
The Formation of Legal Literature through Word Connection and Communication

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Abstract

Today, the relationship between law and culture and how to deal with legal culture are two important issues in legal science, which perhaps lawyers have paid less attention to, but other social sciences understand this issue in dealing with legal science. Undoubtedly, the change of societies from monocultural to multicultural has caused culture to become a controversial legal issue that requires careful analysis and investigation. This article is devoted to problem of forming of a contextual guess in process of educating foreign students through word – formation aspect. Contextual guess can be attributed to the interdisciplinary area of interest in linguistics and pedagogy. The authors are developing a methodology for the gradual effective implementation of the development of the mentioned skill, taking into account various linguistic and cognitive aspects. There are presented the types of exercises aimed at the development of language guess are presented in the article. The results demonstrated in this article could be instantaneously applied in the learning process, in translation, analysis and listening to the texts containing unfamiliar words.

Key words: Legal literature, Law, word-formation unit, communication, word formation.

Introduction

There are works and research on the ways and methods of methodology of teaching Russian as a foreign language. Nowadays aspects of the language proficiency of foreigners are actively studied. There are principles of language material selection in foreign language classes, the principles of teaching phonetics, the issues of the functioning of derivative suffixes, and issues of teaching the text of the specialty (E.A. Makleeva, L.M. Akhmetzyanova, Yan Zhike, M. Varlamova, E. Palekh, A. Miftakhova, E. V. Khabibullina, E. G. Shtyrlina, L. Guzi, Yu. V. Ageeva, Van Mo, Lin Mei) [1] [2] [3] [4], specifically based on word formation as one of the branches of linguistics, reflecting the processes of conscious and unconscious learning of foreign language. “The meaning of the topic of word formation in the system of studying the Russian language is quite large. The system of representation of Russian word formation in the course of language learning is connected with derived words including vocabulary, morphology, syntax, stylistics and linguistics of the text, which allows us to present a dynamic model of the language functioning [5]. A common phenomenon in the pedagogical practice of a teacher of any foreign language in listening, reading and while working with boosting of vocabulary is the problem of misconception a word, word form or, less often, a morpheme, which leads to a slowdown in the learning process, as well as to a deterioration assimilation of the studied material. So for instance, foreign students having heard an unfamiliar word, while listening often focus all their attention on it and easily miss further important information. The same happens when students are being educated how to read texts: many students do not know how to decipher an unfamiliar word based on morphemic analysis or cannot guess its meaning from the context [5]. As can be seen from the above, we believe that by eliminating the problem of students' shortage of language guessing skills, the teacher would solve several urgent problems at once:

1. Improving the prediction of the timing of the lesson.
2. Increasing the potential of the passive vocabulary.
3. Improving the assimilation of the material in teaching non-linguistic disciplines [6-9].

Legal Literature

The most luxurious literary texts are the handiwork of the religious editors of every society, who put the presentation of a solid text with all sincerity in order to please God, and the science of law, which is itself a branch of the science of religions, in every society has a literary style and should. It should also be like this, and

certainly the position of literature in the science of law is not to encourage and encourage to continue the old style and to maintain adherence to old texts out of prejudice and prejudice, but rather to feel the cultural virtue and the strength of the legal foundation, because today there is no stronger test than the experience of years.

The sublime and efficient prose is the one that has remained stable and eternal for many years, and even today, the society's desire, which penetrates the minds and legal thoughts of individuals and experts, is the continuation of the same old method. Our legal literature is full of eternal works resulting from the combination of creativity and the mysterious embodiment of words, the analysis of which speaks of a beautiful content and firm principles, and the observance of brevity and avoidance of puns, and in the composition of opinions or the adoption of any type of judicial decision or bill. The defense and organization of documents in official document offices is trying to achieve goals that include the implementation of justice and its distribution and expansion in society, the strengthening of human rights, and the preservation of public interests and order in society. In addition to responding to material needs, the document includes spiritual needs as well.

In a comprehensive definition of legal writings, it can be said that legal writings are actually a collection of legal and judicial measures and thoughts that the editor with his special talent and inspired by legal knowledge, experiences and savings to meet the need and exercise the right and formalize transactions and personal condition - which is the ultimate cause and reaching material and spiritual desires - is used; that this, itself, was the result of years of continuous suffering and effort and following the old rules; In other words, by looking at the texts of opinions, bills and regulatory documents, the opinions of the supervisory boards and the Supreme Registration Council, and the votes of the general procedure of the Supreme Court of the country, one can clearly see the profound influence of literature in the science of law, which is evident from the writings of high-ranking judges and lawyers and The directors of various registration departments and the respected heads of official document offices shine on the dark side of our history with beautiful words, and their original and literary characteristics are enough to cover a wide range of words and a special elegance of combining spirituality, legal culture and the ruling system. Self-collected and the result of its successful effects with the powerful leaven of literature is the emergence of rich and proud texts that are considered as capitals of legal knowledge of this land. Here, we avoid judicial speeches that include the reading of the indictment by the prosecutor and the lawyer's defense in the presence of the court, which in turn are coherent oral content and full of legal literary skills and have a special mastery and background, and we only use the written role. We will pay it. It should be said that the drafting of the opinion and the organization of the documents are accompanied by many arguments; Legal concepts and documented reasons are directly involved in legal relations and actions related to it and are regulated by "express text". It is an official document of historical events that is written with a certain impartiality and makes the conscience of the society believe in the honesty and correctness of the opinion, and the conclusions in such works are so solid that even if there are objections, it is documented and undeniable, because the conformity.

The writings explain the standards that are meant by the legislator's opinion and are relevant to the actual requirements of the demand - including litigation and transactions and personal circumstances - this feature is by establishing order and general concepts and establishing the relationship between different topics and choosing the way of reasoning from the stage of perception and The association of meanings and the speed of the transfer originated and the process is an official document, a document that can be cited as valid without the need for confirmation in higher authorities and from the time of occurrence. And basically, the current method of organizing the documents is the result of the thoughts and experiences of the past and is based on the knowledge and analysis that was taken from the declaration of the will of the contracting parties and was written, and the most basic form of that is the expression of the conventional concepts of the subject in various forms and with the understanding of the meanings of the words. It is literary and since most of the documents are inferential in the eyes of notaries, the custom and habit of document writing prepares the form of the document. In organizing documents, in addition to observing all laws, regulations and directives, the notary uses his inferential powers, and inferential documents are documents that are supported by knowledge, experience, and continuity, and are scientifically and practically acceptable and prominent.

Methods

In the course of work on this scientific and methodological problem there were used the following methods:

- methods of analysis and synthesis of educational and methodological literature
- comparative and comparative methods
- Empirical method.

Results and Discussion.

The study of linguistic material is based on integrative, integrated approaches that take into account the idea of a holistic description of linguistic units at various levels, particularly the relationship between derived units of other levels in the language system and verbal communication. The works of V. are part of the research's

theoretical and methodological framework. V. Vinagorova, E. A. ZEMSKOSKOY, E. S. Kubryakova, V. V. Green Lopatina, A. The I. Nikolaeva, A. N. Ulukhanov, M. Shansky, which focus on the study of the Russian word-formation system from the structural-semantic and functional-communicative perspectives. E made a substantial contribution. I. Amiantova, T. M. Vasily Balykhina, V. Morkovkin. Their efforts are directed toward developing a practical communicative and didactic model of the language and its practical educational form. It should also be mentioned that G. N. Averyanova, E. G. Thomas Azimov, V. Vasiliev and other people studied the theory and practices of teaching foreign languages. The application of the word formation principle is crucial for the study of vocabulary by international students. The difficulties related to such language learning components as listening and reading are currently a problem in the methodology of teaching Russian as a foreign language, as was previously mentioned. Students need to have more sophisticated skills in order to master reading because of the increase in available information. According to American writer and linguist D. Pearson, "reading comprehension is a process in which the reader constructs meaning, relying on already existing knowledge and information available on paper" [10]. According to him, reading comprehension results from a sophisticated interaction between the reader and the text. Due to the presence of a certain number of unfamiliar lexical units, it becomes necessary to teach students how to understand texts and audio texts. Making sure students have a sufficient vocabulary is one way to address this issue. It contains words that were previously unfamiliar but which students can decipher through guessing from context. The need to incorporate the following components into a potential vocabulary is a requirement when teaching students a foreign language:

Complex and derived lexical units consisting of familiar word-building elements (stems and affixes).

1. International words that have similar semantics to language units from the students' native one.
2. Words that can be learnt from the context.

Since this type of guess can be developed in students of all nationalities, the formation of a contextual guess by emphasizing word-formation types becomes a reasonably effective teaching technique. It is customary to introduce students to the idea of extensive nests of related words when teaching the Russian language. There are three types of derivative units: units, derivative types, and derivative word families. Derived units more accurately depict the language's systemic nature. The semantic similarity between related derived words is expressed by a shared affix, and the semantic difference between them is expressed by the individual stems. The specifics of the lexical base determine the variety of word-formation types, their output, and their derivational activity.

Semantically organized lexemes typically have a set of derivatives and word-formation types that partially or entirely coincide. They can form words in roughly equal amounts. This enables the production of a word in accordance with a sample (word-formation model), which facilitates the acquisition of vocabulary because word-formation models are constrained and reproducible and human memory is capable of learning the necessary vocabulary for communication. Additionally, new derivatives establish systemic (synonymous, antonymic, or homonymous) relationships with other words already present in the language. It should be noted that the system-forming function of word-formation types in the development of grammatical classes of a word is particularly significant.

Aligning a new derivative with words of the same affix puts it in a specific grammatical category, which also contributes to more effective language learning. Derivative relation have the most significant systemic features. The perception of the process of word-formation elements makes working with the text much easier. In addition, time that could be spent looking for a particular lexical unit is saved. Methodologists note that those concepts that were "guessed" are memorized by students better and faster than purposefully memorized concepts. It will be much easier for a student with developed language guessing skills to pass the test assignments for each semester, since unfamiliar words will be actualized during reading, listening and speaking, the meaning of which will need to be revealed. Obviously, language guessing is a useful skill, the development of which makes it easier to learn a language, and increases the level of proficiency in a foreign language.

We believe that it is necessary to practice the skills of contextual guessing before including the word-formation aspect of the its formation. (Contextual guessing is a complex mechanism based not only on the analysis of the grammatical structure in which this lexical unit is implemented, its position in the sentence, environment, dependent words, etc., but on the semantic analysis of the entire semantic block, which its part), offering to begin with exercises on translating international roots and affixes. For example: "Translate without a dictionary the italicized words found in the text: *генерал* отдал приказ о нападении, *папа* повез семью на пикник, *космонавт* прошел проверку перед полетом, мой *брат* вступил в *аэроклуб*, на *сцене театра* выступают знаменитые *артисты*".

At the same time, it is important to take into account the presence of the intermediate language and the native language of students in communication.

A logical transition to the derivational component of the analysis could be considered exercises based on working with international derivational elements, for example, trying to guess the meaning of words such as *акваланг*, *авансцена*, *антиутопия*, *антропометрия*, *дифтонг*, *морфема*, *препозиция*, *псевдонаучный*, etc.

Further, after a similar warm-up, exercises related to affix word formation are offered to the attention of students different models and derivational nests, some of them would be revealed, and on their basis students should guess on their own about the meanings of others. For example: "Determine the meanings of unknown words using the structure of this word-formation nest: So having known the semantic of the word «билет», a student is able to understand the meanings attached to a word by specific affixes and can determine the semantics of new words. On the basis of such exercises, while training students skill of language guessing, the teacher not only expands their vocabulary, but additionally forms the ability to independently generate occasionalisms and word-formation models that are new for them. For instance (*красивый - не - красивый, умный - без - умный*). In this article, we do not consider the language level of students. However, it should be mentioned that complexity of the exercises performed depends on the students level, and, accordingly, the requirements for knowledge of word formation and morphology depend on it either. The formation of a contextual guess by word form requires a student to know grammar, which automatically facilitates the assimilation of the material and forms the skill of contextual guessing, but it is also necessary for the subsequent assimilation of the material and work with it. Effective, from our point of view, are exercises in which it is proposed to "restore parts of words so that the sentence has meaning." It is necessary to determine "what parts of speech can be words with gaps", to determine "gender, number, case, time" (11)

- А) ...тель ...л ...ей в столовую
- Б) Завтра я ...ю себе ...ую ...у.
- В) Мы по... по ...ой ...е. [11]

Special attention should be paid to the knowledge of various word-formation methods - semantic word formation, truncation, merging of bases (for example, *студик, зачетка*, formed from «студенческого билета» и «зачетной книжки»). It includes exercises to determine the type of semantic word formation, as well as the independent semantisation of words in sentences. For example: «Отметьте производящее слово и дериват».

А) В моей машине сломался дворник. Б) Вчера дворник сломал машину.

А) Истребитель летит высоко. Б) Истребитель домашних вредителей придет завтра.

is impossible not to mention the complex cases of word formation that foreign students may encounter. Such cases include working with words that have combinations of the first letters, which can be regarded as prefixes, while they refer to the root. For instance, in words *деление* и *держатель* -*де* can be defined by students as a prefix, which subsequently, of course, will complicate the understanding of these words. It can be assumed that one of the possible sources of this is the influence of the meaning of the Western European prefix -*de* in words familiar to students such as *децентрализация*. Difficultly perceived word-formation models can also be those in which there are forms with alternating at the base. For example, the following words may cause difficulties in establishing a connection - *упрощение* и *простой*, *перемещение* и *место*.

When presenting word - formation models within the framework of the teaching Russian as a foreign language and methodology we cannot ignore the following factors. The factors are the number of affix forms, their relationship to each other, mono- or polysemantic affixes and stems, the presence or absence of alternation in the stem, the presence or absence of allomorphs in the model, the borrowed affixes or stems, the presence or absence of a transfer of meaning in a derived word.

Summary

Thus, the following points were pointed out during the research. They determine the significance the development of the skill of contextual guess.

- Opportunities that can be opened through word-formation process while teaching Russian to foreigners for expanding their vocabulary are not being fully realized today;
- The knowledge of word – formation system does not lead to the perception of new words while reading and listening;

-In the methodology the goals of studying word – formation are not clearly formulated and it is advisable to associate this process with the tasks of developing reading and listening skills.

The formation of a linguistic guess allows not only to solve the problems of independent semantization of language units when listening or reading but improves the cognitive abilities of students, optimizes the educational process which allows to train a linguistic guess in parallel with the study of word formation, as well as grammar in general. Facilitates the process of understanding the text, predicting the timing of tasks performed. The least studied side of the issue is the problem of sequential and parallel integration of exercises for the formation of a language guess. It is impossible to expect from students a sufficient understanding of the meaning of an unfamiliar word in context if they do not know the rules of education, for example, word forms, the study of which seems inappropriate to us without basic knowledge of morphology.

Conclusions

Knowledge of word formation skills is often insufficient for the emergence of a correct guess about the meaning of a word. As we can see from the above examples, despite the fact that foreign students can highlight the root,

affix, ending, they cannot always consciously transfer what is already known to similar cases. They may have difficulties when it is necessary to correctly and purposefully rely on word-formation models known to them, to highlight familiar elements in them and correlate with similar ones. For the successful emergence of a language guess based on the word formation of the Russian language, foreign students need to analyze a whole complex of language data, compare the unfamiliar with the familiar, using analogy and various types of transfer. However, it is necessary to take into account the fact that reliance on the native language in most cases can be excluded due to the lack of necessary analogies. In this regard, the target language is the main source for analogies, transference and comparisons. Consequently, one of the most important conditions for teaching a linguistic guess is the development of students' skills in analyzing the word-formation structure of Russian words. It is necessary to teach to highlight the root, affixes, prefixes and endings, and to determine their meanings as well as to teach how to establish the belonging of a word to a certain part of speech, to determine the gender, number, case, declension and identify morphological and syntactic function. Expanding the passive and potential vocabulary of students is possible only with the possession of word-formation models, only with the help of this knowledge is it possible to accurately semantize unfamiliar derivative words.

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