



THE USE OF INFORMATION TECHNOLOGY IN THE PROCESS OF ASSESSMENTS OF LEGAL TERMINOLOGY

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INTRODUCTION

Over the past decades, international business activity has increased significantly all over the globe. Therefore, lawyers working in prestigious national organizations began to cooperate with international clients, draft contracts with companies located in different countries of the world, with different legal systems and traditions. For practical reasons, much of the international legal activity is conducted in English, and most legal documents are drafted in English, or in English and additionally in another language. This means that lawyers around the world need to learn the basics of legal English. In addition, there is a necessity of understanding the language of legal documents, which cause difficulty not only for students but also for most native speakers due to complex syntax, special terminology and the use of archaic words.

ABSTRACT

At the present stage, in teaching a foreign language, tasks aimed at the formation of communicative competencies that contribute to the achievement of the most important goal, consisting in the formation of a secondary linguistic personality, who are able to fully communicate in this language, become especially relevant. Therefore, in the process of developing communicative competence of future lawyers information communicative technologies can be helpful to teachers both in teaching and assessment of language skills.

It is known that legal English, that is, "legalese", is difficult even for native English speakers. Both oral and written forms of the legal language are not always understandable, even by educated native speakers, and it is difficult for them to understand the language that is used in court hearings. Before discussing the teaching of Legal English and its assessment, it is necessary to analyze the main characteristics of Legal English.

As noted by Badea E., the legal course of English in Romanian law schools is mainly intended for native English speakers, such as Introduction to Legal English or Professional English in Use [1].

METHODOLOGY

The methods and concepts of recent study of using ICT in language teaching make possible an analysis of the teaching methods, in their relation to institutional practices, and it has been



marked out and literature has been constituted as the object of a certain enshrinement.

Because of the degree of complexity it presents, legal vocabulary is often the focus of research in legal English teaching, and didactic material designed to introduce students to this complex area often focuses on a combination of terminology and content. Teaching legal English to prepare students to practice law requires special attention. From this point of view, it is impossible to teach Legal English in isolation from the specific legal context. Since there are many legal terms, the process of not only teaching, but also their assessment presents some difficulties for teachers. For this purpose, it is very important to use information technologies in the teaching process.

As we know, in recent years, there has been a tremendous growth of ICT (information and communication technologies) and now they are used in almost all spheres of life, including education. The use of ICT in education has recently begun to attract potential and significant progress in language learning in Uzbekistan. The use of ICTs in education is an integral part of learning, which can facilitate the process of teaching and learning a language for teachers and students. Several years have passed since the computer entered our lives, and we can no longer imagine a modern lesson without the use of ICT. As Hartoyo (2008) noted in his book, a computer is a tool and opportunity that makes it easier for people to learn a language, although the effectiveness of the learning depends entirely on the users. [1; 56] Technology in this era has grown not only in quality, but also in efficiency. The need for innovative

technology has led to a revolution in communication and the rapid development of the use of technology in teaching and learning. This technology has contributed to the improvement of language communication. Many types of applications that are used in the classroom have improved the learning process.

LITERATURE REVIEW

E. Badea note that the legal course of English in Romanian law schools is mainly intended for native English speakers, such as Introduction to Legal English or Professional English in Use [1].

Currently, the computer is an effective assistant and an integral part of our life, which allows us to improve the quality of training and the effectiveness of process control and the use of computers in the educational process is very important. The use of presentations allows each teacher to strengthen the mastery of educational materials by students and conduct classes at a qualitatively new level, instead of using ordinary boards to show slide films from a computer screen to a large wall screen or a personal computer (laptop) for each student. Colorfully designed presentations can solve the visual problem. One of the latest programs that can help teachers intensify and facilitate the legal terminology assessment process is iSpring Quiz Maker, which allows users to create smart quizzes and quizzes using advanced features such as branching scripts, teaching techniques, and customizing feedback. There are 23 types of questions, including multiple choice, true / false, filling the blanks, drag-and-drop questions, and more, which can be widely used in the teaching and learning process. You can completely customize the look of your short tests, and



you can record and paste audio or video files, images, and even formulas. Flexible scoring system allows teachers to make a unique assessment of the student's knowledge. For example, a test writer can set a score for points or percentages, give special points for correct answers, and set their own rules for deducting points for incorrect answers or partial answers to questions. In 2011, iSpring QuizMaker received the Brandon Hall Bronze Medal in the Best Advancement in Testing or Learning Technology category. [3] There is also Free QuizMaker on the iSpring Free model, which provides all the basic functionality of iSpring QuizMaker, and generates SCORM compliant courses.

RESULTS AND DISCUSSION

The very first step in creating tests in iSpring is choosing the questions you would like to create. The next step is how to add questions to your quiz. There are question types ranging from True / False to Blank. The number of customizable features available for your tests is overwhelming. With QuizMaker from iSpring, you can truly make the right test for your learners in a fraction of the time. Once you select the types of questions you want in your test, it is now a simple text editing process to suit your needs. After you complete the test, the only step is to start your presentation. ISpring QuizMaker is a versatile tool that allows for extensive customization and usability. The questionnaires and tests you create can be easily imported into your projects to create a presentation that not only informs but also tests the knowledge of your users. In general, the advantages of ICT in the process of teaching a foreign language and its assessment can be summarized as follows: technology facilitates access to an

authentic language; technology provides access to broader sources of information and a variety of languages; technology enables people to communicate with the world around them; technology allows a learner-centered approach; technology develops learner autonomy. ICTs help people to get information and communicate with each other in a wider range. In the context of language learning, ICT plays an important role as a "media", overcoming and facilitating the learning process, or direct communication between learners and teachers, although they are not present in the same room or place at a particular time. A language learning program can be created to enable students to study lessons with instructions, information, or additional clarification. ICT in language learning is used as a reference. A computer can store an unlimited amount of information or links that can be accessed anytime, anywhere. Fitzpatrick and Davis and Hartoyo outline seven ways to use ICTs in language learning as presentation, practice, creation, computer assessment, publishing, performing, communication and simulation.

In order to help the learners to master the learning material well teachers should present learning materials, especially text materials and audio-video.

Besides, some types of exercises can be practiced by using ICT. This will lead to analysis of student responses with appropriate feedback [1; 40]

Moreover, via usage of information technologies in the process of language teaching, teachers can create their own teaching materials using different types of apps.

Besides, to test and assess student comprehension after while or after courses



computer technologies have enormous role.

In order to share teachers or students work ICT can help for its publishing.

Programs as Flip grid, Power point, Web pages can assist in the process of performing audio recordings and editing tools for recording interviews, discussions, training materials.

Some programs can help students to communicate such as) e-mail, which allows language learners to communicate with "web friends" in other countries; 2) Tandem training; 3) computer notification; 4) web-based learning environment; 5) audio conferencing; 6) Video conferencing.

CONCLUSION

However, there are both advantages and disadvantages of ICT and in the process of language learning reduces the closeness of the relationship between teacher and students, which can negatively affect the emotional feelings of students in the

learning process. ICT is presented as a "bridge" to bridge the distance and "survive" in learning. In the case of distance, teachers can use ICT via videoconferencing so that they can teach or monitor the learning process of students. Therefore, the development of ICT is seen as the best way to teach and learn a particular language compared to existing methods. The use of tests prepared by the ISpring Quiz Maker program to test the knowledge of students increases their objectivity and allows you to determine the level of independent work, the nature of the student's thinking, which, in general, allows you to increase the effectiveness of the educational process. The implementation of test tasks by students and their subsequent analysis by the teacher helps to timely adjust the educational process, find an individual approach to each student.

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