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YURIDIK TA'LIMDA CHET TILI O'QITISH ORQALI MADANIYATLARARO KASBIY MULOQOT KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya

Globalashuv va xalqaro hamkorlik huquqshunoslardan madaniyatlararo muloqot qobiliyatiga ega bo‘lishni talab etadi. 50 nafar birinchi kurs talabalari o‘rganilganda ijobiy munosabat, biroq cheklangan lug‘at, an‘anaviy usullar va amaliyot yetishmasligi aniqlandi. Madaniyatlararo va kasbiy yo‘naltirilgan til faoliyatlarini integratsiya qilish kommunikativ kompetensiyani rivojlantiradi va talabalarning kasbiy tayyorgarligini kuchaytiradi.

Kalit so‘zlar: madaniyatlararo muloqot, kommunikativ kompetensiya, yuridik ta‘lim, kasbiy chet tili, huquqshunos talabalar, madaniyatlararo kompetensiya, yuridik ingliz tili.

РАЗВИТИЕ МЕЖКУЛЬТУРНОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ЮРИДИЧЕСКОМ ОБРАЗОВАНИИ ПОСРЕДСТВОМ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация

Глобализация и международное сотрудничество требуют от юристов навыков межкультурной коммуникации. Исследование 50 студентов первого курса показало положительное отношение, но ограниченный словарный запас, традиционные методы и недостаток практики. Интеграция межкультурной и профессионально ориентированной языковой деятельности развивает коммуникативную компетенцию и повышает профессиональную готовность студентов.

Ключевые слова: межкультурная коммуникация, коммуникативная компетенция, юридическое образование, профессиональный иностранный язык, студенты-юристы, межкультурная компетенция, юридический английский.

DEVELOPING INTERCULTURAL PROFESSIONAL COMMUNICATION COMPETENCE IN LEGAL EDUCATION THROUGH FOREIGN LANGUAGE INSTRUCTION

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Abstract

Globalization and international cooperation require lawyers capable of intercultural communication. The study of 50 first-year law students shows positive attitudes but limited vocabulary, traditional methods, and insufficient practice. Integrating intercultural and professionally oriented language activities enhances communicative competence and strengthens students' professional readiness in legal education for future global practice.

Keywords: intercultural communication, communicative competence, legal education, professional foreign language, law students, intercultural competence, legal English.

The contemporary legal profession increasingly requires specialists who can function

successfully in multicultural and multilingual environments. Globalization, international legal cooperation, academic mobility, and cross-border professional interactions have transformed communication into one of the key competencies for future lawyers. In addition to possessing legal knowledge, modern legal professionals are expected to communicate effectively with representatives of different cultures and legal traditions. Consequently, the development of intercultural professional communication competence has become one of the primary objectives of foreign language education in law universities.

Intercultural professional communication competence combines linguistic, sociocultural, and professional abilities that enable individuals to communicate appropriately and effectively in international professional contexts. For law students, this competence is particularly important because legal communication often involves negotiation, mediation, interpretation of legal texts, and interaction with clients or colleagues from diverse cultural backgrounds. Therefore, teaching foreign languages in legal education should extend beyond grammar and vocabulary instruction and include intercultural awareness, professional terminology, and communicative strategies.

The significance of intercultural communication in foreign language education has been widely discussed by numerous scholars, including Milton J. Bennett, Michael Byram, Edward T. Hall, and Geert Hofstede. Their studies emphasize that successful communication depends not only on language proficiency but also on understanding cultural norms, values, and communication patterns.

In Uzbekistan, the issue of intercultural competence has also attracted growing scholarly attention. Researchers have explored various methods of developing intercultural competence in higher education through project-based learning, digital technologies, and communicative approaches. However, despite the growing number of studies devoted to intercultural communication, limited research has focused specifically on the development of intercultural professional communication competence among law students.

This study aims to examine the role of intercultural professional communication competence in legal education and investigate students' perceptions of professional foreign language learning. The article also identifies major challenges in developing communicative competence and proposes effective pedagogical approaches for improving foreign language instruction in legal education.

Literature Review. The concept of intercultural communication has become one of the central principles of modern foreign language teaching methodology. Researchers emphasize that language learning cannot be separated from cultural understanding because communication always occurs within specific social and cultural contexts. According to Milton J. Bennett, intercultural communication enables individuals to understand and interact successfully with people whose cultural experiences differ from their own. Bennett's theoretical framework highlights the developmental nature of intercultural sensitivity and explains how individuals gradually acquire intercultural awareness.

Similarly, Michael Byram argues that intercultural communicative competence includes linguistic competence, sociolinguistic competence, discourse competence, and intercultural attitudes. His model demonstrates that effective communication requires not only knowledge of language structures but also openness, tolerance, and the ability to interpret cultural meanings.

The issue of intercultural competence has also been examined by Uzbek scholars. A. Yunusova and Z. Djalilova investigated the effectiveness of project-based learning in developing intercultural competence in foreign language classrooms. Their findings revealed that collaborative and communicative tasks improve students' intercultural awareness and motivation. Another researcher, Z. Ismoilova, explored the use of podcasting technologies for developing intercultural communicative competence among non-philological students and concluded that digital learning environments contribute to students' communicative engagement and independent learning.

Researchers Bernstein and Salipante define intercultural discomfort as situations in which individuals experience inconsistency between expected and observed cultural behavior. Such discomfort often emerges because of language barriers, unfamiliar communication norms, and stereotypes. However, these challenges can also stimulate intercultural learning and contribute to the development of communicative competence.

In the field of legal education, intercultural communication competence plays a particularly important role because legal systems are deeply connected to national cultures, traditions, and institutional practices. Future lawyers must be capable of understanding legal nuances across jurisdictions, establishing professional relationships with culturally diverse clients, and participating in international legal negotiations. Consequently, integrating intercultural communication into legal English instruction has become an important educational objective.

Despite the increasing recognition of intercultural competence, several challenges remain. Students often prioritize traditional legal disciplines over communication-oriented subjects, considering cultural studies less relevant to professional legal training. Moreover, language barriers, insufficient professional vocabulary, limited communicative practice, and traditional teaching methods negatively influence students' communicative development. These challenges indicate the necessity of implementing innovative and interactive approaches in foreign language instruction.

Methodology

The present study employed a quantitative research design to investigate the attitudes of law students toward intercultural professional communication competence and foreign language learning. The research was conducted at Tashkent State University of Law among 50 first-year law students.

Data were collected through a structured questionnaire consisting of eight interview-based questions. The questionnaire focused on students' perceptions of professional foreign language education, their self-assessment of communicative competence, emotional attitudes toward language learning, and the effectiveness of technology-based teaching methods.

The questionnaire included both closed-ended and multiple-choice questions. Students were asked to evaluate the importance of professional foreign language learning, identify factors influencing their communication difficulties, and express their opinions regarding innovative educational technologies such as case studies, project-based learning, and discussion activities.

The collected data were analyzed quantitatively using percentage-based analysis. The findings were interpreted in relation to current theories of intercultural communication and professional language education.

Results

The results of the questionnaire demonstrate that the majority of students recognize the importance of foreign language competence in legal education.

When asked whether professional foreign language education is important for future lawyers, 68% of respondents described it as "vitaly important," 26% considered it "very important," while only 6% stated that it was "not important." These findings indicate a strong awareness among students regarding the significance of professional foreign language competence for their future careers.

The second question examined whether learning a professional foreign language improves career opportunities. The overwhelming majority of respondents (92%) answered positively, whereas only 8% believed that it does not significantly influence career prospects. This result reflects students' understanding of globalization and the growing importance of international communication in the legal profession.

Students were also asked to evaluate their own professional foreign language proficiency. The findings revealed that:

- 38% of respondents could read and generally understand English texts but experienced

difficulties in communication;

- 32% stated that they could read English but struggled with speaking because of grammatical mistakes;
- 12% assessed their English proficiency as advanced and reported confidence in using English in different contexts;
- 18% indicated that they could use English for profession-oriented tasks.

These findings suggest that receptive language skills are generally stronger than productive communicative skills among first-year students.

The questionnaire also explored the reasons for poor professional communication skills.

According to the responses:

- 34% associated communication difficulties with traditional teaching methods;
- 40% identified lack of professional vocabulary as the primary challenge;
- 16% considered educational materials boring;
- 10% admitted that insufficient personal effort negatively affected their progress.

The emotional atmosphere of foreign language classes was another important aspect of the research. The findings demonstrated that 54% of students usually felt motivated during classes, 30% reported feeling happy and engaged, while 16% experienced demotivation.

Discussion

The findings of the study confirm that intercultural professional communication competence is increasingly recognized as an important component of legal education. Most students understand that professional foreign language proficiency directly influences future career opportunities and professional competitiveness. These results correspond with contemporary educational trends emphasizing communicative and intercultural competence as essential skills for modern specialists.

The study also demonstrates that students experience significant difficulties in productive communication despite possessing basic reading comprehension skills. This imbalance suggests that traditional language teaching approaches still prioritize grammar and translation over communicative interaction. Consequently, students often lack confidence in speaking and professional communication.

The findings further indicate that students positively evaluate interactive and technology-based learning methods. Project work, discussions, debates, and case studies were identified as particularly effective for developing communicative competence. Specifically:

- 24% preferred case studies;
- 18% selected game-based learning;
- 22% considered problem-solving situations effective;
- 36% favored project work.

Regarding activities that improve communicative competence, students identified:

- speaking activities and games (28%);
- solving problem situations (21%);
- case study activities (25%);
- discussions and debates (26%).

Finally, students were asked about their experience with case studies. The findings indicated that 62% considered case studies very helpful, 28% found them slightly helpful, and only 10% believed they were not particularly useful.

These results demonstrate that interactive and communicative approaches create opportunities for authentic communication, collaborative learning, and critical thinking. In legal education, case studies are especially valuable because they simulate real professional situations and encourage students to apply language skills within legal contexts.

Another important finding concerns the role of professional vocabulary. Many respondents identified insufficient legal terminology as a major obstacle to communication. This

highlights the necessity of integrating profession-oriented lexical instruction into Legal English courses.

The research also reveals the importance of emotional engagement in the learning process. Students who feel motivated and actively involved in classroom activities are more likely to develop communicative competence successfully. Therefore, foreign language teachers should create supportive and interactive learning environments that encourage participation and intercultural dialogue.

Overall, the study demonstrates that the effective development of intercultural professional communication competence requires a combination of communicative methodologies, technology integration, professional orientation, and intercultural awareness training.

Conclusion

Intercultural professional communication competence has become an essential requirement for future legal professionals in the context of globalization and international cooperation. The present study examined the attitudes of first-year law students toward professional foreign language education and identified the major challenges affecting communicative competence development. The findings revealed that students highly value professional foreign language learning and recognize its importance for career development. However, many students continue to face difficulties related to speaking skills, professional vocabulary, and limited communicative practice. The research also demonstrated that interactive methods such as case studies, discussions, project work, and problem-solving activities positively influence students' motivation and communicative development. The study suggests that foreign language instruction in legal education should focus not only on linguistic knowledge but also on intercultural awareness, professional communication strategies, and authentic communicative practice. Integrating innovative teaching technologies and profession-oriented activities into Legal English courses can significantly improve students' readiness for international professional communication. Future research may investigate the long-term effectiveness of intercultural communication training and explore additional digital tools for developing communicative competence in legal education.

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