of instructional time devoted to teaching English. Learning vocabulary is one of the most tedious learning tasks facing language learners. Vocabulary learning

is difficult for two important reasons: one is that there are a large number of words to learn, and the other is that little attention is paid to students' problems in this regard.

The traditional method of teaching vocabulary, which is still used in schools and universities, is for students to memorize lists of words or explicitly provide them with paired translation equivalents of words. The problem is not only that this traditional method lacks theoretical support since vocabulary learning is more than just memorizing word lists of the target language, but the entire learning process can also leave a bad taste in the mouth of language learners as learners will see vocabulary learning. as the tedious experience of memorizing endless lists of words (Krashen, 1982). Therefore, simply memorizing paired translations of target words, which is widely used in universities, is not considered an effective method[1] (Tabatabei, 2012).

One way to overcome limitations in vocabulary learning is to use a technology-assisted vocabulary learning program (Kim & Kwon, 2012). Learning a language through technology promotes personalized learning because one tool is used by one user at a time. It provides students with many opportunities to learn English vocabulary through a variety of interactive exercises. This program can help students develop both receptive and productive vocabulary knowledge (Miles & Kwon, 2008).

Mousavi and Nemati. (2017) believes that CALL (Computer Assisted Language Learning) provides a new perspective on language teaching and learning, as well as vocabulary acquisition. CALL programs offer students a variety of activities. Integrating technology into the learning process helps students improve their English. Many studies have examined the effects of CALL on vocabulary growth among intermediate learners. ESP students must be motivated to learn independently outside of class.

It is also important to note that the advent of the digital age has changed the way people communicate over the past decades. Technology has been integrated with communication to challenge the way people communicate with each other (Scarborough, 2009). Web 2.0 applications have impacted our lives in many ways. E-learning is a by-product of these technologies, which have had a great impact on education and therefore language learning. The use of computer technology in educational and training contexts can be seen as a powerful idea since students spend a lot of time in online networking activities (Mazman, 2010). In recent years, many researchers have studied the effects of multimedia materials on second language learning. For example, Getham (2005) examined the vocabulary development of two groups of students; one using a computer program and the other using traditional printed texts . The results showed that both groups improved their vocabulary after using vocabulary practice, but students in both groups forgot some words after a month. However, the amount of vocabulary forgetting in the print group was greater than in the multimedia group.

Incorporating technology in the classroom, such as using language learning apps and online discussion forums, can facilitate collaborative learning and peer interaction.

Another effective method of teaching legal vocabulary is case study. It is an interactive teaching method based on problem-situational analysis and students solving specific educational situations. In the scientific world, the birthplace of this teaching method is the United States of America, namely Harvard University. A characteristic feature of a case study is the creation of a problem situation based on real facts from life, the description of which simultaneously reflects not only some practical side of the problem, but also helps students activate a certain set of previously acquired knowledge that they need to master in order to successfully solve the problem (Herried, 2007). Moreover, the problem itself does not have a unique solution.

Shcherbatykh L.N. is convinced that the case study method is an interactive teaching method, the main goal of which is to create comfortable learning conditions in which students will feel successful and intellectual independence, which will increase the efficiency and productivity of the educational process (Shcherbatykh, 2013).

Case refers to events that occurred in a certain field of activity and described by the author in order to provoke a discussion about a problematic situation and thereby push students to critically evaluate and analyze the situation and, as a result, to make their own unique solution. Thus, the main idea of the case study method is to acquire knowledge and develop skills through active independent activity of students to resolve contradictions, as a result of which students acquire professional knowledge, expand their vocabulary and develop certain skills and abilities.

Being the most effective methods context-based learning is the process, where students are exposed to legal texts, case studies, and real-life legal scenarios. This approach helps students understand the practical application of legal terms and concepts, making the learning process more relevant and engaging. For instance, analyzing court decisions, drafting legal documents, and participating in mock trials provide students with hands-on experience that reinforces their vocabulary acquisition.

Conclusion:

In conclusion, a holistic approach that combines context-based learning, interactive tools, technology integration, and comprehensive language skills training is essential for effectively teaching legal vocabulary to ESP students. By employing these methods, educators can equip students with the necessary skills and knowledge to navigate the complexities of legal English, thereby preparing them for successful careers in the legal field.

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