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TEACHING LEGAL TERMINOLOGY TRANSLATION BASED ON FOREIGN LANGUAGE PROFESSIONALLY ORIENTED TEXTS

The article discusses the methods of working with professionally oriented texts aimed at teaching the translation of legal vocabulary in foreign language classes in a non-language educational institution, as well as the criteria of text material selection. Careful analysis and structuring of the studied foreign language material create conditions for learners that effectively influence the development of various speech activities, including reading and translating literature in the specialty.

The peculiarity of teaching in the non-linguistic educational institution of the Ministry of Internal Affairs system is that the emphasis is on reading, translating and understanding legal texts, which, in turn, requires from teachers to have a skillful and methodically correct approach to the problem of selecting text material in accordance with the learners' training profile.

It is necessary to define the text before proceeding to work on professionally oriented material. The text is a complex phenomenon that combines many aspects and facets. It is the subject of research in many sciences and has a number of scientific approaches. Some methodologists believe that «the text is the result of speaking or writing, the product of speech activity, the main unit of communication that a person uses in the process of speech activity». Thus the text material can be presented in various forms: in audio, video, as well as in the format of written speech, using a variety of graphics and schematic data, including the national and cultural features of the realities of the countries of a particular foreign language being studied, for example, the structure of police divisions in the USA and in the UK [1, p. 303].

It is worth considering the text as a unit of scientific communication, as a linguistic embodiment and realization of scientific thought. When teaching a

foreign language, it is important to pay attention to the extra linguistic nature of the text. The task of a foreign language teacher is not only to transfer to learners the necessary amount of knowledge in the field of linguistics, but also to form communication skills in one of the foreign languages. Learners should master the techniques of text creation, both in oral and written communication related to a certain profession; learn the technique of accurate and adequate expression of thought in the presented text material, resorting to the use of an arsenal of various language means.

The new training standards suggest that graduates of a higher educational institution, as future specialists in a specific professional area, should be prepared for various situations that they will have to face in the course of their professional activities. They expect not only a printed text and its translation from a foreign language into their native language and back, as well as various events, presentations, negotiations with representatives of other nations that require an appropriate level of knowledge and proficiency in the professional-oriented vocabulary. Many researchers are right who stick to the opinion that the technique of working with professionally oriented text in any format is the essence of the organization and implementation of the educational process for mastering all aspects of speech activity.

It goes without saying, that a scientific text on a specialty is an integral part and parcel and also a means of teaching professional communication; moreover, it is necessary to allocate a sufficient amount of study time in foreign language classes to techniques for analyzing a professionally oriented text, taking into account its ethno-linguistic specifics.

Currently, there are many concepts in the field of text theory. From the point of view of the first concept, the text can be considered as a product of the generation of real activity, without taking into account both the investigative process of construction and the creator of this process, in other words, without taking into account the author and the addressee. Thus, the text can be presented in the form of a certain sequence of some statements connected by a single meaning. It should be noted that such a direction in linguistics today can be carried directly to the linguistics of the text, since studies of this kind are aimed at analyzing a single scheme for the construction of a textual material.

Another group of concepts includes materials in which the authors treat the text not as a product of speech activity, but as a process of this activity. The so-called activity-based approach to a text analysis is a characteristic feature of functional stylistics, which does not consider the text as a single set of units of different levels of the language system, but presents it as a whole communicative and semantic utterance, taking into consideration the

interpretation and reflection of the dynamic process of speech-mental and communicative-cognition activity of a certain author.

I. A. Zimnaya, S. D. Katsnelson, M. N. Kozhina, L. M. Lapp, N. V. Danilevskaya, E. A. Bazhenova and many others associate the structure of a scientific text with the author's speech-thinking activity, and not with the denotation, since speech is able to reproduce the composition of the expressed thought. According to S. D. Katsnelson, the process of speech generation includes three stages, namely: speech-thinking, lexico-morphological and phonological, and concludes that the first stage has a universal character, since «the content of processes at this stage is determined not by the structure of separate languages, but by the universal structure of human thinking» [2, p. 116].

The selection of materials for teaching reading texts in a specialty in a non-linguistic university for the training of personnel of the Ministry of Internal Affairs system requires taking into account some important criteria. Researcher Yu. V. Chicherina believes that when teaching a foreign language, attention should be focused on the content of the proposed texts, which must «correspond to the communicative and cognitive interests and needs of students, meet by the degree of complexity of their language and speech experience in their native and foreign languages, keep interesting information for students of each age group» [3, p. 248].

Having analyzed the methodological literature on the problem under consideration, it is possible to identify a number of factors that are primary in the process of selecting texts aimed at teaching the language of a certain profession or specialty. Among them, we distinguish a number of such factors as:

- Professionally-oriented topics of text material. This factor involves the inclusion of various terms, concepts, and other information useful to learners in their further work in the specialty.

- The degree of complexity of the texts and the level of language training of learners. At this stage of introduction to the specialty, the educational text should not contain grammatically incomprehensible constructions and professional lexical units. This criterion helps to improve the understanding and translation of professionally-oriented texts, and further leads to the development of oral speech skills [4, p. 270].

- The selected texts should assume the novelty and relevance of their semantic content from the point of view of a given time period.

- The authenticity of the text material also plays an important role. The authentic text represents the real product of the speech activity of native speakers, which is not adapted, in accordance with the level of students [1, p. 25–26]. This factor is essential, since authenticity contributes to the

creation of conditions for the real use of various constructions and awareness of the culture of the country of the target language.

In foreign-language texts, it is necessary to preserve some important properties, such as coherence, integrity, compliance with logical-compositional and logical-semantic features that are characteristic in our case — scientific and official-business speech styles. It should be noted that legal specialties, such as law enforcement, psychology of official activity, national security, etc. they are associated with a large volume of specific information, the incorrect understanding of which can lead to the occurrence of solving problems in these areas of professional activity.

- Consistency in choosing the material and content of texts: it is necessary to take into account the principle of continuity in the presentation of the material, which means that subsequent texts and their accompanying tasks should be created based on the previous ones, aimed at regular formation, consolidation and improvement of oral language skills, i. e. it is necessary to present the material according to the principle of «from simple — to the complex» [5, p. 282].

For instance, it is recommended to begin the acquaintance of learners with the chosen specialty during the first and second semesters by reading some texts of popular science literature. These texts contribute to the successful awareness of learners with important concepts of the law enforcement system, with the historical past of the police service in Russia, including police agencies in England, America, the history of their institutions, their structural elements. In the second year, students begin to work on texts related to their narrow specialty, which should contain both general scientific vocabulary and the terminological apparatus peculiar to their chosen specialty.

- Speech orientation of texts: it is advisable to increase the total number of tasks aimed at the formation and improvement of the skills of conducting monologue and dialogic speech based on this text material.

- Inclusion of elements of regional and socio-cultural information in the content of the text material. Taking into account our professional specifics, a number of facts concerning biographical data can be identified well-known lawyers, investigators, politicians, differences between the organization of law enforcement agencies in English-speaking countries, as well as some other useful information about solving crimes in the world.

- It should not be neglected such a criterion as the relationship of the specialty with some other sciences and fields of knowledge. In the sphere of the law enforcement system, it is possible to refer to the information of the following disciplines: «Jurisprudence», «Psychology of Professional Activity», «Economic Security», «Law Enforcement Activity». It is necessary

to emphasize the fact that the text material should correspond to the stage of learners' training, which means that specialization is carried out starting from the second or third year of study. As is known as a fact, a foreign language class consists of separate stages, such as the presentation of lexical units of a newly introduced text material, the development of reading and translation skills, and then follows a series of exercises to activate and reinforce professionally-oriented vocabulary and grammar, using various types of speech activity.

The texts used in foreign language classes can be divided into three subgroups, from the point of view of the functional approach:

- 1) educational texts as a support for composing a monologue statement;
- 2) texts providing for the formation of skills of dealing with an intensive or skimming type of reading;
- 3) texts intended for the development of certain skills and abilities using the information obtained.

Here is an example of a professionally-oriented text «The Forms of Punishment in the USA», used in practice, in order to form the reading skills of learners specializing in law enforcement as part of the study of the oral topic «Crime and Punishment». The text in question was created in accordance with all the above-mentioned criteria and principles necessary for teaching a language with a professionally oriented bias. This type of professionally oriented text is authentic, contains a visible communicative bias, emphasis is placed on the inclusion of components of cultural and regional information, as well as certain data connected with related branches of knowledge. Moreover, this text is adapted based on the level of learners' language training, affecting grammatical turns, which helps to increase motivation and interest to work with lexical units, terms and various tasks.

The well-known method of dealing with any text involves several stages: the pre-text stage, the text stage, the post-text stage. At the first stage, new lexical units are introduced and explained. The second stage involves the application of this topical vocabulary based on the given text as a sample. The third stage includes a series of tasks for the purpose of working out this material.

In the process of carrying out the stage of preparation of work with the selected text, a number of interesting exercises and tasks of various types can be used, having a communicative nature, such as leading questions concerning types of crimes in general, aimed at preparing students for successful perception of speech in a foreign language. The teacher can ask questions like: «What punishments can you name when talking about committing unlawful actions?», «What is the purpose of state punishment?», «How should state

punishment be organized, in your opinion?» etc. Further, each learner receives a separate question on the text, the answer to which he must give after reading.

This may be followed by checking the understanding of separate details related to the general content of the text in an oral or written form in a kind of such tasks as: «True or false sentences», «Fill in the gaps with the words and phrases from the text», «Write a summary to the text», which correspond to one of the main requirements of the curriculum. It should be mentioned that when starting a task related to writing an abstract, learners should know the algorithm of this written activity.

The next step may include reinforcing the introduced lexical units of a terminological nature in a number of training exercises in an oral or written form. Learners can be encouraged to make sentences using a given sample, come up with examples from their own experience, as well as micro situations and dialogues based on the new language material, transform these sentences or phrases, and do a reverse translation of phrases and sentences.

Thus it is necessary to seriously approach the problem of selecting a text material that corresponds to the specifics of training specialists of a particular higher educational institution when teaching professionally oriented reading. Legal terminology is of great importance in this case, because it allows you to briefly and clearly formulate various prescriptions of a legal nature.

A specific feature of the legal terminological apparatus is consistency, which is interpreted by the logical construction of the legal system itself. Terms of a legal nature are distinguished by a wide area of their prevalence, since there is practically no sphere of human existence where the use of this vocabulary is required. Careful analysis and structuring of the studied material create conditions for learners for their subsequent development of all types of speech activity, including reading and translation of literature in the specialty. In addition, all these things will contribute to the desire for students' independent work on significant and topical issues that are directly related to the future specialty. In search of additional information, they can turn to Internet resources or any other sources.

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ОБУЧЕНИЕ ПЕРЕВОДУ ЮРИДИЧЕСКОЙ ТЕРМИНОЛОГИИ НА ОСНОВЕ ИНОЯЗЫЧНЫХ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННЫХ ТЕКСТОВ

В статье рассматриваются методы организации работы с профессионально ориентированными текстами, которые имеют своей целью обучение переводу юридической лексики на занятиях по иностранному языку в неязыковой образовательной организации, а также критерии отбора текстового материала. Тщательный анализ и структуризация изучаемого иноязычного материала создают условия для обучающихся, которые эффективно влияют на развитие различных видов речевой деятельности, включая чтение и перевод литературы по специальности.