1. **Теория и практика применения разработанных лексико-грамматических заданий на занятиях иностранного языка для повышения профессионально-лексических компетенций будущих юристов.**

Мною были рассмотрены несколько источников, но именно приведенные ниже стали опорой для моих методических разработок:

1. Callanan Helen, Edwards Lynda - Absolute Legal English – 2011.

Данный учебник не только позволяет улучшить английский язык в области права, но также является методическим пособием для подготовки к экзамену ILEC, который является экзаменом, проверяющим уровень английского правовой направленности для студентов, изучающих право, и юристов. Экзамен основан на реальных заданиях, которые встречаются в повседневной жизни практикующих юристов.

1. Just English. Английский для юристов. Базовый курс. Ю.Л. Гуманова, В.А. Королева – МакАри, М.Л. Свешникова, Е.В. Тихомирова. Под редакцией Т.Н. Шишкиной

Учебное пособие предназначено для студентов начальных курсов и включает в себя базовые материалы на английском языке по основам криминологии и криминалистики, принципы судебного разбирательства, обзор исправительных учреж­дений разных стран. В учебник включены современные аутентичные профес­сионально ориентированные материалы из правовых и общест­венно-политических источников Великобритании и США, об­работанные и адаптированные для студентов юридического профиля. Комплексный подход и междисциплинарные связи позволяют учитывать степень зна­комства с обсуждаемой проблематикой на родном языке. Ин­тенсивность достигается за счет предоставления разнообраз­ных текстов и заданий различного объема и степени сложности в пределах одного раздела*.* Современные методы дают возможность последовательно провести студентов по разделам специальной лексики, сформировать основные навыки работы - литературой по специальности и использовать полученные знания для беседы и дискуссии на изученные темы.

Пособие позволяет обучать студентов с различным уров­нем знаний и обеспечивает широкие возможности аудиторной и самостоятельной работы. Правовая лексика вводится тематически, закрепляется в разнообразных упражнениях и нахо­дит свое применение в дискуссиях и ролевых играх.

1. **Анализ заданий и разработка лексико-грамматических заданий собственных заданий.**

Мною были отобраны темы, которые вводят студентов в курс Правоведения, а именно когда и в каких странах возникли первые правовые документы. Во всех работах отрабатываются юридические термины, а также студенты вспоминают уже известные им лексические единицы, но уже в новом значении.

1. **Внедрение в педагогическую деятельность разработанных лексико-грамматических заданий.**

В 2017-2018 учебном году были разработаны приведенные темы, ввиду наличия специальных терминов, фразовых словосочетаний, а также ограниченного количества словарей в кабинете и с целью их качественного освоения материала, изучение этих тем было разбито на несколько занятий.

Работа№1 «Рождение Права. Законы Вавилона», была разбита на 2 пары: на 1 занятии студенты знакомятся с общими понятиями, переводя статью, а также выполняя лексические упражнения в этой статье, на 2 занятии студенты знакомятся со второй статьей, и проводится письменный перевод с использованием новых слов.

В работе №2 «Древняя Греция и Рим. Юридическое наследие Древней Греции и Рима» студенты продолжают знакомиться с историей развития права в Древнем мире. Помимо перевода статьи, студенты вспоминают тему словообразование и работают с уже знакомыми лексическими единицами, но в сфере Юриспруденции, отрабатывают ее с помощью составления предложений.

Работа №3 «Создание Британского права: Хартия Вольностей» оканчивает курс исторического развития права в мире: приведенная статья знакомит студентов с историей и переходит к лексике формы правления, правительство.

Работа №4 «Преступления и преступники» одна из самых близких для студентов, т.к. большая часть из них прослушали дополнительный курс «Уголовное право» в качестве повышения уровня своего образования. В работе рассматриваются виды преступлений, причины преступлений, используются различные виды лексических упражнений.

Представленные в таком варианте темы для изучения дали более высокий и качественный результат. Планируемые результаты были достигнуты студентами ввиду повышения интереса, мотивации к изучаемому материалу, на занятиях ярко проявились активность и самостоятельность студентов.

*Работа №1*

**THE FIRST LAWS: LAWS OF BABYLON**

**The Birth of Law**

Rules and laws — and the conventions or customs from which they are descended — have been a part of human life ever since our ancestors first began to live in large and settled groups. But our knowledge is vague of laws that were in effect before the invention of writing in about 3500 B.C. The earliest known legal text was written by Ur-Nammu, a king of the Mesopotamian city of Ur, in about 2100 B.C. It dealt largely with compensation for bodily injuries, and with the penalties for witchcraft and runaway slaves.

*TASK 1 Find in the text the words that mean the following:*

1. the use of magic power, especially with the aid of evil spirits
2. a punishment imposed for a violation of law or rule
3. an accepted social custom or practice
4. not clearly or explicitly stated or expressed
5. payment for damage or loss, restitution
6. one from whom a person is descended
7. harm or damage done or suffered

*TASK 2. Answer the following questions:*

* 1. Why is it difficult to judge about the earliest laws?
	2. Where and why did the first laws appear?
	3. What issues did the early laws emphasize? Why?

*TASK 3. The word LEGAL has the following meanings in Russian:*

* + 1. юридический

legal person — юридическое лицо

* + 1. правовой

legal text — правовой текст

* + 1. судебный

legal action — судебный иск

* + 1. законный, дозволенный законом legal owner — законный владелец
		2. легальный

legal activities — правомерная, законная деятельность

*Match the following English expressions with their Russian equivalents.*

* + - 1. legal activities а) законные права
			2. legal address b) законный владелец
			3. legal advice с) имеющий законную силу
			4. legal age d) использовать свое законное право
			5. legal costs
			6. legal decision e) история права
			7. legal document f) консультация юриста
			8. legal entity g) правовая защита
			9. legal ethics h) правовой документ
			10. legal expert i) правовой статус
			11. legal history j) правомерная, законная деятельность
			12. legal language
			13. legal owner k) профессиональная этика юриста
			14. legal procedure
			15. legal protection 1) решение суда
			16. legal rights m) совершеннолетие
			17. legal status n) стать юристом
			18. of legal force о) судебные издержки
			19. to enjoy one's legal rights p) судопроизводство
			20. to enter the legal profession q) юридическая терминология

r) юридический адрес

s) юридическое лицо

t) юрисконсульт; юридический советник

*TASK 4. Read the text and write down Russian equivalents for the words and expressions in bold type:*

Laws of Babylon

One of the most detailed ancient legal codes was drawn up in about 1758 B.C. by Hammurabi, a king of Babylonia. The entire code, consisting of 282 paragraphs, was carved into a great stone pillar, which was set up in a temple to the Babylonian god Marduk so that it could be read by every citizen.

The pillar, lost for centuries after the fall of Babylon in the 16th century B.C., was rediscovered by a French archaeologist in 1901 amid the ruins of the Persian city of Hammurabi's words were still legible. The pillar is now in the Louvre museum in

Paris.

The laws laid down by **Hammurabi were more extensive than any that had gone before**. They covered crime, divorce and marriage, the rights of slave owners and slaves, the settlement of debts, inheritance and property contracts; there were even regulations about taxes and the prices of goods.

Punishments under the code were often harsh. The cruel principle of revenge was observed: an eye for an eye and a tooth for a tooth, which meant that criminals had to receive as punishment precisely those injuries and damages they had inflicted upon their victims. Not only murderers but also thieves and false accusers faced the death penalty. And a child who hit his father could expect to lose the hand that struck the blow. The code outlawed private blood feuds and banned the tradition by which a man could kidnap and keep the woman he wanted for his bride. In addition, the new laws took account of the circumstances of the offender as well as of the offence. So a lower-ranking citizen who lost a civil case would be fined less than an aristocrat in the same position — though he would also be awarded less if he won.

**Nevertheless, Hammurabi's laws represented** an advance on earlier tribal customs, **because** the penalty could not be harder than the crime.

*TASK 5. Find in the text the English equivalents for the following law-related ivords and expressions. What concepts bring these groups of words together?*

|  |  |  |
| --- | --- | --- |
| ворклеветникправонарушительправонарушениепреступлениекровная местьнаносить ущербнаносить увечьяпохищать | смертная казньнаказаниештрафоватьполучать компенсацию | бракразводналогинаследстводолгицены на товарыгражданское делоправа рабовимущественные контракты |

*TASK 6. Answer the following questions:*

* + - * 1. Why do you think Hammurabi decided to have his laws carved into a pillar?
				2. Why was the pillar set up in a temple?
				3. What spheres of human life were covered by Hammurabi's code? Explain the choice.
				4. How do you understand the principle "an eye for an eye and a tooth for a tooth"?
				5. In your opinion, were punishments always fair?
				6. Why do you think people of different ranks were treated differently by Hammurabi's code?

TASK 7. Translate the following passage into English paying special attention to the words and expressions in bold type:

Кодекс Хаммурапи

В 1901 году французские археологи обнаружили камен­ный столб среди руин персидского города Сузы. Текст, высе­ченный на столбе, был древнейшим сводом законов. Он был со­ставлен Хаммурапи, царем Вавилона, в XVIII столетии до н. э.

Кодекс Хаммурапи состоит из 282 статей. Выставленный в храме вавилонского бога Мардука, 'столб законов' должен был служить правосудию и одновременно напоминать: законы должны знать все.

Кодекс охватывал все сферы жизни. Он ставил вне закона кровную месть, убийство, похищение невесты. Наказания за них были суровы.

В основе Кодекса лежит идея талиона: наказание долж­но быть "равным" преступлению — 'око за око, зуб за зуб'. В соответствии с кодексом, если человек, обвинивший другого в краже, не мог привести свидетелей, подтверждающих его слова, ему грозила смерть как клеветнику.

Кодекс также рассматривал вопросы имущества и на­следства. Хаммурапи **устанавливал** денежный штраф, **при** назначении **которого** учитывалось **как** само правонарушение, так социальное положение граждан.

*Работа №2*

**THE FIRST LAWS: ANCIENT GREECE AND ROME**

*TASK 1. Read the text* and *write down Russian equivalents for the words* and expressions m *bold type:*

**The Legal Heritage of Greece and Rome**

The ancient Greeks were among the first **to develop** a **concept of law** that separated everyday law from **religious beliefs.** Before the Greeks most civilizations **attributed** their laws **to** their gods or goddesses. Instead, the Greeks believed that **laws** were made **by the people for the people.**

In the seventh century **B**.C., Draco\* drew **up** Greece's first written code of laws. Under Draco's code death was the

**punishment for most offenses.** Thus, the term ***dracoman*** usually applies to **extremely harsh measures.**

Several decades passed before Solon — poet, military hero, and ultimately Athens' **lawgiver** — devised a new code of laws. **Trial by jury,** an ancient Greek tradition was retained, but **enslaving debtors** was prohibited as were most of the harsh punishments of Draco's code. **Under Solon's** law citizens of Athens **were eligible to** serve in the assembly and courts were established in which they could **appeal government decisions.**

**What** the Greeks may **have contributed to** the Romans was the concept **of** 'natural law'. In essence, natural law was based on **the** belief that certain **basic principles are** above **the** laws of **a** nation. These principles **arise from** the nature of people. The concept **of** natural law and the development of the first true legal system **had a profound effect on** the modern world.

**\*Draco** — ['dreikou] — Драконт, афинский законодатель

*TASK 2. Complete the following table with the appropriate verb or noun form.*

|  |  |
| --- | --- |
| **Verb** | **Noun** |
| to attribute |  |
|  | belief |
|  | punishment |
| to develop |  |
|  | offence |
| to separate |  |
|  | decision |
| to apply |  |
|  | government |
| to prohibit |  |
| to serve |  |
| to establish |  |
| to appeal |  |
| to refer to |  |

*TASK 3. Work in teams. Make up a logical law-related story containing both verbs and nouns from Task 2. Use no fewer than* 7 *words.*

*TASK 4. Answer the following questions:*

1. What does the ancient Greek concept of law comprise?
2. Why were the first laws mainly attributed to divine powers?
3. What is the origin and the meaning of .the word 'dracoman'?
4. How do you understand the concept of 'natural law5?
5. What was Solon's contribution to ancient law?

*Работа №3*

**THE FOUNDATION OF BRITISH LAW: THE MAGNA CARTA**

*TASK 1. Read the text and write down Russian equivalents for the words and expressions in bold type:*

**The Magna Carta**

At the heart of the English system are two principles of government — **limited government** and **representative government.** The idea that government **was** not **all-powerful** first appeared in the Magna Carta\*, or Great Charter, that King John\*\* **signed** in **1215** under the **threat of civil war.**

Earlier kings of England had issued charters, making promises to their barons. But these **were granted** by, not **exacted from** the king and were very generally phrased. Later the tension between the Kings and **the nobility** increased. Since 1199 John's barons had to be promised their rights. It is, **therefore,** not surprising that Stephen Langton, archbishop of Canterbury, directed **baronial unrest** into a **demand for** a **solemn grant** of **liberties** by the king. The document known as the Articles of the Barons **was** at last **agreed upon** and **became** the **text** from which **the final version** of the charter **was drafted** and sealed by John on June 15, 1215.

The Magna Carta **established the principle of limited government,** in which the **power of the monarch,** or government, was limited, **not absolute.** This document **provided** for **protection against unjust punishment and the loss of life, liberty, and property except according to law. It stipulated** that **no citizen could be punished or kept in prison without a fair trial. Under the Magna Carta,** the king agreed that certain **taxes** could not **be levied** without **popular consent.**

**Although** the Magna Carta was **originally** intended **to protect aristocracy** and not the **ordinary citizens,** it came in time **to be regarded** as a **cornerstone of British liberties.** It is one of the oldest **written constitutional papers.**

\* Magna Carta — Великая Хартия Вольностей

\*\*King John — Иоанн Безземельный, английский король (1199—1216)

*TASK 2 The word* ***GOVERNMENT*** *has the following meanings in* Russian:

1. **государственная власть**

executive government — исполнительная власть judicial government — судебная власть legislative government — законодательная власть

1. **управление, руководство**

to carry out the government of a state — осуществлять уп­равление государством

1. **форма правления, государственное устройство, поли­тический строй**

democratic /republican / federal / parliamentary government — демократическая /республиканская / феде­ральная / парламентская форма правления

constitutional government — конституционная форма прав­ления

a system of government — система правления

1. **правительство, правительственный аппарат**

Liberal /Labour/ Conservative Government — либеральное /лейбористское/ консервативное правительство

to form the government — сформировать правительство

*Match the following English expressions with their Russian equivalents:*

|  |  |
| --- | --- |
| 1) arbitrary government2) authoritarian government3) colonial form of government4) government investigation5) government of the day6) government offices7) government official8) government party9) government(al) department10) government(al) regulation11) government's term of office12) Her Majesty's Government13) local government14) military government15) mixed government16) organs of government17) parliamentary government18) presidential government19) provisional government20) representative government21) to dissolve the government | а) действующее правительствоb) местное самоуправлениес) военная администрацияd) смешанная форма правленияе) парламентское правлениеf) правительство Ее Величестваg) правящая партияh) правительственные учрежденияi) представительная форма правленияj) временное правительствоk) распустить / расформироватьправительство1) органы государственного управленияm) автократияn) президентская властьо) авторитарная форма правленияр) правительственное ведомствоq) правительственное расследованиеr) колониальная формагосударственного устройстваs) постановление правительстваt) правительственный чиновникu) срок полномочий правительства |

*TASK 3. Answer the following questions:*

1. What were the two basic principles of the English system of government at the beginning of the 13th century? How do you understand these principles?
2. What political situation necessitated the granting of the Magna Carta?
3. What provisions did the Magna Carta contain?
4. Who enjoyed the rights granted by the Magna Carta?

*TASK 4. Render the following passage into English paying special attention to the words and expressions in bold type:*

Великая Хартия Вольностей

Великая Хартия Вольностей — это **грамота, подписанна**я в 1215 английским королем Иоанном I. Она составлена на ла­тинском языке и содержит 63 статьи. Этот документ был под­писан в результате **недовольства баронов** усилением **королев­ской власти, налоговым гнетом** и неудачной внешней полити­кой короля. Большинство статей отражало и защищало инте­ресы аристократии. **Однако** другие сословия также получили **значительные права**.

Великая Хартия Вольностей **гарантировала** соблюдение королем определенных обязательств по отношению к баронам, запрещала королю **взимать налоги** без **согласия подданных**. Хартия положила начало свободе личности. **Ни один человек не мог быть арестован, заключен в тюрьму, лишен собственности или покровительства законов, изгнан или подвергнут иной каре иначе, как по суду равных ему и согласно законам страны**.

Это был первый в истории Англии документ, **ограничива­ющий власть короны и провозглашающий права и свободы** подданных. Великая Хартия Вольностей стала **краеугольным камнем английских свобод**. Многие ее статьи получили разви­тие в Акте Хабеас Корпус и Билле о правах.

Великая Хартия Вольностей сыграла важнейшую роль в английской истории. Она и сейчас входит в число действующих актов конституции Великобритании.

*Работа №4*

**CRIMES AND CRIMINALS**

**Law Breakers**

*TASK 1. Match each word on the left with the appropriate definition on the right:*

1. an arsonist a) attacks and robs people, often in the street
2. a shop-lifter b) sets fire to property illegally
3. a mugger c) is anyone who breaks the law
4. an offender d) breaks into houses or other buildings to steal
5. a vandal e) steals from shops while acting as an ordinary customer
6. a burglar f) kills someone
7. a murderer g) deliberately causes damage to property
8. a kidnapper h) steals things from people's pockets in crowded places
9. a pickpocket i) gets secret information from another country
10. an accomplice j) buys and sells drugs illegally
11. a drug dealer k) takes away people by force and demands money for their return
12. a spy 1) helps a criminal in a criminal act
13. a terrorist m) uses violence for political reasons
14. an assassin n) causes damage or disturbance in public places
15. a hooligan o) hides on a ship or plane to get a free journey
16. a stowaway p) takes control of a plane by force and makes the pilot change course
17. a thief q) murders for political reasons or a reward
18. a hijacker r) is someone who steals
19. a forger s) makes counterfeit (false) money or signatures
20. a robber t) is a member of a criminal group
21. a smuggler u) steals money, etc. by force from people or places
22. a traitor v) marries illegally, being married already
23. a gangster w) is a soldier who runs away from the army
24. a deserter x) brings goods into a country illegally without paying tax
25. a bigamist y) illegally carries drugs into another country
26. a drug smuggler z) betrays his or her country to another state

*TASK 2. Continue the following table with the words from Task 1 where -possible. The first few are done for you. Consult the dictionary when necessary:*

|  |  |  |
| --- | --- | --- |
| **Crime** | **Criminal** | **Criminal Act** |
| treason | traitor | to betray |
| theft | thief | to steal |
| murder | murderer | to murder |

**THE CAUSES OF CRIME**

*TASK 3. Match the following headings with the sections of the text below;*

**Psychological and psychiatric theories**

**Biological theories**

**Multiple causation theory**

**Social environment theories**

**Theological and ethical theories**

**Climatic theory**

* 1. No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are perverse persons who deliberately commit crimes or, who do so at the instigation «I the devil or other evil spirits. Although this idea has been discarded by modern criminologists, it persists among uninformed people and provides **tho rationale for** thy" harsh **punishments** still meted out to criminals in many parts of the world.
	2. Since the 18th century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime on **scientific, rather than** theological, grounds was made at the end **of** the 1811' century by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull **structure** and **criminal** proclivities. This theory, popular during the 19th century, is **now** discredited and has been abandoned. A more sophisticated theory — a biological one — was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that, crimes were committed by persons who are born with **certain** recognizable hereditary physical traits. Lombroso's theory **was** disproved early in the-20th century by the British criminologist t Charles Goring. Goring's comparative study of jailed **criminals** and **law-abiding persons** established that so-called **criminal** types, with **innate dispositions to crime,** do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities-of the brain and of the endocrine system contribute to a person's **inclination toward criminal** activity.
	3. Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted **to relate criminal behavior to natural, or physical** environment

His successors have gathered evidence tending to show that crimes against person, such as homicide, are relatively more numerous in warm climates, whereas crimes against properly, such л;; theft, are more frequent in crimes regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

* 1. Many prominent criminologists of the 19lb century, particularly those associated with the Socialist movement, attributed crime **mainly** to the influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to **theft, burglary, prostitution, and other offences.** The incidence of crime especially tends to' rise in times of widespread **unemployment.** Present-day criminologists take a broader and deeper view; they place the blame for must crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, hick of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions engender feelings **of** deprivation and hopelessness and **are conducive to crime** as a **means of** escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime.

Some theorists relate **the** incidence of crime **to** the general state of a culture, especially the impact of economic crises, wars, and revolutions and the general sense of insecurity and uprootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and fearful of the future, the crime **rate tends** to rise. This is particularly true of juvenile crime, as the experience of the United States since World War П has made evident.

* 1. The final major group of theories are psychological and psychiatric. Studies by such 20lh century investigators as the American criminologist Bernard Glueck and the British psychiatrist William **Healy** have indicated that about one-fourth of a typical **convict population** is psychotic, neurotic, or **emotionally unstable** and another one-fourth **is mentally deficient.** These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more prone to **criminality.** Recent studies of criminals **have thrown** further Sight **on** the kinds of emotional disturbances that may **lead to criminal behavior.**

**6** Since the mid-20th century, the notion that crime can be explained by any single theory has fallen into disfavor among investigators. Instead, experts incline to so-called **multiple factor,** or **multiple causation** theories. They reason that **crime springs from a multiplicity of conflicting and converging influences —** biological, psychological, cultural, economic and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is **difficult to determine.**

*TASK 4. Find in the texts above the English equivalents for the following words and expressions and reproduce the context in which they were used:*

1. мошенничество
2. кража
3. убийство
4. кража со взломом
5. сравнительный анализ преступников и законопослушных граждан
6. соотнести преступное поведение с факторами окружаю ­щей среды
7. преступления против человека
8. преступления против собственности
9. совершать преступления умышленно
10. некоторые узнаваемые наследуемые черты
11. выдающиеся ученые-криминологи
12. ряд условий
13. уровень преступности
14. быть склонным к преступной деятельности
15. пролить свет на проблему
16. теория многообразия факторов
17. достоверная теория

*TASK* 5. *Answer the following questions:*

What concepts formed the basis of the earliest criminological theories?

How did the biological theories develop?

What was Montesquieu's approach to causes of crime?

What views on crime predominated in the 19th  century?

How did criminological theories develop in the 20th  century?

What is the relationship between the mental and emotional state of a person and his or her inclinations to crime?

What are the latest views on the causes of crime?