

# An Intensive Course on basic Principles of Law

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**Abstract:** *Teaching English is deemed as an inseparable part of education in Uzbekistan. Starting from XXI century modern innovative educational system began to be applied in every sphere of education in our country. Therefore, new decrees and resolutions have been enacted via Cabinet of Ministers, State programs and the President of Uzbekistan (Azizova, 2014, p.25). There is no doubt that the role of teachers in the development of young generation is very significant. In order to prepare highly-qualified teachers nowadays government is paying great attention to them by establishing exchange teachers' programs, in-service teacher-trainings and other grants. This article is devoted to a language policy and planning of teaching English at Tashkent State University of Law, and proposes an intensive course in a bid to enhance the expertise and competence of EFL teachers in the realm of law.*

**Keywords:** *language planning and policy, basic principles of law, context, inventory, gap, CLT, authentic materials, decrees, resolutions, in-service & pre-service teacher training courses.*

## I. INTRODUCTION

As Eastman (1983) stated language planning is described as a turning point in the organization of global society (925). Language plays a crucial role in the development of every individual and the country. Therefore, teaching languages according to the modernized standards of today's world is vitally important. Since languages evolve in a faster pace linguists and other scholars have introduced new amendments to the current system of teaching languages. Uzbekistan as a developing country pays great attention to teaching languages as well. Obviously, English has replaced many foreign languages and it is widely used in many realms of this country. New decrees, resolutions and enactments have been issued regarding languages since Independence. With the initiative of our former President I. Karimov a host of decrees on the improvement of teaching system ranging from macro to micro level were adopted for the sake of young generation.

This paper focuses on one of current issues related to teacher training courses at University of law. It proposes a six-month intensive course for EFL teachers so as to develop their competence and experience in the field of law. Furthermore,

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thorough information is provided concerning the current situation, teaching system, role of foreign languages, previous and newly adopted rules and some recommendations on further enhancement of foreign language teachers.

## II. MATERIALS AND METHODS

### *Objectives and goals*

Kaiser (2018) puts forward the view that LLP proposal has to vividly articulate the goals based on the context (p.17). The primary goal of this proposal is to prepare EFL teachers for law courses and enable them to be proficient in the studies of law after learning its basic principles. Indeed, certain objectives should be set in order to achieve the goals. The main objectives are the following:

- ✓ To let them learn basic principles of law in a short period of time and incorporate law and English.
- ✓ To teach them how to write cases, letters and applications in different areas of law as well as having them learn the analysis of those cases.
- ✓ To enable them to practice and compare the legal system of Uzbekistan with other countries' before teaching the learners
- ✓ To have them exchange knowledge and expertise with international and other law teachers and learn new interactive methods
- ✓ To enable them to acquire a certificate after completing the course successfully.

With the help of these objectives this proposal aims to help not only teachers, but also the students because having completed this course EFL teachers will be able to teach their learners more competently and thoroughly. It is true that even though many lawyers are aware of English language many law firms and organizations hire translators so as to translate the legal articles and other materials because they consider that those lawyers do not have ample knowledge of legal English. However, this course holds a long-term effect as it helps to raise the level and competence of the students with the contribution of EFL teachers who completed this course.

### *Inventory*

Counting on the goals and objectives it is believed that most of the necessary facilities are provided in this University. These are legal textbooks, such as "Introduction to legal English and "Legal English coursebook for lawyers" and classrooms equipped with monitors, projectors, printers, whiteboards and markers. Brand-new tables and chairs are also available there. Nowadays due to the lack of textbooks many students have to use e-books and other legal coursebooks. Besides, the number of students is noticeably going up and they have to share some books with their peers.



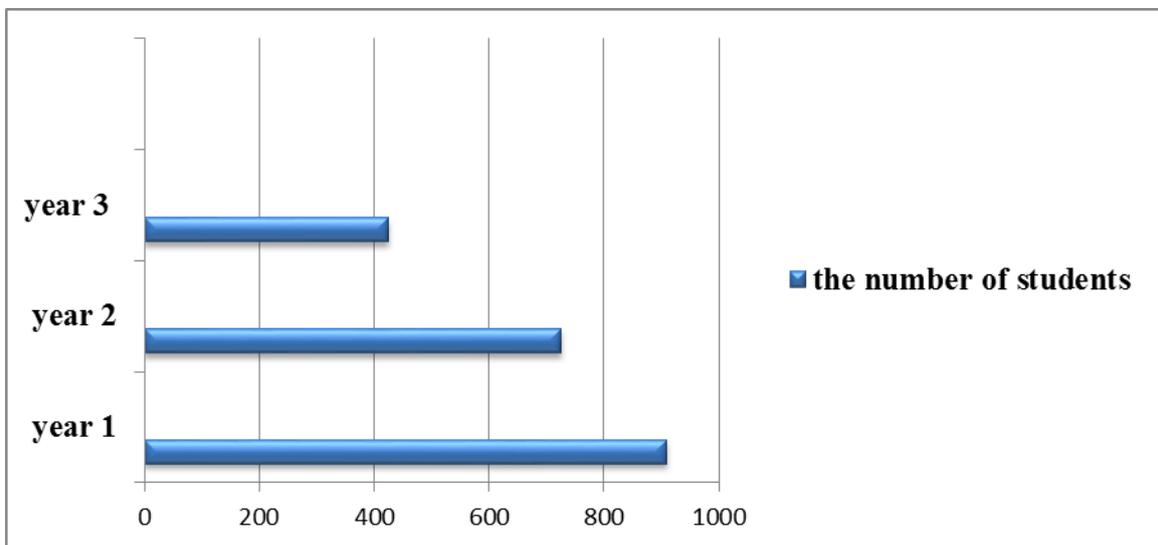
Therefore, some textbooks should be provided. This course is going to be delivered by international teachers and local law professors. With these words it can be said that the gap would be filled with additional law books as well as 2 local law teachers assisting 2 international law professors.

III. DISCUSSION

*Educational context*

Indeed, educators are the main actors to enhance learners' knowledge and competence. Hence, they should gain sufficient proficiency and experience prior to teaching young generation. Utilizing new interactive and innovative methods plays a crucial role in their sphere. With these reasons a variety of in-service and pre-service teacher training courses have been available for teachers of both secondary and higher education. However, there are still some drawbacks existing in these training courses.

According to the presidential decree issued on December 10, 2012 it is claimed that international professors and teachers have to be attracted in order to improve new teaching standards and curriculum. As compared to nowadays in the period of Soviet Union many teachers tended to use traditional techniques based on grammar translation method. However, after gaining independence in the late 1990s major educational reforms introduced CLT in teaching foreign languages (Hasanova, D., & Shadieva, T., 2007, p. 138). These reforms were made in teaching legal English as well. When it comes to University of law it is obvious that this institution was founded in 1991 by the Ministry of Justice, but coming to the year 2013 it was renamed as Tashkent State University of law. Recent facts show that at present there are more than 700 teachers and 2544 students studying criminal, civil, business and state law.



It is clearly seen that nowadays there are roughly 909, 725 and 425 students respectively in each year. English is practiced in three modules as a foreign language. The course itself is called “English for lawyers“. These modules are conducted differently in year 1, 2 and 3. For example, in year1 students are more involved in learning general English and B1+ is required to achieve by the end of the year. Coming to year 2 basic law course starts to be taught as well as general English. In this course students are obliged to acquire B2, while year 3 is only based on more academic legal English coursebook which is called “Introduction to International Legal English“. English plays as essential role in this institution. If students obtain 6.5 IELTS certificate they are released from attending classes apart from state exams.

In addition, new changes in entrance exams of the academic year 2019/2020 have been announced by the Ministry of Justice on January 9, 2019. Accounting for 2.1 score English has replaced the second entrance test. That is why, the institution started paying greater attention to foreign languages and teachers.

It is worth noting that nearly all teachers hold IELTS and other international certificates above 6.5 with their long-lasting expertise. However, there are some problems that need to be solved. Kamwangamal (2011) pointed out that language planning aims to sort out the existing problems

regarding languages in society (888) and one of the major issues related to training teachers is raised by this proposal. Most teachers lack legal English even though they have been teaching law courses for a long time, because they are not specialized in law. As it is mentioned above, coming to year 3 more specific law course is introduced and students are required to learn how to write, analyze and comment on various legal cases, letters and applications. It means that teachers also have to be proficient enough to conduct the classes. Currently they are confronted with many challenges to explain and teach the analysis of the cases and some other specific terms. The former President of Uzbekistan claimed that the upcoming problems have to be vividly foreseen as they would last for a long time (Karimov I, A., 1997, p.10). With these words, this problem also needs tackling in order to educate competent lawyers and the proposal targets to introduce a six-month intensive course based on teaching basic principles of law to EFL teachers. Currently there are a number of exchange programs run by the institution every year with the collaboration of Japanese Nagoya University and Boston law school in America. Moreover, On June 14, 2018 the Ministry of Justice enacted a new resolution “on establishing a center which prepares cadres of University of

law according to the professional teaching standards“ and every year many law teachers go to these countries in bid to exchange knowledge and gain more experience. Meanwhile, EFL teachers can be benefited too via attending this proposed course. “Writing a proposal enhances teacher agency as well as language instruction which is prepared to assist the learners” (Kaiser, 2018, p.3). It means that although this proposal is aimed for EFL teachers, it largely benefits the learners later on.

Firstly, this course is intended to be carried out in a micro level including only 32 teachers and if it is successfully accomplished it will be launched in other branches of the University apart from its lyceums and colleges in a macro level.

#### IV. RESULT

##### *Recommendations*

Admittedly, in order to fill the gap and meet the objectives some potential recommendations should be given. Firstly, before starting the course itself it is necessary to attract 2 international law teachers and assistant teachers of the University. For those teachers bonus salary should be allocated to work for extra hours. In this way, those teachers should be able to deliver the classes via interactive and innovative methods. Secondly, all the necessary facilities have to be prepared beforehand, such as ready classrooms equipped with the latest technologies and additional textbooks. In some classroom now and then some computers or projectors do not work. Hence, it is important to check the appliances in advance not to impede the teaching process. What is more, both authentic and non-authentic materials, textbooks and codes should be provided. Lastly, teachers who are going to complete the course successfully should be certificated.

##### *Timeline*

This intensive course is going to be run for six months. Since teachers are only involved in learning basic principles of law and developing their practice in the realm of law this amount of time will be sufficient for the implementation of the course. The course will be delivered twice a week for 80 minutes each. Teachers will attend it and conduct their own usual classes concurrently. In total, they are supposed to be engaged in the course roughly 84 hours in six months. As it is mentioned above this course is run firstly in micro level entailing 32 EFL teachers of this University. After carrying it out well it is going to be organized in other branches, colleges and lyceums under the Institution in a macro level.

##### *Target language skills, structures, uses and functions*

This course mainly has teachers learn firstly basic legal English, such as general terms and phrases, then study the areas of law in Uzbekistan and in other countries in order to compare, and write/ cases, letters and articles in an academic level. Also, with the contribution of this course they will have a chance to learn how to translate those materials properly as well as delivering their classes more effectively and interactively. The target language is English and there are some requirements to be enrolled for this course. For instance, before taking the course teachers have to hold basic understanding of law and high level proficiency in foreign

language (English) ranging from B2 + to C 1. Besides, they will be required to pass the achievement test with higher grades in a bid to acquire the certificate.

##### *Assessment*

Prior to launching the training teachers are supposed to take a proficiency test on legal English so as to get some data regarding their current knowledge and understanding of law. Afterwards, they will be divided into the groups. In fact, there will be three groups and two international and assistant teachers who acquired ample knowledge abroad will start conducting the classes. Assessment is also carried out via checking their attendance, active participation and assignments. Besides, they will have to take progress test in each month and achievement test at the end. According to their results they will be awarded with the certificate if they gather required scores.

##### *Actors*

Indeed, many scholars focus more on actors as they are the key elements in implementing the proposal. According to Zhao and Baldauf (2008) actors are divided into four groups (910). When it comes to this proposal the main actors are going to be the following:

- ✚ The Ministry of Justice
- ✚ Tashkent State University of law
- ✚ 2 international law professors
- ✚ Local assistant law teachers
- ✚ EFL teachers
- ✚ The staff of in-service teacher training course in Tashkent State University of law

It can be said that the Ministry of Justice and Tashkent State University of law are considered as people with power since they are the major contributors and initiatives. Secondly, international and local law teachers are deemed to be the people with expertise as they run the course and teach the EFL teachers with their long-lasting experience and practice. Lastly, EFL teachers and administrative staff on in-service training are the people with interest and they also play an important role in the implementation of the course

#### V. CONCLUSION

##### *Funding/ Reallocation of resources*

In terms of funding it is evident that this course would take a larger amount of money as it involves international teachers. Taking their average income into account up to \$3000 is going to be allocated per month to international teachers. Furthermore, they will be provided with all the necessary facilities and accommodation via the University. Additional textbooks are needed for this course and for students later on. Therefore, roughly \$1000 will be allocated for teaching materials. When it comes to local law teachers, they will acquire 80 % bonus salary as well as their monthly income by the University for their assistance and contribution. Even though it requires a lot of income this course is worth organizing as it has a big influence on teachers and students as well as the University itself. Later on those teachers will be engaged in teaching and sharing their expertise with other EFL teachers who are working in the sphere of law. Apparently, Ministry of Justice and University



will take the main responsibility for funding the course.

All in all, with all aforesaid reasons it can be surely claimed that this proposal introduces one of the major issues at University of law related to teachers. Obviously, although it starts from micro level this course will have lasting benefits to the University and the government.

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