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**THE INFLUENCE OF LEGAL LANGUAGE ON THE FORMATION OF
LEGAL DISCOURSE AMONG YOUNG LAW STUDENTS**

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This article examines the difficulties arising in the process of understanding legal terminology during its acquisition, study, and analysis. The relationship between the level of mastery of legal language and the development of legal thinking is considered. The main focus of the study is placed on legal language as a means of understanding legal discourse. The author also reveals the role of modern education and its impact on the formation of legal culture among law students, and substantiates the need to improve educational approaches in the learning process.

Introduction

At the present stage of development of the rule of law and of citizens residing within the territory, the formation of a legal consciousness within society is becoming a particularly significant process, in which the legal education system plays a key role. It ensures compliance with legal norms, the development of knowledge of the law and a respectful attitude towards it, as well as the development of an individual's legal culture.

This principle is enshrined in the Constitution of the Republic of Uzbekistan (Article 50), [1] according to which everyone is guaranteed the right to education, which is the most

important foundation for the formation of an individual's legal culture and legal consciousness.

An individual's legal culture is understood as a system of legal values that reflects the level of development of society's legal consciousness and is manifested in the legal behaviour of citizens. It demonstrates the level of society's legal consciousness and how it is expressed in people's daily lives and behaviour. [2]

The legal culture of social relations is aimed at developing the legal awareness of the population and strengthening the legal foundations of society. It is characterised by the development of legal consciousness and the safeguarding of individual freedom, as well as the legal protection of the individual as a citizen.

The importance of the individual and their development is enshrined in the Constitution of the Republic of Uzbekistan (Article 21), which states that everyone has the right to the free development of their personality.[1] This constitutional provision emphasises the state's duty to create conditions for the all-round development of the individual, including the fostering of their sense of justice, legal culture and active citizenship.

Main Body

Within the scope of this study, particular attention should be paid to law students as representatives of the current generation of learners (Gen Z – those born roughly between the mid-1990s and the early 2010s), who exhibit altered patterns of information processing, high engagement with the digital environment and other cognitive learning strategies. In these circumstances, the difficulties of mastering legal language take on not only an educational character (the complexity of understanding terms), but also a cognitive-psychological character (how the student thinks and perceives information during the learning process).

The transition from the school education system to university is linked to a change in the organisation and perception of knowledge and the learning process: from constant supervision by the lecturer to independent work by the student. This transition requires well-developed self-organisation skills and highlights the instability of academic motivation, as students often have poorly developed self-discipline. A lengthy three-month adaptation period is required to master the skills and legal introductory routines, which do not always prove sufficient in the first year.

From a psychological perspective, such a transformation of the learning environment may lead to a phenomenon known as academic maladjustment, in which the ability to systematically assimilate legal terminology and manage coursework is diminished. As a result, procrastination and fragmented learning are exacerbated, which is particularly

noticeable when mastering legal language, which requires a high degree of concentration and precision of thought. The three-month period serves as an indicator that if a student fails to develop legal habits, this may lead to doubts (did they make the right choice of specialisation?).

Theoretical Framework

Research into curricula covers a wide range of educational issues and extends beyond individual disciplines, addressing learners' personal development, the social context of learning, and the influence of the education system on the formation of worldviews.

The academic literature emphasises that the learning process cannot be viewed solely as the transfer of knowledge, as it encompasses the student's overall educational experience. In this regard, researchers, including Morrison, highlight the need to employ various theoretical approaches to the analysis of curricula.

In this context, it is not only the content of educational programmes that becomes important, but also their structure. The concept of the personal curriculum is regarded as a modern approach aimed at taking into account the individual characteristics of learners and adapting the educational process. [4]

Legal language and legal discourse

In this context, legal language functions not only as a system of professional terminology, but also as the basis for the formation of legal discourse. Legal discourse represents the process of using legal language in educational and professional settings, within which the interpretation, discussion and understanding of legal norms take place.

Thus, a student's command of legal language directly influences their ability to engage in legal discourse, which in turn shapes their legal culture and professional thinking.[3]

The Author's Model (Oxford Law / Sarbon Law Program)

As part of this approach, in November 2025 the author developed a bespoke educational system provisionally named 'Oxford Law', which was subsequently adapted and structurally revised into the 'Sarbon Law Program' model. This system was designed as a personalised curriculum, involving the division of the first-year programme (First Year Semester) into semesters with a clear structure of internal modules.

Within the developed model, key sections were identified, including the setting of learning objectives, planning of the teaching process and structuring of educational content. Particular attention was paid to a comparative analysis of the educational programmes at Oxford and the Sorbonne, on the basis of which the logic for constructing the system was formed.

The programme structure also incorporated a learning system defining methods for mastering the material, including essay writing, reading academic literature, and working with legal definitions and academic sources.

Prior to the programme's launch, a 'Getting Started' section was included to serve as an introductory phase, along with a 'My Purpose' section aimed at setting learning objectives. Additionally, a timetable for the course (day, week, month) was developed, bringing the system closer to an academic syllabus.

The aim of the programme was to foster a systematic approach to the study of legal disciplines, to develop independent thinking, and to strengthen skills in legal language through a personalised educational pathway. The academic significance of the author's model lies in the fact that it represents the practical implementation of the concept of an individual educational pathway within the context of legal education. This system demonstrates the possibility of integrating theoretical approaches from curriculum studies with the practical organisation of the teaching process.

Psychological aspect

From a psychological perspective, the formation of sustainable learning skills is linked to the development of self-regulation, motivational stability and cognitive discipline. These factors determine a student's ability to work effectively with legal language, which is characterised by a high degree of formalisation and abstraction.

Conclusion

Thus, students' mastery of legal language is linked not only to educational factors but also to cognitive and psychological factors influencing adaptation to university study. A lack of self-organisation can lead to procrastination and a decline in the quality of learning.

Legal language forms the basis for the development of legal discourse and legal culture among future lawyers. The personalisation of the educational process (personal curriculum), including the 'Oxford Law / Sarbon Law Programme' model, plays a significant role in enhancing the effectiveness of teaching.

Overall, the combination of traditional and personalised approaches contributes to a more effective mastery of legal disciplines.

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