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# Essential Characteristics of the Language for Specific Purposes in Improving the Professional Training of Students of the Legal College

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**Abstract:** The article analyzes the possibilities of using the language for special purposes in improving and teaching professionally oriented training in modern linguodidactics and reveals the content of the main concepts of the study. Shortcomings highlighted in the traditional work on the lexical approach of speech. The necessity of creative methods substantiated that would allow building language teaching for special purposes based on an analysis of the needs of students.

**Keywords:** language for special purposes, future lawyers, teaching English at a law school.

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The problem of the effectiveness of language teaching for professional purposes for the development of foreign language professional communicative competence of future specialists has long been of concern to researchers of problems of foreign language education in non-linguistic professional institutions. Linguistic, linguodidactic, pragmatic, psycholinguistic and methodological aspects of teaching a foreign language used in a specific (professional) field of a human activity are considered.

In the last decade, a number of factors have appeared that directly or indirectly influence the change in the paradigm of foreign language teaching of a specialist. Among these factors, a person can single out a competency-based approach to training specialists, which involves the design of training programs based on learning outcomes expressed in the form of formed competencies. However, regular updating of the requirements for foreign language training of a specialist does not make it easier to choose effective approaches to foreign language professional training, because there are a number of contradictions in the above requirements that differentiate language education in non-linguistic professional institutions.

In this regard, today the most pressing issues are the development of a foreign language teaching methodology in vocational education institutions, with the help of which a foreign language professional communicative competence of a specialist.

Due to the fact that today's professional activity in the field of jurisprudence is characterized by high rates of development of various industries and the emergence of new areas of activity, a constant increase in the volume and speed of information exchange,

As a result, a continuous change and increase in requirements for the level of training of a graduate of a legal college, the role key universal competencies in the process of studying at a university becomes extremely important.

Moreover, the formation of professionally oriented foreign language competencies at the required level that can ensure the adaptation of graduates to the real situation of professional

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activity.

The study of "Language for Specific Purposes" (in Western terminology, Language for Specific Purposes - LSP), like the history of bilingual education, dates back to antiquity. Communication using language for special purposes arose simultaneously with the division of labor, which led to the emergence of different areas of knowledge and, accordingly, new concepts.

The subsequent division of scientific disciplines and the increase in the number of specializations led to a new vector of development of LSP, thanks to which the concept of "language for special purposes" became widely known from the 1960s of the 20th century to the present day. LSP researcher T.N. Khomutova identifies historical (pragmatic), linguistic and linguodidactic reasons for the evolution of the concept of language for special purposes in the second half of the 20th century [1].

The surge of economic activity and scientific and technological progress in the 1960s against the background of the growing influence of the United States led to the strengthening of the role of English as the language of international communication. That led to the emergence of a new version of the LSP approach - ESP (English for Specific Purposes "English for Special Purposes").

T. Hutchinson and A. Waters, who considered the founders of the ESP approach, argued that the development of ESP also influenced by the shift in emphasis in linguistics from the formal characteristics of languages to the situational contexts in which communication takes place [2]. Shifts in the linguistic paradigm led to a change in the linguodidactic aspects of ESP teaching, when T. Hutchinson and A. Waters substantiated the need to create methods that would allow building language teaching for special purposes based on an analysis of the needs of students.

Before analyzing the concept of "language for special purposes", it is necessary to understand the use of this concept at the terminological level.

Language for Special Purposes in linguistics denoted by the abbreviation LSP, while in foreign linguistics the abbreviation LSP is applicable. In addition, in linguistics, LSC sometimes deciphered as a "special language". This term does not seem to be optimal for denoting the essence of LSP, since this term borders on the concept of "professional language", which is not synonymous with the term "language for special purposes".

It should also be borne in mind that the terms "language for special purposes" and "special languages" could be used exclusively to refer to a certain set of linguistic phenomena. The nomination of private languages does not contain the "special" component.

Meanwhile, the abbreviation LSP will use, since the abbreviation LSP is unpopular in modern Russian linguistics, which, according to N.V. Vasilyeva, is associated with difficult pronunciation and convenience only for optical perception as a graphic abbreviation [3].

As A.V. Razduev: "From a linguistic point of view, a language for special purposes is a functional kind of language, the purpose of which is to ensure adequate and effective communication of specialists in a given subject area, taking into account the specific situation of communication" [4].

According to this interpretation, the study of LSP as a linguistic phenomenon began exclusively at the linguistic level. The same definition is followed by T.I. Khomutova, while noting that "the definition of LSP as a functional variety of language, limited by the subject area. The situation of communication, in which communication participants are specialists in this subject area, seems to be quite satisfactory".

“The concept of LSP,” - arose on the basis of the study of speech works in the process of communication between people discussing certain special (professional) topics" [1].

Developing in a purely linguistic context, LSP as a concept has acquired an essential basis and causal relationships with other aspects of the formation and development of linguistic phenomena.

Therefore, in linguistic terms, it seems possible for the researcher to follow the process of development of ideas about LSP in linguistic science.

The transition of human civilization to a high level of development, characterized by the popularization of scientific knowledge, technological progress, information and communication innovations, there was a need to create artificial languages that would function in the system of natural language systems.

The emergence of various types of artificial languages, terms, sign systems and the search for a single international intermediary language are due to the internationalization of business communication processes, the growth of financial and production documentation, the need for rapid information exchange, new technical means of communication and new ways of storing and transmitting information. [5].

The recognition of the term "language for special purposes" is due to the need to train specialists and the need for international communication. Indeed, in the era of the rapid development of science and technology, national languages enriched with new terms that formed a separate branch of linguistics - terminology.

The terminology covered a very large number of concepts and categories and developed primarily at the lexical level. At the same time, science formed its own language, which functioned in the terminological sphere constantly enriched. This circumstance necessitated the creation of a unified language system that could be implemented in the Interlingua space.

O.G. Polyakov singled out two main reasons that aroused great interest in terminology in the general sense and in LSP, in particular, as a specialized section of linguistics [6]. One of these reasons, the researcher calls the historical (pragmatic) reason: the growth of scientific knowledge required the creation of a unified language system to solve, communicative tasks.

The second reason the researcher calls the linguodidactic reason, which led to the strengthening of the methodological aspect in the development of LSP, and, above all, ESP. In his works, O.G. Polyakov relies on the work of T. Hutchinson and A. Waters, who translated the reasons for the development of the LSP system into the main elements of this system (linguistic and linguodidactic).

The history of linguistics adheres to the main version of the appearance of the term LSP, according to which it was introduced by T. Hutchinson and A. Waters as part of the study of the didactic potential of a special language. The researchers identified as special aims such goals that aimed at mastering the terminology and features of the use of lexemes in the field of professional communication. According to the concept of a language for special purposes arose in the United States during the professional training of cadet pilots. V.M. Leichik considers the concept of “functional language” instead of LSP, believing that it is this concept that reflects the essence of LSP in the system of modern representations [7].

Despite the multilevel structure of LSP, the main level of development of this system is the lexical level. Considering LSP as one of the types of sublanguages that are adapted for specific communication in a certain area, transfers LSP vocabulary to a peripheral area, including a set of terms and jargon (professionalisms) in this area. The concept of LSP, not limiting this system only to the framework of scientific or professional activity.

Analyzing LSP in two aspects: in the content-national (specific linguistic level) and in the context-literary (cultural or philological level at which functional styles revealed) [8].

The most complete interpretation of LSP, considering this concept as “a historically established, relatively stable for a given period, autonomous existential form of the national language,

Its own system of interacting socio-linguistic norms of the first and the second levels, which is a combination of some phonetic, grammatical and, mainly, specific lexical means of communication of the native language. That serving the speech communication of a certain society, characterized by the unity of the professional and corporate activities of its individuals and the corresponding system of special concepts” [5].

This interpretation deserves special attention because the determinant of LSP is the term “variety of language”, which does not imply the mandatory correlation of LSP with a specific area of the space in which the language system operates (professional area, business communication area, scientific area). This definition sees the contextual use of the term “professional area”, which denotes not only the scope of a specific professional activity, but also various areas of the functioning of the language that not related to this activity.

In general, the definition of LSP by contrasting it with language for general purposes, which dominated in the last century, has given way to a new definition of LSP as a set of specialized language tools used in oral and written texts. A language for special purposes is a subsystem of natural language that is closely related to the “language for general purposes” (Language for General Purposes – LGP), or “ordinary language” [3].

Correlation of LSP to the natural language system does not separate LSP from the professional language, considering LSP as a subsystem of the latter, naturally formed because of the development of the language, primarily in the information-communicative and cognitive aspects.

LSP based on national languages and formed their own system and their own systemic connections. The selection of LSP as a sub- language with its own functioning system allowed formulating an argument according to which LSP is limited in use [2]. Indeed, if we consider LSP as a subsystem of the national language, as a kind of professional sublanguage of this system, and even as somewhat functional styles of the national language, then LSP becomes a means of communication only in limited circles. On the other side, LSP, remaining at the level of the national language system, characterized by a tendency to internationalization, which is due to the well-known truth: science cannot be national; it is a global, multifunctional phenomenon.

The transitional period in the educational sphere, characterized by the presence of a new paradigm of education and third-generation standards, dictates to higher schools the need to improve the training of a specialist who has competence not only at the general professional level, but also in communicative, speech, and foreign language terms.

Moreover, a specialist who is the subject of knowledge and objective activity. The teaching process a foreign language in legal technical schools has a communicative-oriented and professional orientation. Meanwhile, the objectives of the course are justified by the communicative and cognitive needs of a specialist in the relevant profile.

The professional orientation of the content of both educational materials and, in general, all educational activities underlies professionally oriented education in foreign language classes at legal colleges. It is this fact that makes it possible to form the professional skills of students of legal technical schools as future specialists of the relevant profile.

The specifics of professionally oriented teaching of a foreign language in the classroom for students of a legal college is, first of all, an educational process, taking into account the needs of students of legal colleges in teaching a foreign language, taking into account the peculiarities of their future profession.

Professionally oriented approach to the formation of the language competence of students of legal technical schools implies a combination of knowledge of a professionally oriented foreign language with the formation and development of personal qualities of students. The study of the culture of the country of the language studied and the acquisition of special skills based on professional and linguistic knowledge.

It is worth paying attention to the fact that the higher the level of interest of students of legal colleges in learning a foreign language, which is based on internal (personal desire to learn a foreign language, interpersonal relations in the study group, a positive attitude towards professional training). As well as external motives (interdisciplinary connections, clear control of knowledge, isolation and differentiation of the learning process, a system of encouragement and stimulation), the more effective the educational process.

The desire to acquire new knowledge in the specialty will be the motive of speech activity in the case when the student under training understands that a foreign language is a way of obtaining personally significant professionally valuable information from foreign literature. The linguistic research context of LSP involves the formation of a unified system of views, primarily on the functioning of LSP as a language system, while the functionality of LSP can reduce to a linguodidactic context, and the system itself will consider solely as a means of forming certain specialized knowledge. LSP implemented in the form of oral and written texts. The text on LSP is always in the text in which certain special knowledge is accumulated and systematized.

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