

## Use of English Sources in Law Lessons

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**Abstract:** This article analyzes the pedagogical, methodological and practical aspects of using scientific and normative sources in English in teaching law. The issues of studying foreign experience, working with international legal documents, forming terminological competence and integrating students into the global legal space are revealed. Also, interactive methods and assessment mechanisms for using English sources in the teaching process are developed.

**Keywords:** Legal education, English language resources, international law, terminological competence, CLIL methodology, academic reading, interactive methods.

**Introduction:** connection with the processes of globalization, digitalization and international integration. Legal education is no exception to these processes. In an environment of expanding international economic relations, human rights protection, transnational crime, international trade and investment relations, legal professionals must be able to operate freely in the international legal arena.

Today, the majority of international legal documents are adopted and put into circulation in English. In particular, conventions and declarations adopted by the United Nations, decisions of the European Court of Human Rights, regulations and agreements of the World Trade Organization are in English. Therefore, a modern lawyer is required to be able to work independently with foreign sources.

However, practice shows that the use of English-language sources in the teaching of law in higher education institutions is often fragmentary. The main focus of the course is on national legislation, and systematic work with international sources is not sufficiently established. As a result, students face difficulties in working with international legal terminology and academic texts.

The purpose of this study is to develop a scientific and

methodological model for using English language resources in organizing law classes, to substantiate its effectiveness, and to provide practical recommendations.

### METHODOLOGY

The research was conducted on the basis of a comprehensive approach, combining theoretical and empirical methods. Initially, scientific literature and international normative sources were analyzed based on the competency-based approach, CLIL model and contextual teaching theories. In particular, United Nations documents, decisions of the European Court of Human Rights and materials of the World Trade Organization were studied.

At the empirical stage, pedagogical observation and experimental testing were conducted with the participation of 3rd-4th year law students. During one semester, academic text analysis, case study, terminological cluster, bilingual glossary, and mini-debate methods were used. Also, a comparative analysis of national and international legal norms was conducted.

At the beginning and end of the experiment, a diagnostic test and questionnaire were administered to identify changes in students' knowledge level and

terminological competence, and the effectiveness of the methodology was assessed.

## **RESULTS**

The results of the experimental work confirmed that the systematic use of English language resources had a positive impact on the quality of legal education. First of all, a significant increase in the terminological competence of students was observed. If at the beginning of the semester, superficial understanding of legal terms in English or their use based on translation prevailed, then by the end of the experiment, students acquired the skills of understanding terms in context, applying them in accordance with the legal situation, and interpreting them. In particular, concepts such as "liability", "jurisdiction", "litigation", "compliance", "enforcement" were deeply understood in terms of content, and the level of interpretation in connection with their alternative categories in the national legal system increased. This indicates the formation of terminological thinking.

skills in working with academic and normative texts in English. Initially, the complex syntactic structure and legal expressions created difficulties in understanding the text, but during the experience, skills in structural analysis, distinguishing the main idea, identifying important legal norms, and writing short annotations and summaries were formed. As a result, students moved from not only reading the text to analytical processing.

was also an important outcome. In the process of comparing international legal norms with national legislation, students developed the skills of identifying similarities and differences, evaluating normative mechanisms, and drawing conclusions. This strengthened their analytical thinking and formed a systematic approach to legal phenomena.

also had a positive impact on students' motivation to study. According to the results of the survey, the number of students who expressed their desire to participate in international grants, foreign master's programs, and academic exchange projects has significantly increased. This indicates that working with English language resources has allowed them to imagine a broader range of professional prospects.

were able to write short scientific essays, analytical articles, and abstracts using English articles and

regulatory documents. The formation of the skills of relying on sources, citing them, and drawing reasonable conclusions in the text served to strengthen scientific and research competence. In general, the experimental work confirmed that the use of English language sources in legal education comprehensively develops professional, analytical, and scientific competencies.

## **DISCUSSION**

Confirm the effectiveness of the CLIL (Content and Language Integrated Learning) approach to the use of English language resources in legal education. The integration of subject content and language learning allows the student to develop professional and communicative competencies at the same time (Coyle, Hood & Marsh, 2010). The organization of the educational process based on this approach serves to contextually master legal concepts, form terminological thinking and develop analytical thinking. From the point of view of the competency approach, the integration of language and subject is also recognized as one of the priority areas of modern higher education (European Commission, 2012).

International experience also confirms the practical value of this methodology. In particular, at leading higher education institutions such as Harvard Law School and the University of Oxford, legal education is organized on the basis of international sources, case law materials and scientific articles. Students acquire global legal thinking through regular work with precedential decisions, international treaties and doctrinal sources (Kennedy, 2006). This increases their competitiveness in the international arena and expands the possibilities of academic mobility.

At the same time, some problems were observed during the experiment. The different levels of English proficiency of students require a differentiated approach to the learning process. The complexity of academic legal texts, in particular the terminological density of regulatory documents and court decisions, complicates the learning process (Bhatia, 2014). In addition, the limited time allocated for classroom training does not always allow for the full use of interactive methods.

on legal English, apply the principle of gradual complexity (scaffolding) and create a terminological bank (Bruner, 1986). The use of digital learning

platforms, in particular Moodle and Google Classroom systems, supports independent learning and optimizes the learning process. Also, the development of interactive assessment criteria allows you to determine not only the theoretical knowledge of the student, but also his analytical and communicative competencies.

Organizing methods such as debates, role-playing, and courtroom simulations in English during the lesson will develop students' skills in conducting legal arguments, systematizing evidence, and substantiating their positions. In general, an integrative approach based on English language resources will serve to increase the quality of legal education, strengthen research capacity, and enhance integration with the international academic space.

### **CONCLUSION**

The systematic and targeted use of English-language resources in the process of teaching legal subjects is one of the innovative and promising areas of modern higher education. The results of the study showed that this integrative approach, along with increasing educational efficiency, serves to comprehensively develop students' professional competencies.

In particular, working with legal sources in English strengthens students' terminological literacy, increases their level of correct understanding and use of special terms. At the same time, the process of analyzing regulatory documents and judicial practice develops analytical thinking and forms a systematic and critical approach to legal phenomena. Working on academic texts leads to the improvement of scientific writing skills, the development of the ability to reason and draw well-founded conclusions.

In addition, access to international legal sources forms a global legal mindset in students and increases their professional competitiveness. In general, an approach based on the use of English language sources serves to improve the quality of legal education and bring it closer to international academic standards.

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