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Evaluation of strategies in teaching legal discourse in “Professional Kazakh language” course

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Abstract

Relevance. Legal terminology and professional discourse acquisition are a part requirement set for law students when learning the Kazakh professional language.

Purpose. The present paper aims at investigating and evaluating the effective strategies of teaching the Kazakh legal discourse to pre-service law students in the “Professional Kazakh language” class. This study also attempted to identify students' attitudes towards the course “Professional Kazakh language” the subject content of teaching Kazakh professional legal discourse and effective strategies of teaching legal discourse to develop communicative and professional competence of law students. Moreover, this paper has studied and analyzed the criteria for evaluating students learning outcomes, and stages of teaching legal discourse in “Professional Kazakh language” courses. The present study was done during the academic year 2020-2021 at the Faculty of Philology and Pedagogy, Sh. Ualikhanov Kokshetau University. “Professional Kazakh language” course took place twice a week and each class lasted 50 minutes. The participants had different ethnic backgrounds, Kazakh, Russian and Tatar.

Methodology. The present study applied mixed methods to identify the effectiveness of the teaching strategies and students' performance. Data was collected from 52 volunteer participants, namely law students, both genders, of the course “Professional Kazakh language” by means of Google forms.

Results. The results of the analysis showed that developing communicative skills and legal discourse for law students is considered one of the key requirements, and studying the Kazakh professional language course may provide future law

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specialists with necessary linguistic and communicative skills. The data collection was done through questionnaires and observation.

Conclusions. The results showed that the participants perceive “Professional Kazakh language” courses to be very important for their study and future career and there seemed to be considerable motivation and interest in taking “Professional Kazakh language” courses and strengthen knowledge in the legal Kazakh language.

Keywords: professional language; communicative skills; linguistics; legal terminology; language proficiency.

Introduction

Nowadays Law departments at universities in Kazakhstan aim at training highly competitive law specialists who possess functional competence and highly developed professional multilingual communicative skills who can easily fit global international standards in market economic conditions. It is a common fact that law students should acquire the professional language well to be able to meet the requirements in the field of law. Lawyers should be able to use legal discourse effectively in various real-life situations and in the legal system. For example, legal discourse includes judicial discourse, labor law discourse, criminal law discourse, and others. Today's achievements in linguistics and the methodology of teaching the Kazakh language provide students with opportunities to build professional language communication and legal discourse in various communication situations in a specific field. This means that the course “Professional Kazakh language” teaches students to express their thoughts, opinions, ideas fluently, correctly, clearly, and accurately. This may contribute to the formation of professional competencies and increasing students' functional literacy in the future. The study of legal discourse is becoming particularly relevant at the present time. This is due to one of the main factors such as globalization, which covers all aspects of public life, including law. The legal discourse is considered as the main communicative unit of interaction between representatives of the legal society [1-4].

By legal discourse, authors imply the legislative and judicial discourse, which does not include all its varieties. Legal discourse includes a number of varieties of juridical discourse based on the corresponding types of law, some of which have not been widely investigated in modern linguistic studies. Teaching law students it aims at forming a professional language personality and communicative competence which can be achieved by means of legal discourse [5-6]. Legal discourse is considered as one of the most popular, relevant, and complex modern discourse, which is based on the main concept “law” and represents legal language. The legal discourse is focused on all layers of society and unites a large number of representatives: the state, judicial authorities, official and law enforcement agencies, legal entities and individuals as well as companies, citizens acting in various capacities. For example, as witnesses, defendants, plaintiffs, etc. By legal discourse, authors mean a set of legal texts (oral or written) that reflect the specialist's intentions who operates with special concepts and terms used within the professional field. Thus, the texts of legal documents are the main component of legal discourse. This discourse is distinguished by its variety, as it uses a special language that has a certain impact on the addressee. This special language is applied to convey information in a specific area and achieve the desired effect. Thus, acquiring specific

terms and legal discourse is a key requirement set for law students [7-10].

The role of language as the main tool of communication in the modern, information era has significantly increased. It is obvious that professionals who are able to express their thoughts precisely and distinctly and possess skills of interpretation and analysis achieve great success in the contemporary field of science, education, politics, law, economics, and business [11-13]. Law specialists have been imposed increased responsibility, as they play a key role in policymaking, state security, stability, and authority. Language mediates law perception and interpretation. This fact makes language education relevant for law specialists, as law students are required to master their professional speaking skills. Teaching the professional Kazakh language in the Republic of Kazakhstan meets the communicative needs of law students and should be included in the professional training of law specialists. Study attempts to investigate the content of the course “Professional Kazakh language” and evaluate the effectiveness of the teaching strategies in the Kazakh legal discourse and define the role of the course for law students [14-17].

The aim of article is to investigating five types of teaching strategies such as strategy for studying the structure of legal discourse, strategy for studying the content of the legal texts, strategy for studying legal terminology, and strategy for developing correction skills, strategy for developing communicative skills. To obtain the set aim it need to study the content of the curriculum, learning outcomes the teacher aims to achieve, study materials, evaluation criteria, and stages of teachings the course “Professional Kazakh language”.

Literature Review

The term “discourse” was discovered first by a French linguist E. Benveniste [18] who considered discourse in terms of a sentence, utterance, and speech opposing to a monologue. Naturally, discourse is observed in dialogues not monologues. A discourse theory developed from the idea that many European linguists started investigating syntax, not in a sentence or word combinations, they deemed that it should be investigated on a broader scale like texts. T.A. van Dijk [19] defines a discourse as a special communicative event involving various social subjects (for example, a speaker and a listener, or a writer and a reader) who take part in a communicative act under certain circumstances and in a certain context. Discourse is the language unit that can be bigger or smaller than a sentence the meaning of which is not limited by a sentence. According to P.H. Matthews [20] discourse can be explained as a speech or coherent successive sentences expressed in a written or spoken form. The formalist paradigm and functionalist paradigm created different

assumptions, views, and definitions about discourse theory in linguistics. According to M. Stubbs [21] from formalist assumption discourse is defined as “language above the sentence or above the clause”. On the contrary, from the functionalist views discourse is defined as “language use”. Formalist-functionalist views state there is a relationship between form (structure) and function which is important in discourse. It should be noted that discourse possesses a wide, complex structure. It may include pragmatic, cognitive, ethnolinguistic, cultural, social, psychological, and semantic features which help to make the text meaningful and comprehensive.

Discourse shares the same linguistic features as many linguistic units such as the form of the word, meaning, and function. However, discourse bases on national characteristics, and has a complex structure. Generally, a speaker may express his/her thoughts in an implicit and explicit way. If a listener (linguistic personality) comprehends the messages he/she reacts in different ways showing various reactions and providing different replies such as agreeing, accepting, confirming, denying, arguing, etc. Both of the participants of communication perform their purposes by means of language and communicative function of a language which is defined a “discourse”. Hence, discourse can be explained as a linguistic category applied by a speaker and message receiver in which language is used according to communicative purpose. Discourse is not limited to simply expressing the communication of a bilingual person, but also determines the types of speech (conversation, consultation, interview, discussion, argument, etc.), reveals the content of the text. It may also signal the personality of a speaker (educated, illiterate, etc.). Consequently, dealing with routine communication discourse makes a great impact enlivening people’s everyday life communication. Thus, discourse is the interaction (communication) of two people in a particular language situation, questioning each other, answering, understanding each other which is similar to the text, however, discourse is broader, more extensive than the text. A text is any language unit consisting of several sentences, while discourse is a language structure associated with extralinguistic, national factors that arise during the conversation (dialogue) of two individuals.

It is a well-known fact that discourse study has a vast history in linguistics. Discourse interpretation refers to many explanations and theories. In linguistics, discourse is viewed as a unit of language which is not limited to a sentence. The term “discourse” originates from the Latin language and is translated as “run away”. Discourse study means analyzing the spoken or written language in a social context. Discourse studies focus on how the language functions in conversation. Many linguists define the linguistic phenomena of discourse in various ways. According to E. Hinkel and S. Fotos [22] discourse in context may consist of only one or two words as well as thousands of words in length. He states that discourse is somewhere between these two extremes. F. Henry and C. Tator [23] claim that discourse is language applied to express broad historical meanings. Discourse is viewed as a bridge between social conditions and language users. According to M. Bloor and Th. Bloor [24] involves context, background knowledge shared between the addresser and addressee. The study of discourse cannot be

investigated beyond the context, as any conversation involves situational and background knowledge. Discourse is applied in various specific contexts and topics like political, media, legal discourses (people engaging in legal discourse are expected to relate to legislative systems and be concerned with legal issues such as law officials, solicitors, judges, prosecutors) [25-27].

In sociological perspectives and issues, J. Odgen [28] claims that discourse is predominantly used to describe verbal reports of individuals, and particularly analyzed by the individuals interested in language and speech. According to H. Clark discourse is explained as a joint activity requiring active participation from two or more people. It is viewed as something more than a message between sender and receiver, and specific illocutions have to be linked to the message depending on the situation in discourse [29]. Lawyers are to work with different kinds of documents in the professional field. However, the terms “text” and “discourse” should be distinguished to define the types of documents adequately. Analysis of the works of famous linguists proves that the term “discourse” has been implemented relatively recently due to a significant expansion of the meaning of the term “text”. According to V.I. Karasik [30] modern linguistics has various paradigms which determine the existence of several directions of developing texts. Text can be researched from various angles and in the context of different subjects such as stylistics and text analysis or interpretation. For instance: “the text is an outcome, not the process of speech and is usually recorded in a written form; the text is an intentional author’s work addressed to the recipient; there are various types and genres of texts; all texts have fundamental characteristics such as text categories”. Spoken and written discourse differs in forms. Written discourse does not possess features of spoken discourse such as rhythm, intonation, and non-linguistic noises such as sighs and laughter. Spoken discourse can be completed by non-verbal communication such as gestures and facial expressions. Non-verbal communication cannot be expressed in a written discourse like in face-to-face communication. However, the spoken language lacks some linguistic features of a written discourse such as punctuation and paragraphing.

From ancient times the concept “bey” is associated with the Kazakh legal system. This old world has been introduced and actively used in the vocabulary of people since the Kazakh Khanate has been formed. This historical term was especially used within the framework of legal discourse, such as disputes, arbitration, in the Court. “Dictionary of the Kazakh language” [31] explains the word “bi” as the arbitrator, the judge who makes decisions and verdicts in the particular village, the “rubasy” (head of the tribe); the mayor of a particular district. After Kazakhstan has gained independence the word “bey” has been enlivened and has been completed with more meanings in the dictionaries intensifying the social role of “Bi” in the Kazakh ancient legal system. “Kazakh dictionary” [32] has explained this concept more accurately. According to the definition “bey” noun a lawyer, a judge. A person who resolves a dispute in the traditional (historical) way, conducts legal proceedings using the old laws of Yessim Khan and Kassym Khan (Khan-ruler or military leader in Central Asia in Medieval

time), or according to “Zheti Zhargy” (Seven charters) implemented by Tauke Khan. Orator, spokesperson. Peacemaker, diplomat, ambassador. Elected ruler due to changes in legal and administrative reforms carried out by Russia in the Kazakh steppe with colonial motives. “Beys” have always played an important part in the Kazakh ancient legal system. Therefore, these words mostly encountered in different contexts as “beys” served the Kazakh Khanate performing multiple functions. Their speeches have always been analyzed for linguistic purposes, as they are overwhelmed with a great number of expressive means.

The concept “wisdom”, “justice” and “fair” are mainly associated with the word “bey”, as they were perceived as honorable and fair decision-makers. Kazakh beys displayed their wisdom in many steppe disputes, arguments, and battles, and assisted the Kazakh Khans giving beneficial recommendations in solving disputable state issues. Consequently, while teaching the Kazakh legal discourse students often analyze the speeches of famous Kazakh beys such as Tole bey, Aiteke bey, Kazybek bey, etc. The construction of an independent state contributed to the formation of national law, the desire to revive ancient traditions and turn to national roots. The legal system has been updated taking into account the old traditions of the people, the peculiarities of steppe customary law. For a long period, legal norms were not fixed for many reasons which have been preserved in the traditions, customs, and etiquette of Kazakh people. Beys played a central role in traditional legal system in the Kazakh steppe for strengthening state. In other words, former beys fully performed executive and legislative functions. In addition, they developed the national ideology of the state, protected the unity of the country, investigated social problems and served as judges in local and state disputes concerning land, property possession, robbery, etc. Mostly beys expressed their decisions in proverbs provoking people to think deeply. The so called “School of beys” contributed to the Kazakh Khanate security, as they summoned the Kazakh people to stay strong and patriotic to be able to protect the Kazakh lands. The Kazakh people appreciated the role of beys in society and valued their contribution to social life. This fact can be justified by means of legends and stories about beys’ activities. Study of the legal discourse and speeches ancient famous beys and spokespersons often related to the study of oratory speech and proverbs, sayings and quotations which are expressed for specific purposes like to make impressions on people, to convince them, to summon people, to declare or announce important decisions, or evoke patriotic feelings in people.

For example, Адамның басшысы – ақыл, шолушысы – ой, жетекшісі – талап, қорғаушысы – сабыр, сынаушысы – халық, таусылмайтыны – арман, ең қымбаттысы – ар сақтау, бәрінен ардақтысы – өмір сүру, соның ішінде ең тәттісі – сыйластық (Tole bey) [33].

Translation: Mind manages a human, thought observes a human, demand leads a human, the patience protects a human, nation criticizes a human, the dream is unstoppable, conscience is the most precious value, the most cherished of all is life, and respect is the sweetest value (Tole bey).

According to B. Brown [34] “Legal discourse” means a strong interrelation between law and language. The theory of law-as-discourse starts from the study of legal rhetoric and from socio-legal analyses of the courtroom but was developed in its own way in the post-structuralist period in linguistics. Legal language is also defined as a standardized language that is based on logical rules and differs from common natural language in vocabulary, morphology (formation), semantics, syntax, and other linguistic features. Generally, legal language is applied by the individuals connected with the legal occupation such as lawyers, jurists, and legal experts in their professional capacities. Contemporary legal Kazakh language is distinctive from common the Kazakh language in the following ways:

1. The legal discourse includes a number of specific terminologies, and the formulas, cliches for interpreting the phenomena, and essence of law are conceptual dominants, which are expressed by one term. It should be noted that legal discourse is closely related to legal argumentation. Argumentation is a set of arguments, the ways of using them to justify a state of affairs or a statement in order to convince an opponent in a particular situation. Text is viewed as a verbal way of expressing argumentation, which is built on the text, which is built mainly on dialogue or monologue.

2. Lengthy and complex sentence is another distinctive characteristic of legal texts which is reflected in many legal documents. Mainly they involve the usage of long and complex sentences and written in an official style and formal language.

3. Legal language is also characterized by the overuse of borrowed words from other languages. It has a grand and pompous tone. The formal legal language makes common people not related to the legal area confused and harder to comprehend.

4. Following linguistic and standard language norms. Legal discourse is expressed in a formal and correct language in accordance with the norms of the literary language.

5. Accuracy. Legal discourse should be built around the dialogue based on some legal norm requirements set for exudative or legal officials and should meet the requirements of procedural rules. It requires complete compliance of the text with the procedural law, accurate usage of name and document, the use of conclusions and legal terms in accordance with the meaning written in the law.

6. Logical connection. Logical compliance between speakers’s thought, the idea with semantic meaning, and communicative purpose. Compliance or violation of narrative logic directly affects the perception of the situation by those who perceive speech.

7. Clarity. Clarity is achieved by the clear composition of the document, the correct, logical order of construction, and the argument validity. It also involves the use of complex syntactic structures to convey a complex idea in documents.

8. According to K.H. Khalikov and E.E. Serimov [33] legal discourse expressivity can also use expressive means such as simile, irony, epithets, gradation, climax employing figurative meaning and intensifying expressiveness of speech. It may employ techniques of

public speaking art and mostly encountered in speeches of prominent representatives of eloquence and masters of public speaking art.

Materials and Methods

The following research methods used mixed methods such as questionnaires and observation. The following research questions have been addressed in this study: what is law students' attitude towards "Professional Kazakh language" course; what are the effective teaching strategies for developing communicative skills and legal discourse of law students. The present study was conducted among the 2nd year students enrolled at the Faculty of History and Law at Sh. Ualikhanov Kokshetau University. The data was collected among volunteer 52 law students studying the subject "Professional Kazakh language". The present study was done during academic year 2020-2021 at the Faculty of Philology and Pedagogy, Sh. Ualikhanov Kokshetau University. "Professional Kazakh language" course took place twice a week and each class lasted 50 minutes. Students were taking "Professional Kazakh language" courses in the fall semesters of academic years 2020-2021, which were included in the study. The students' age was between 18-20, 23 students were male while 29 students were female. Participants had different proficiency level: excellent, good and poor. The participants had different ethnic backgrounds, Kazakh, Russian and Tatar.

The lessons were conducted according to the educational program, designed curriculum "Professional Kazakh language" and language skills and competencies reflected in the curriculum designed for specialty "Law". The purpose of the questionnaire was to determine the students' attitudes towards professional Kazakh language and the effectiveness of the strategies in teaching legal discourse. Additionally, the results of the study were evaluated as classroom observations. The data were designed according to the answers received from 52 students by using questionnaires and the observation. Questionnaire was the main method of data collection, and observation was used to investigate students' involvement and identify students' participation while using particular teaching strategies. To achieve the aim of the research 52 questionnaires were distributed to 52 university students. All respondents gave a voluntarily consent to collect and process data and the right to withdraw in a written form. To ensure quality and credibility, the questionnaires technique was face-to-face, conducted at the university by the teacher assistant. Prior to developing the questionnaires and starting data collection stage, authors conducted a thorough analysis of the literature on the research topic. Finally, as a research tools for developing questionnaires authors used Google forms. The data collection was done through questionnaires and observation. All results were analyzed qualitatively and quantitatively.

Results

The course "Professional Kazakh language" is designed for second-year students and according to the General educational standard is taught in the third term. This course provides general linguistic knowledge and acquaints students with the basis of legal Kazakh language features, norms, and rules. The relevance of studying the Kazakh

legal language is explained by the social requirement and demands for competitive, competent, highly skilled specialists who have successfully mastered the Kazakh legal language and can apply the gained knowledge in real-life situations, research, and professional areas. This academic discipline follows a communicative and professional purpose and has the following characteristics:

- interdisciplinary (along with linguistic knowledge, professional communication in the Kazakh legal language can use information not only from the legal field, such as constitutional law, civil law but also from other fields, such as economics, history);
- multifunctional (masters lexical, grammatical, phonetic language skills of all types of speech activity);
- diversity (can be used both as a learning goal and as a means of obtaining information in various fields of science).

Teaching the Kazakh legal language for professional purposes is viewed as an integral part of professional legal training. This course teaches literary standardized Kazakh legal professional language which is expressed orally and in a written form considering aspects. It focuses on developing students' critical thinking skills when studying legal and normative documents, cases, and situations. The content of the "Professional Kazakh language" course is presented in the program in the form of three thematic modules that ensure the formation of communicative, linguistic, and linguistic-professional competencies. The content of teaching the "Professional Kazakh language" is based on the competence method. In this regard, communicative, linguistic, and professionally oriented (the ability to organize their professional activities based on the acquired knowledge) competencies are developed and improved. The course aims at developing communicative skills based on the legal discourse of law students. It also aims to teach students to use the Kazakh language as a tool for communication in legal discourse and mastering productive and perceptive skills, enhancing students' pronunciation and enlarging students' vocabulary on legal terms to be applied in a professional area. This course expects the following outcomes at the end of the course:

- students will be able to use the official language (Kazakh) in intercultural communication;
- students will respect the Kazakh language ability and will be an open-minded, tolerant citizen who will be successful participants in intercultural legal discourse and implement the gained knowledge in official events, discussions, meetings;
- students will be able to influence the audience and the public using effectively the lexical and grammatical rules of the Kazakh legal language and convey thoughts, ideas and messages, and discuss texts using literate Kazakh legal language.
- Students will be able to differentiate different speech styles, speech culture, language norms, and master public speaking arts, to apply various expressive means to intensify the power of speech:

- students will know and use debating rules, comprehend the aims and the ways of functioning of speech and its influence on individuals;
- students will be able to use the legal Kazakh language appropriately and effectively in compliance with the context and purpose of activities, measures and events.

To acquire a foreign language (Kazakh) successfully it is vital to teaching all skills: receptive and productive in complex, as each skill is important in forming language competence. Accordingly, while teaching all types of skills a teacher aims at forming or developing students’ skills and abilities as an outcome of the course (Table 1).

Table 1. Productive and perceptive skills aimed to be formed and developed in the course “Professional Kazakh language”

Types of skill	Learning outcomes
Listening	<ul style="list-style-type: none"> – comprehend authentic audio on the legal system; – highlight the authors’ main idea and aim from the audio; – comment the audio material and express his/her own ideas or discuss the legal audio tape scripts, news, video, message.
Speaking	<ul style="list-style-type: none"> – to convey information using the legal Kazakh language; – expressing thoughts and ideas orally on various debatable issues using an appropriate legal language; – interviewing and replying to the answers using models, speaking patterns, linguistic categories in an effective way; – speak accurate and precise in accordance with the given topic using legal terms and cliches; – discussing and role-playing various cases, trying roles of legal officials; – presentation, public speaking, and negotiating skills.
Reading	<ul style="list-style-type: none"> – read and comprehend legal texts and interviews; – effective use of various types of reading strategies to extract the main ideas or details from the text (skimming, scanning, intensive reading); – reply the questions to the given texts and create his/her own questions according to the content.
Writing	<ul style="list-style-type: none"> – makeup sentences using models, patterns, and samples following grammar and punctuation rules; – able to complete various types of exercises on the legal system (phonetic, lexical, grammar); – create his/her own different types of sentences (affirmative, imperative, negative, interrogative), dialogues, monologues, role play, interviews.

To comprehend the structure of the learning content conducted in the curriculum design for the course authors have demonstrated the study topics and activities “Professional Kazakh language” (Table 2).

Table 2. Curriculum design of the course “Professional Kazakh language”

	Topics	Studied documents in the Kazakh language and activities
1	Communication. Verbal and non-verbal communication.	Studying theory of communication. Documents reflecting different types communication.
2	Art of public speaking.	Analyzing speeches of lawyers, representatives, social activists, state officials.
3	Using professional legal terms and cliché in legal discourse.	Compiling glossaries on legal terms, defining legal terminology.
4	Constitutional law of Kazakhstan.	Working with glossary and terminology in different articles of constitutional law.
5	Labor law.	General rules and provisions, contracts.
6	The culture of oral and written speech of a lawyer. Requirements for the speech of a lawyer.	Sample speeches of lawyers. Legal officials. List of do’s and don’ts for lawyers. Professional etiquette for lawyers.
7	Language as a means of communication. The Kazakh language in the professional activity of a lawyer. Legal professional communication features	Comparing the Kazakh legal discourse with the Russian and English legal discourse. Studying speeches of ancient representatives of the Kazakh legal system (beys). Ancient legal documents of the Kazakh Khanate.
8	Procedural documents: typology, content, composition, language design. Types of procedural documents.	Procedure manuals. Reports. Protocols.
9	Letters. Types of letters.	Studying the structure of the letters. Head, body, conclusion.
10	Criminal law.	Studying documentation on registration, consideration. Extracts from old law collection “Zheti Zhargy”:

		<ul style="list-style-type: none"> – execution (book of registration of statements and reports on crimes); – lawyer's request (in criminal cases); – appeals, cassation complaints; – court rulings and decisions; – court sessions; – the verdict.
11	Environmental law.	<ul style="list-style-type: none"> – requests to state bodies from individuals and legal entities; – decrees, orders, resolutions; – agreements between the subjects of Kazakhstan; – informational letters, messages; – plans, programs, schedules; – protocols.
12	Civil rights law.	Studying claims, complaints and other documents; statements of claim (in family, labor, civil disputes); legal analysis of documents; lawyer's request (in civil cases) gift agreements, barter, purchase and sale.
13	Legal discourse. Court and punishment.	Protocols, certificates, crime analysis, verdict.
14	International law.	International conventions. Declarations.
15	Intellectual property law.	Trademark License. Proof of Patent. Copyright Ownership.

Table 3 shows the stages of teaching legal discourse to law students and demonstrates teachers' and learners' activity as well.

Table 3. Stages of teaching legal discourse in the course “Professional Kazakh language”

	Type of activity	Teacher's activity	Learner's activity
1	Studying type, terms, legal formulas, structure of the document.	Defines the legal terms, explains the linguistic peculiarities and the structure of the legal document.	Ask questions, analyses the linguistic features and different structures of legal documents.
2	Creating legal documents using patterns, samples.	Monitors students activities.	Make up, create own legal documents.
3	Checking learners' works (legal documents) and giving feedback.	Checks students' created legal documents.	
4	Correcting the documents.	Monitoring students' individual work.	Correct their documents in accordance with the teacher's feedback and recommendations.
5	Exchanging the documents (work in pair).	Teacher verifies students do correction work.	Students exchange the documents, analyze it and prepare their feedback on the received document from the peers.
6	Analyses the style of the legal documents and professional language, using legal terminology.	Teacher analyzes the structure of the document, text or a dialog presented in different ways and evaluates.	Students present their documents, texts, speeches, dialogs in oral or written way.

All the mentioned teaching strategies in teaching legal discourse are included in Table 4. Table 4 provides information about the type of strategies and activities.

Table 4. Strategies designed for developing legal discourse

Strategies	Examples of strategies and activities
Strategy for studying the structure of legal discourse.	<ol style="list-style-type: none"> 1. Study the structure of the contract and define what parts and how many paragraphs it contains. 2. Define the purpose and the issue of the contract. 3. Define the objective of each paragraph of the contract. 4. Write an essay about “Modern law system in Kazakhstan”, “Constitutional law in Kazakhstan”. 5. Create a purchase sale agreement. 6. Create your own protocol. 7. Write an essay about the pros and cons of being a witness in the court. 8. Write a letter of complaint about the damage to the property.

	9. Complete the protocol and contract.
Strategy for studying legal terminology.	<ol style="list-style-type: none"> 1. Highlight and define the legal terms and formulas used in the legal text. 2. Write out the legal terms and write definitions of the words, make up a glossary of new words. 3. Complete the sentences with appropriate terms. 4. Work with a dictionary and write the collocations with the highlighted words. 5. Find the meanings of the terms and match them with the definitions. 6. Write the synonyms, antonyms of the following adjectives related to legal system. 7. Replace the following words with legal terms. 8. Define the meaning of abbreviations and acronyms. 9. Answer the questions using legal terminology. 10. Makeup sentences using legal terms. 11. Match the following legal terms with definitions.
Strategy for developing correction skills.	<ol style="list-style-type: none"> 1. Study the sample of the legal document (contract), find the mistake in the structure, and change the structure accordingly. 2. Say what mistakes were found in the structure of the contract. 3. Put the paragraphs of the purchase sale agreement correctly. 4. Read the text and correct the punctuation. 5. Read the text and put the paragraphs in a correct order.
Strategy for studying the content of the legal texts.	<ol style="list-style-type: none"> 1. Read the text and write an abstract to the text. 2. Read the legal text and create a mind map. 3. Underline the keywords of the text. 4. Read the dialogue changing the roles. 5. Read the dialog and define the roles of the speakers. 6. Read the text and define the issue. Decide what law does the problem relate to. 7. Read the dialog and complete it. 8. Read the texts about legal systems in the United Kingdom and Kazakhstan and define the similarities and differences. 9. Listen to the speech of the suspected and make up a list of question for him. 10. Classify these types of crimes accordingly.
Strategies for developing communicative skills and legal discourse.	<ol style="list-style-type: none"> 1. Read the case and role-play. 2. Read the text and discuss it with your partners and define what type of crime was committed. 3. Read the text and define what punishment will be announced. 4. Read the extract from the ancient law collection “Zheti Zhargy” and compare it with the modern article effected at present time. 5. Listen to the dispute among two people and act out as a “bey” in ancient times. 6. Act out a role of a prosecutor, lawyer, and judge in the Court. 7. Make up a dialog between a prosecutor and the suspected. 8. Read the phraseological units and interpret them how they related to the concepts “law” and “justice”. 9. Write an announcement that a dangerous criminal has escaped. 10. Read the article No. ... in Civil Rights and discuss if you agree or disagree. 11. Complete the following statements: <ul style="list-style-type: none"> – article 17 “Everyone has the right to be free, because ...”; – article 14 “Everyone is equal before the law and the court”, therefore 12. Problem-solving. Answer the questions in compliance with the articles of law: how will you react in case of violation of Article 18 of the Constitution of the Republic of Kazakhstan? (if the confidentiality of correspondence is violated). 13. Define what types of disputes are contained in this passage. 14. Do you agree or disagree with the comments below? Write your opinion: <ul style="list-style-type: none"> – all crimes are committed intentionally; – should criminal negligence be punished. 15. Discuss these topics: <ol style="list-style-type: none"> a. Why do people commit a crime? What is the main reason? b. Does a society or social issues have an impact on crime commitment and increase of crime rate?

	16. Read the following proverbs and saying of Kazakh beys, interpret them and explain how they relate to the modern legal system.
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It is essential to have evaluation criteria when assessing student's works, documents, texts, role-play, or presentations in oral and written form. Therefore, in Table

Table 5. Criteria for evaluating students' skills

Criteria	Learning outcomes
Linguistic	Learner is able to identify the key words and define the terminology of the given legal text.
	Guess new vocabulary according to the context of the given document.
	Able to define logical-syntactic links in the sentences and apply various constructions (gerundial, infinitive).
Discursive	Define the type of the document according to the content of the text, dialog.
	Applying legal formulas and specific expressions in professional legal language.
	Able to construct her/his own legal text, speech similar to the sample.
	Able to write essays using legal terms, formulas and creating legal discourse.

Table 6 represents a questionnaire designed for law students which include eight questions to identify students' attitude towards the course "Professional Kazakh language" and strategies implemented at the course.

Table 6. Questionnaire designed for law students

Interview questions	Answers with percentages 52-100		
Is professional Kazakh language education important for law specialists in their future career?	Very important 17 32.7%	Important 29 55.7%	Not important 6 11.6%
Could the course "Professional Kazakh language" improve your Kazakh language proficiency?	Significantly 26 50%	Sufficiently 21 40.3%	Scarcely 5 9.7%
Did the strategies employed in the course "Professional Kazakh language" improve your communicative skills and legal discourse knowledge?	Yes 41 78.9%	No 4 7.6%	I do not know 7 13.5%
What was the reason for your prior poor communicative skills?	Boring texts not related to my major 22 42.3%	Boring teaching strategies and methods 25 48.1%	Laziness 5 9.6%
What is the most challenging aspect in learning legal discourse in "Professional Kazakh language" course?	Vocabulary and Grammar. Comprehending and using legal terminology in documents. 19 36.5%	Listening and reading. Reading comprehension of legal texts and understanding legal spoken discourse. 11 21.2%	Speaking and writing. Creating legal documents, texts, dialogs, writing essays, creating speeches for public presentation. 22 42.3%
How did you find the strategies and study materials for developing legal discourse in "Professional Kazakh language" course?	Challenging 11 21.1%	Interesting 26 50%	Motivating 15 28.9%
Which strategies applied at the course "Professional Kazakh language" improve your legal discourse?	Essays and analyzing and creating own legal texts. 20 38.4%	Role plays, dialogs, discussions, debates and public speeches. 18 34.6%	Work with vocabulary and glossaries, terminology. 14 27%
What skills did the strategies used at the lesson improve?	Communicative skills and knowledge of law	Problem-solving and decision-making skills. 10	Public speaking skills. 11

	terminology and legal text types. 31 59.6%	19.2%	21.2%
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Overall, 52 students from the 2nd year of study participated in this questionnaire. According to the results about (55.7%) of the students find that professional Kazakh language learning is important and (32.7%) of the participants admit that the course is very important for future law specialists. Law students are most enthusiastic and motivated in learning the professional Kazakh language, for they believe that this will help them to succeed in their future careers. Moreover, learners firmly believe that the course “Professional Kazakh language” promoted their Kazakh language proficiency as well, 26 participants (50%) state that they could improve their language level significantly, 21 participants claim that they develop their language skills sufficiently, whereas only 5 participants (9.7%) noted that there no much improvement in their language proficiency. The questionnaire also attempted to identify the main trouble in developing communicative skills and the reason for poor Kazakh

language acquisition prior to learning the course “Professional Kazakh language”. The study results demonstrated that in the majority of learners indicated that boring texts 22 learners (42.3%) and 25 learners (48.15%) consider that boring teaching methods and strategies and 5 learners (9.6%) admit that their own laziness hindered them from developing communicative skills. In order to identify the effectiveness of the applied teaching strategies of legal discourse students were enquired if the strategies were beneficial for developing their communicative skills. The questionnaire results show that 41 students (78.9%) were confident that the strategies employed at the lesson assisted to develop their legal discourse. By contrast, 7 learners that are 13.5% gave neutral replies, indicating they do not how to answer, and 4 learners (7.6%) indicated that the strategies were not helpful for developing communicative skills (Figure 1).

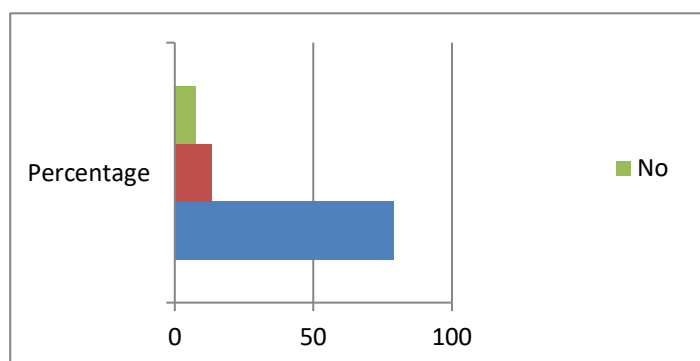


Figure 1. Did the strategies employed in the course “Professional Kazakh language” improve your communicative skills and legal discourse knowledge?

According to data analysis, authors may state that 26 learners (50%) find the study materials and strategies interesting, 15 learners (28.9%) consider them motivating, however, the minority, 11 learners (21.1%) think the study materials, strategies used at the lessons are challenging. Authors noted that students had different language levels, therefore they lacked various skills and challenged in different aspects. Thus, authors tried to discover what the most challenging aspect of learning legal discourse was. From the data results, authors concluded that productive skills such as speaking and writing are the most challenging aspects for law students, as it requires displaying the learning output. 22 participants highlighted speaking and writing as the most difficult aspect, 19 students indicated that they were challenged in acquiring legal terminology and grammar, and as the least challenging aspect learners indicated listening and reading

(11 students). Authors believe that specific terminology is an obstacle to effective communication in Kazakh, therefore there should be a bigger focus on learning vocabulary, and more activities should be applied concentrating on developing productive skills. In addition, according to the data participants’ choice and preference ranged about the effectiveness of particular strategies used in the classroom. The numbers did not show a big difference and the class split into three according to preferences. The majority of students 18 (38.4%) think that essays, text analysis and constructing their own legal texts were the most effective strategies, whereas 18 learners (34.6%) find role plays, dialogs and public speeches beneficial, and the third part of the class 14 students (27%) consider that working with vocabulary, terminology and glossaries aids to improve students’ legal discourse (Figure 2).

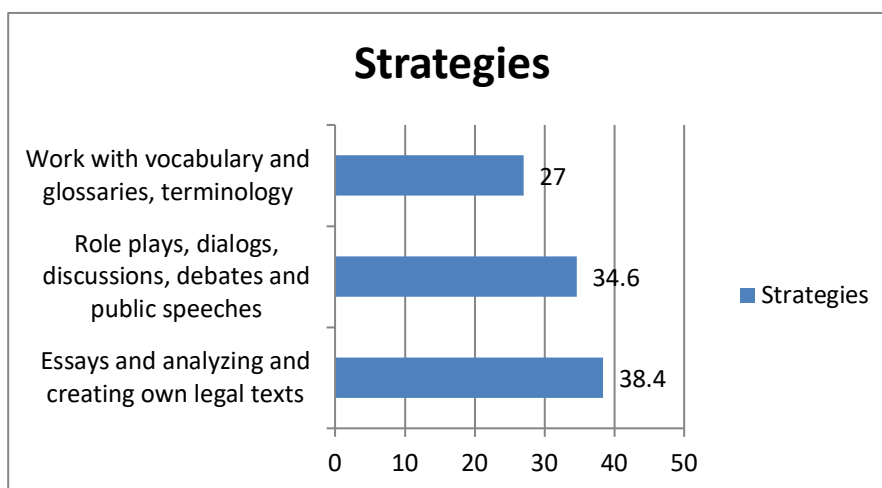


Figure 2. Which strategies applied at the course “Professional Kazakh language” improve your legal discourse?

Finally, the last question was designed to identify what skills the strategies helped to improve. Consequently, the main part of the participants of the interview 31 students out of 52, that is 59.6% responded that the learning strategies helped them to enhance their communicative skills, professional language and knowledge of legal

terminology applied in legal texts, two other parts of the class response percentages did not differ significantly, 11 learners (21.2%) voted for public speaking skills and 10 participants (19.2%) indicated problem solving and decision-making skills (Figure 3).

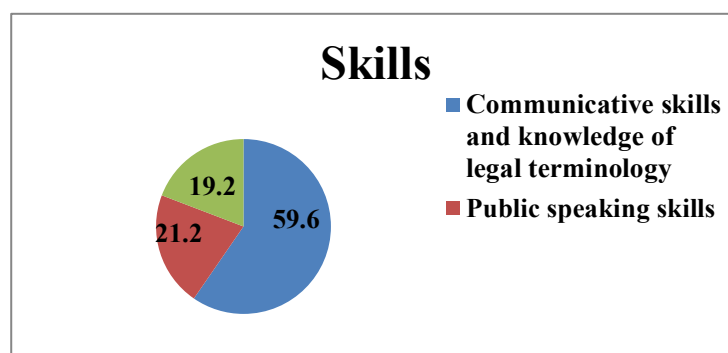


Figure 3. What skills did the strategies used at the lesson improve?

From the questionnaire, it's clear that the course “Professional Kazakh language” plays a key role in developing student's number of skills: communicative, linguistic, and professional on the one hand, and it also contributes to the implementation of the language policy of Kazakhstan. The problem of Kazakh language acquisition and improvement of Kazakh language proficiency is one of the main priorities in many state programs for developing and functioning languages. According to R.D. Yelibayeva, G.S. Dzhumagulova, L.R. Asilbekova, Zh.K. Zhunisbayeva, G.T. Seidisheva [35] the legal text has similarities with both the scientific text and the text of the instruction, since it performs both cognitive and prescriptive functions. However, law students should be explained that not all words used in bookish and publicist cannot be used in legal texts and documents, since bookish style associates solemnity and sublimity and may contain archaic words. Thus, the course “Professional Kazakh language” mainly focused on analyzing official documents, legal discourse containing contemporary legal terminology, and students were explained the difference in usage of styles in public speeches, legal document and legal texts. Due to the cultural project “The Trinity of Languages” adopted in Kazakhstan by the first President of the Republic of Kazakhstan N.A. Nazarbayev,

university students in Kazakhstan study the terminology in the Kazakh, Russian, English languages in the subject they are majoring [36]. Hence, much attention is paid to the problems of translating legal texts, terms and legal documentation from one language to another. Consequently, translating legal texts and documents is a crucial issue, as it requires precise word choice and proper translation regarding legal discourse and style. Even minor errors and inaccuracies in the translation of the legal text can lead to an incorrect interpretation of its meaning and, as a result, “provoke inappropriate actions”, for example, to file a lawsuit [37; 38].

While learning the legal discourse student memorize a special terminology and professional language forming his/her language consciousness [39]. The language consciousness of a specialist is defined as a particular world vision expressed in language and speech. Language teachers play a significant role in mastering students' legal discourse and communicative skills. Effective methods applied in teaching legal discourse aids law students to form a professional world vision and develop communication skills [40-42]. G.V. Kubits [43] considers that assessing students' knowledge by means of tests is another problem encountered while developing legal discourse. Authors agree with his view and assume that

tests simply assist students to remember some dates, facts, rules, laws, however, do not enable law students to develop their communicative skills as well as legal discourse. One of the ways of developing legal discourse is asking learners to study individually the lexical and semantic features of legal discourse on the example of court speeches of famous speakers. This kind of task acquaints students with the speech patterns of professional speakers of the legal language in the context of a certain communicative situation. Results of the research have shown that analysis of the legal documents and court speeches and construction of their own legal documents and oral speeches on this basis of samples, templates promotes students' communicative skills and developing Kazakh legal discourse. Obviously, students begin forming legal discourse by creating their own legal texts following samples or patterns. Reading, comprehending, and interpreting sample texts contribute to the formation of legal discourse, as students learn professional legal terminology, use it in texts, and this, in turn, contributes to a better study of special disciplines, the development of professional and linguistic competence.

Conclusions

This study has analyzed the content of the course “Professional Kazakh language”, students' attitude towards the course. The study also attempted to evaluate the effectiveness of the applied teaching strategies in teaching Kazakh legal discourse to future law specialists. Collected data from law students enables us to conclude that professional Kazakh language proficiency and communicative skills are evaluated as key skills for their future careers in the modern world. It is obvious that lawyers and other officials serving in the field of law and the legal system should acquire and possess a set of competencies such as linguistic, communicative, professional, legal, and intercultural, etc. to become a successful professional in the related field. Students firmly believe that knowledge of effective communicative strategies and skills may enhance their professional outcome, as they use the Kazakh professional language as an effective tool for communication and effective legal discourse, knowledge of legal terminology, ability to apply the legal discourse for professional and special purposes will help them to be promoted at work and capture people's attention and gain their respect. It was established that the majority of law students believe that effective legal discourse is a key to success and plays a crucial role in

problem-solving indisputable situations. It is vital for future law specialists to be able to speak eloquently, professionally using specific terminology and formulas to persuade the listener and follow his/her instructions.

During the lesson observation, it was discovered that students mainly voluntarily participated in role-play, dialogs in the context of legal discourse. In addition, work with new vocabulary and terminology related to the legal system motivated them to work with glossaries and dictionaries. Furthermore, students willingly created their own legal texts following the samples. Therefore, summing up analysis of applied strategies in the course “Professional Kazakh language” authors may claim that all of the five types of the strategies enhanced students' communicative skills, knowledge of legal discourse and, problem-solving skills, as students demonstrated a high rate of interest and motivation at the classes and confirmed this fact in the interview. Consequently, authors may conclude that studying the course “Professional Kazakh language” for law students is essential, as it provides better opportunities for gaining high Kazakh language proficiency and communicative skills improvement in legal discourse. The results of the study can be used as a reference for syllabus design, course development, and evaluation. This study attempted to identify the current learning needs of law students and their attitude towards teaching strategies in the course Professional Kazakhs language. It is vital that language policy should be implemented and citizens should learn languages voluntarily. Apparently, this study results have shown that law students willingly learn the professional Kazakh language, as they consider there are appropriate teaching strategies legal discourse and friendly learning environment will help them to master necessary skills that will aid them in their future career. Further investigations can focus on using project-based learning and usage of digital technologies in the course “Professional Kazakh language”.

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Conflict of Interest

None.

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Оцінка стратегій викладання юридичного дискурсу в курсі "Казахська мова за професійним спрямуванням"

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Анотація

Актуальність. Оволодіння юридичною термінологією та професійним дискурсом є однією з вимог, що висуваються до студентів-юристів при вивченні казахської професійної мови.

Мета. Ця стаття має на меті дослідити та оцінити ефективні стратегії викладання казахського юридичного дискурсу студентам-правникам на заняттях з "Професійної казахської мови". У цьому дослідженні також була зроблена спроба виявити ставлення студентів до курсу "Професійна казахська мова", предметного змісту викладання казахського професійного юридичного дискурсу та ефективних стратегій викладання юридичного дискурсу для розвитку комунікативної та професійної компетентності студентів-юристів. Крім того, у цій роботі було вивчено та проаналізовано критерії оцінювання результатів навчання студентів, а також етапи навчання юридичного дискурсу в курсі "Казахська мова за професійним спрямуванням". Дослідження проводилося протягом 2020-2021 навчального року на філолого-педагогічному факультеті Кокшетауського університету ім. Ш. Уаліханова. Заняття з "Професійної казахської мови" проходили двічі на тиждень, кожне заняття тривало 50 хвилин. Учасники мали різне етнічне походження: казахське, російське і татарське.

Методологія. У цьому дослідженні були застосовані змішані методи для визначення ефективності стратегій викладання та успішності студентів. Дані були зібрані від 52 учасників-добровольців, а саме студентів-юристів обох статей, які вивчали курс "Професійна казахська мова" за допомогою Google-форм.

Результати. Результати аналізу показали, що розвиток комунікативних навичок і правового дискурсу для студентів-юристів вважається однією з ключових вимог, а вивчення курсу казахської мови професійного спрямування може забезпечити майбутніх фахівців у галузі права необхідними мовними та комунікативними навичками. Збір даних здійснювався за допомогою анкетування та спостереження.

Висновки. Результати показали, що учасники сприймають курс "Казахська мова за професійним спрямуванням" як дуже важливий для їхнього навчання та майбутньої кар'єри, а також виявили значну мотивацію та зацікавленість у вивченні курсу "Казахська мова за професійним спрямуванням" та поглибленні знань з юридичної казахської мови.

Ключові слова: професійна мова; комунікативні навички; лінгвістика; юридична термінологія; володіння мовою.