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INTEGRATED TEACHING OF LAW TERMINOLOGY: COGNITIVE APPROACH

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Abstract. *The paper is focused on the problems of integrated teaching of the law terminology in light of cognitive approach. The authors argue that teaching law terminology in English should be parallel to teaching law per se. This will mean class time economy and formation of stable images of the concepts studied in students' minds. The issue of teaching English for specific purposes as means of communication is relevant in the modern methodology. However, traditional methods of communicative teaching do not prove to demonstrate significant positive results. Therefore, to enhance the process of integrated teaching of the law terminology it is proposed to employ cognitive approach, which is focused on meaningful learning and meaningful practice on the basis of comprehending the linguistic knowledge and rules, structuring and systematically arranging new knowledge units, storing and applying them.*

Keywords: *integrated teaching, law terminology, cognitive approach, English.*

Introduction. English, being a language of global communication, is widely used by lawyers and legal professionals in public and private institutions. The urgent need to train specialists with high proficiency in legal English sets new challenges for teachers in the field.

Outline of recent publications. The general problems of teaching ESP terminology was considered in works of Ya. Yanush, Ye. Motina, N. Artykutsa, V. Dubichynskyi, S. Kirsho, O. Chuieshkova et al.; the pilot studies of I. Kharchenko, L. Khokhriakova were dedicated to the study of teaching law terminology with the focus given to the specifics of this lexical layer. The essence of integrated teaching of ESP was broadly discussed in works of R. Martynova, N. Serdiukova, T. Smirnova et al. As the review of the scientific literature demonstrates, the problem of training narrow field, especially law specialists with a high mastery of English is quite urgent, and practice of its integrated teaching is evidently a way to meet the demands of the society. Moreover, as the increasing number of works show (O. Chevychelova, H. Barabanova, H. Hubina, O. Kolesnikova, V. Yakovleva et al.) cognitive approach to teaching ESP proves to be effective.

Thus, *the aim of the given paper* is to analyze the prospects of integrated teaching of the legal English in light of cognitive approach.

Main body. Generally speaking, acquisition of legal English mainly refers to acquisition of its terminology which covers words or word-combinations that express the concept of the legal sphere of public life and have definitions in legal literature

(legal acts, legal dictionaries, directories, encyclopedias, scientific works, etc.) [9, p. 482].

Teaching legal English to non-native speakers raises some language-related challenges:

- presence of a large number of Latin and Greek borrowings, which students have to memorize;
- cross-field differences – cross-field terms are common for several branches of law, herewith, when functioning some changes occur to their semantics. For example, the term “*admission*” in the context of civil law stands for “*a statement by a party to litigation or by his duty authorized agent that is adverse to the party’s case*”, whereas in the criminal legal practice it means “*a statement by the defendant admitting an offence or a fact*” [1, p.295]. Since law is considered to be an extremely precise and concise discipline, legal principles must be integrated and interpreted according to a specific legal system;
- cross-cultural differences – differences between the national (native) legal system and the one of English-speaking states. For example, term “*brief*” as a noun in Ukrainian means short explanation of the case, while in the British English legal system it refers to “*a case note provided by the solicitor to the barrister*”, and in the American English legal practice it stands for “*a case note provided by the lawyer to the court of appeal*” [6, p. 111]. Cultural differences may require a different approach in the methodology of teaching legal English to foreign learners, since according to the academic curriculum, the purpose of teaching English to law students is to prepare them to practice law, to familiarize them with the terminology, to help in overcoming linguistic discrepancies and gaps, to facilitate them to deal with the requirements of a law degree courses.

Considering the afore-mentioned, it becomes clear that teaching legal English should be an integrated practice. Integration is a process of rapprochement and communication of sciences occurring along with the processes of differentiation and representing a high form of implementing intersubject communications at a qualitatively new level of training [8, p. 105]. Professionally oriented foreign language, from a linguistic point of view, is a special functional and stylistic kind of language that serves a certain sphere of human activity. However, in methodical plan integrated teaching of ESP is a product of combining the English language subjects and special subjects: it advocates a “whole” for disciplines, based on which it was formed, and “part” in regards with the system of disciplines per se. Thus, on the one hand, it provides connection with the primary disciplines, on the other hand, some new features appear. Integrated teaching of legal English, thus, should encompass linguistic aspect proper and meet legal degree programme requirements.

In the process of integrated teaching of legal English, it is important to keep to certain conditions to achieve success. First, it is the interdisciplinary nature of learning that provides the natural interconnection and professional orientation of the disciplines. Second, it should include the active use of innovative technologies, models of real professional activity. Third, orientation to the formation of students’

value-based attitude to self-realization, which promotes motivation, disclosure of personality's abilities and talents [3, p.144].

The problem of teaching ESP as means of communication is relevant in the modern methodology. However, traditional methods of communicative teaching do not give significant positive results. Students are often unable to predict lexical material when constructing their own utterances, they cannot associate word pairs of thematically related words, encode and decode the dictionary material correctly. This leads to the inability to display the right amount of facts, to speak logically and competently, to argue their opinion, to expand their utterances using appropriate vocabulary on a given topic, spontaneously support a conversation or have a discussion [2, p. 173]. That is why it is the cognitive approach in teaching that can make the communication methodology more dynamic and give new impetus to the renewal of methodical thought. While communication-centered teaching model focuses primarily on creating conditions for getting message across, though the form could be sometimes ignored, the focus of the cognitive approach is on meaningful learning and meaningful practice on the basis of comprehending the linguistic knowledge and rules, structuring and systematically arranging new knowledge units, storing and applying them [7].

When teaching law terminology, which is the major layer of the law vocabulary, the algorithm of step-by-step organization of learners' cognitive activity is as follows:

- motivation (creating conditions for students to become aware of the insufficiency of the experience and knowledge they have);
- categorization (introduction of a symbolic definition of a new law term or concepts when orienting a student towards distinguishing distinctive features of the concept);
- enrichment (accumulation and differentiation of experience in the application of the introduced term, concept while expanding the possible aspects of awareness of their content);
- transfer (application of acquired concepts in practical situations, including conditions of self-building of individual aspects of its content);
- conceptualization (representation of the concept image in a concise form) [4; 5, pp. 97–98].

Having considered the above-said, we suggest the following scheme of work on the law terminology:

- 1) introduction of the new term in context:
 - defining the distinctive features of term based on the context;
 - defining the term using the reference law dictionaries;
 - finding synonyms/antonyms to the term in English and Ukrainian;
- 2) finding a place of the term in general terminological system of the field:
 - determining the concepts of higher order, related to the given concept (for example, the term *litigation and arbitration* refers to types of law in general);
 - determining the content of the concept in different subfields of law;
- 3) building the content of the term:

- finding associations of the concept;
- making the conceptual map of the term in English and Ukrainian, distinguishing its nucleus and periphery;
- comparing the structure of the concept in English and Ukrainian.

The suggested algorithm of work on law terminology can, in our opinion, enhance students' mastery of law terminology, help them build a stable concept scheme in law in general due to employing relevant cognitive processes which facilitates formation of their professional terminological competence.

The **prospects for further research** are seen in empirical studies – conducting experiments and verifying the effectiveness of the suggested algorithm in practice.

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