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**SCIENTIFIC RESEARCH:
MODERN CHALLENGES
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**PROCEEDINGS OF II INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
SEPTEMBER 23-25, 2024**

**MUNICH
2024**

SCIENTIFIC RESEARCH: MODERN CHALLENGES AND FUTURE PROSPECTS

Proceedings of II International Scientific and Practical Conference

Munich, Germany

23-25 September 2024

Munich, Germany

2024

UDC 001.1

The 2nd International scientific and practical conference “Scientific research: modern challenges and future prospects” (September 23-25, 2024) MDPC Publishing, Munich, Germany. 2024. 409 p.

ISBN 978-3-954753-06-2

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Scientific research: modern challenges and future prospects. Proceedings of the 2nd International scientific and practical conference. MDPC Publishing. Munich, Germany. 2024. Pp. 21-27. URL: <https://sci-conf.com.ua/ii-mizhnarodna-naukovo-praktichna-konferentsiya-scientific-research-modern-challenges-and-future-prospects-23-25-09-2024-myunhen-nimechchina-arhiv/>.

Editor

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e-mail: munich@sci-conf.com.ua

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INTEGRATING LEGAL ENGLISH INTO PEDAGOGICAL PRACTICES FOR FUTURE LAWYERS

Yatsyshyn Nataliia

Ph.D. in Pedagogics, Associate Professor of Foreign
Languages for the Humanities Department
of Lesya Ukrainka Volyn National University

Introduction For law students, especially those who plan to practice international law, legal English is essential. There are particular difficulties for legal education because of the exacting character of legal language as well as formal structures and terminology. By incorporating Legal English into the legal curriculum, pedagogical approaches seek to prepare students for future professional situations by fostering their linguistic and legal competence (Gibbons, 2003). This study examines strategies for providing focused Legal English training to close the gap between language education and the practice of law.

Aim With an emphasis on helping students become proficient in legal language, using legal English in real-world situations, and promoting cross-cultural legal communication, this study looks into pedagogical approaches that successfully incorporate legal English into legal education.

Materials and Methods Language acquisition, legal linguistics, and pedagogy studies are all cited in this work. Role-playing simulations, case-based learning, and incorporating real legal papers into lessons are some of the techniques employed. To educate students on how to use legal English in practical contexts, resources like statutes, court decisions, and contracts are used (Candlin, Bhatia, & Jensen, 2002).

Results and Discussion

Using Authentic Legal Texts

By incorporating real legal documents like contracts, rulings from courts, and laws, students can gain a useful grasp of legal English. Students can better understand the complexities of legal grammar, specialized terminology, and procedural language by using authentic resources (Gibbons, 2003). Students develop their capacity to

analyze and write legal texts by working with actual documents, which is essential for future legal practice.

Case-Based Learning and Simulations

Through the use of cases, students can gain practical experience using legal English to actual legal situations. Students can participate in simulated trials, negotiations, and draughting exercises through role-playing and case studies. These methods improve their capacity for problem-solving, legal reasoning, and English-language legal argumentation (Candlin et al., 2002). The practical use of legal English in a professional setting is reinforced by this kind of interactive learning.

Cross-Cultural Competence in Legal Translation

The ability to work across cultural boundaries is crucial for legal translation. Law students need to grasp the ways in which legal concepts and terminology vary between jurisdictions, which calls for an understanding of both the legal system and the target language. Students who get instruction emphasising cross-cultural awareness are better equipped to translate and understand legal materials in multilingual legal contexts (Cao, 2007).

Conclusions Law students must be prepared to interact with international legal systems, and this requires incorporating Legal English into legal education. Educators can strengthen students' legal linguistic competency and prepare them for the problems of global legal practice by utilizing real resources, case-based learning, and cross-cultural training.

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