

# The Russian Language in the Professional Training of Lawyers: A Professionally-Oriented Approach to Teaching

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## **Abstract:**

In multilingual environments such as Uzbekistan, the Russian language remains a critical medium for professional communication within the legal sector, making language proficiency a vital part of legal education. While traditional Russian language instruction focuses on general linguistic competence, law students require a professionally-oriented approach that integrates legal terminology, argumentation skills, and the conventions of legal discourse into their language training. Despite recognition of its importance, there is a lack of systematic methodologies that fully align Russian language instruction with the practical needs of future legal professionals. This article aims to explore the principles and methods of professionally-oriented Russian language teaching for law students, focusing on enhancing professional communication skills and preparing students for real-world legal practice. The analysis demonstrates that integrating authentic legal texts, case studies, simulations, and multimedia tools into language teaching significantly improves students' terminological accuracy, legal argumentation skills, and rhetorical abilities necessary for effective professional communication. The research highlights the need for interdisciplinary approaches that connect language learning with legal education, proposing innovations such as specialized legal Russian textbooks, situational training modules, and enhanced instructor qualifications. Implementing professionally-oriented Russian language instruction will better prepare students for legal careers, strengthen their professional linguistic competence, and enhance the quality of legal education in Uzbekistan, ultimately contributing to the modernization of the legal system.

**Keywords:** Professionally-Oriented Teaching, Russian Language for Lawyers, Legal Terminology, Professional Communication, Legal Discourse Instruction, Legal Argumentation, Methodological Recommendations, Linguistic Competence

## Introduction

In the modern legal environment of Uzbekistan, the Russian language continues to serve as a significant means of professional communication. For law students, proficiency in Russian provides access to legal information, judicial practice, and interaction with colleagues both regionally and internationally.

Professionally-oriented instruction in Russian involves not just studying the language as an academic discipline but also developing students' ability to use it as a tool in legal work. This includes mastering legal terminology, norms of business style, the structure of legal texts, and argumentation skills.

## Literature Review

The Russian language plays a key role in the professional training of lawyers, especially in multilingual countries such as the Republic of Uzbekistan, where it is used in recordkeeping, legal proceedings, and international cooperation. For law students, fluency in Russian is not only an academic requirement but a practical necessity, enabling effective profession-related communication in the legal sphere. A targeted teaching approach, considering both professional needs and the local context, enables the efficient development of language competencies required for work in courts and international organizations.

Research in the field of Russian language teaching in legal education emphasizes its importance in the professional preparation of lawyers. Professionally-oriented communication is a central component of legal practice; therefore, effective training must begin during the educational phase.

Professionally-oriented foreign language instruction, as noted by researchers, takes into account students' need to master the language with regard to the specifics of their future profession. This approach focuses on building students' communication skills in professional, business, and academic contexts. It combines language acquisition with the development of professional skills needed in the legal environment.

According to N.D. Galskova, professionally-oriented language learning establishes a two-way connection between the student's desire to acquire specialized knowledge and their success in learning a foreign language. For law students, this approach is particularly important, as it ensures mastery of professional terminology and development of argumentation skills, which in turn enhances their ability to formulate and defend legal positions.

According to a number of researchers, the core component of professionally-oriented instruction in Russian is working with text as a form of speech activity aimed at developing lexical-semantic and communicative competence. Yu.A. Molchanova states that textual activity is a complex intellectual and cognitive process that includes operations such as perception, memorization, and vocabulary acquisition. As a result of this activity, students develop the ability to operate professional terminology in both oral and written scientific communication.

Reading professionally-oriented texts is especially important, as students not only acquire content-relevant information but also develop skills in generating secondary oral or written utterances based on what they have read. The learner's task is to purposefully extract information, master strategies for its interpretation, and reinforce linguistic structures presented in the text. The teacher's role is to train students in analyzing and processing information using the text's structure and semantics, and to build stable language skills necessary for professional communication.

Professionally-oriented Russian language instruction enables students of legal specializations to develop the competencies required for work in the legal field. As scholars have noted, mastering a lawyer's speech culture is impossible without systematically studying legal text genres and

developing argumentative skills. Additionally, the use of case methods and role-playing games within language instruction helps reinforce professional terminology and communication strategies.

Interactive teaching formats, including the simulation of court proceedings, promote active speech production and increase student motivation. It is especially important to consider the specificity of legal discourse, which demands precision in formulations and mastery of legal text genres.

## Methods

The research methodology is based on the analysis of existing programs for teaching Russian as a means of professional communication[1], as well as the generalization of pedagogical experience among instructors at law faculties[2]. The following instructional approaches were taken into account[3]:

- a. Integration of legal topics into Russian language classes[4];
- b. Use of authentic legal texts (contracts, laws, lawsuits, complaints, etc.)[5];
- c. Application of case studies[6], role-playing games[7], and legal situation modeling[8];
- d. Implementation of multimedia resources and interactive platforms[9].

The primary focus is the development of oral and written language competencies aligned with the demands of the legal profession[10].

## Results

The analysis shows that professionally-oriented Russian language instruction is a key element in preparing future lawyers. It supports the development of communicative, terminological, and rhetorical competencies necessary for successful legal practice. Legal discourse requires students to be able to express ideas clearly and persuasively, use appropriate terminology, and master the genres of legal writing.

Textual activity plays a particularly important role in the learning process as a basis for developing skills in understanding, processing, and producing profession-related speech. Working with authentic legal texts helps students master legal vocabulary and develop argumentation skills.

Effective instructional methods include case-based learning, legal scenario modeling, role-playing, and the use of multimedia and interactive resources.

To improve the quality of Russian language instruction for law students, we recommend the following:

- a. Develop specialized Russian language textbooks for law students that include authentic legal texts and related analytical tasks.
- b. Introduce instructional modules focused on developing legal argumentation skills, conducting professional discussions, and drafting legal documents.
- c. Actively apply methods that integrate language learning with professional knowledge, including interdisciplinary projects and situational training.
- d. Enhance the qualifications of Russian language instructors working with law students, particularly in legal linguistics and methodology of profession-oriented instruction.
- e. Incorporate digital tools and platforms that simulate real legal practice, encouraging speech activity and better adaptation to the professional environment.

These conclusions and recommendations aim to improve the quality of legal education in Uzbekistan, strengthen students' linguistic and professional competencies, and adapt the educational process to the contemporary challenges of the legal system.

## Discussion

Professionally-oriented instruction in Russian builds a bridge between students' linguistic and legal knowledge[11]. Russian becomes not only a means of communication but also a working tool in legal

practice[12].

An urgent task is the development of teaching materials tailored to the needs of legal specialties[13]. It is important to consider students' specialization (civil, criminal, or international law), as well as their preparation for practical activities[14], such as drafting lawsuits, writing contracts, and conducting negotiations.

The success of instruction increases when traditional methods are combined with innovative technologies: video lessons, online cases, simulations, and other forms of digital learning[15].

## Conclusion

Professionally-oriented instruction in Russian is an integral part of legal education, especially in multilingual environments. It supports the development of key competencies necessary for effective legal practice: mastery of terminology, argumentation skills, and oral and written communication.

The design and implementation of profession-specific teaching methods prepare students for real legal practice and ensure their confident integration into the professional legal environment.

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