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## FORMATION OF INTERCULTURAL COMPETENCE OF A LAWYER IN TEACHING A FOREIGN LANGUAGE (IN AN EXAMPLE OF TSUL)

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**Abstract.** The paper examines intercultural competence of a future lawyer and its importance in teaching a foreign language. Indeed, the ability of a lawyer to productive intercultural interaction in the professional sphere, based on the possession of multicultural knowledge, skills, and abilities of communicative, sociocultural, and professional content; communication strategies of a lawyer; and professionally significant qualities of a lawyer's personality, is understood as intercultural competence of a lawyer. This competency has four interconnected components: communicative, sociocultural, professional-profile, and personal-psychological. The goal of the paper is to define intercultural competence of future lawyers, particularly those who are studying at Tashkent State University of Law. For this purpose, the author stresses on the views and definitions of various scholars and based on them the main components of the intercultural competence of a lawyer are explained. The methods employed in the study are descriptive, contextual, comparative and conceptual analysis. All in all, this paper could be of importance in the formation of intercultural competence of law students.

**Keywords:** competence, intercultural competence, lawyer, foreign language, component, professional communication, non-linguistic university.

### CHET TILINI O'QITISHDA YURISTNING MADANIYATLARARO KOMPETENSIYASINI SHAKLLANTIRISH (TDYU MISOLIDA)

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**Annotatsiya.** Maqolada bo'lajak yuristning madaniyatlararo kompetensiyasi va uning chet tilini o'rgatishdagi ahamiyati muhokama qilinadi. Darhaqiqat, yuristning kommunikativ, ijtimoiy-madaniy va kasbiy mazmundagi multikultural bilim va ko'nikmalarga ega bo'lishiga asoslanib, kasbiy sohada samarali madaniyatlararo o'zaro hamkorlik qilish qobiliyati, muloqot strategiyalari va yuristning kasbiy jihatdan muhim shaxsiy xususiyatlari yuristning madaniyatlararo kompetensiyasi sifatida tushuniladi. Ushbu kompetensiya o'zaro bog'liq bo'lgan to'rtta komponentdan iborat: kommunikativ, ijtimoiy-madaniy, kasbiy profil va shaxsiy psixologik. Maqolaning maqsadi bo'lajak huquqshunoslar, xususan, Toshkent davlat yuridik universitetida tahsil olayotgan huquqshunoslarning madaniyatlararo kompetensiyasini ta'riflashdan iborat. Buning uchun muallif turli olimlarning qarashlari va ta'riflariga e'tibor qaratadi, ular asosida yuristning madaniyatlararo kompetensiyasining asosiy tarkibiy qismlarini izohlaydi. Tadqiqotda qo'llanilgan metodlar tavsifiy, kontekstual, qiyosiy va konseptual tahlilni o'z ichiga oladi. Umuman olganda, maqola huquqshunos talabalarning madaniyatlararo kompetensiyasini shakllantirishda muhim ahamiyat kasb etishi mumkin.

*Kalit so'zlar:* kompetensiya, madaniyatlararo kompetensiya, yurist, chet tili, komponent, kasbiy muloqot, nolingvistik universitet.

## ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ЮРИСТА ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ (НА ПРИМЕРЕ ТГЮУ)

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**Аннотация.** В статье рассматривается межкультурная компетенция будущего юриста и ее значение в обучении иностранному языку. Так, способность юриста к продуктивному межкультурному взаимодействию в профессиональной сфере, основанная на владении поликультурными знаниями, умениями и навыками коммуникативного, социокультурного и профессионального содержания; коммуникативные стратегии юриста и профессионально значимые качества личности юриста понимаются как межкультурная компетентность юриста. Эта компетентность имеет четыре взаимосвязанных компонента: коммуникативную, социокультурную, профессионально-профильную и личностно-психологическую. Целью статьи является определение межкультурной компетентности будущих юристов, в частности обучающихся в Ташкентском государственном юридическом университете. Для этого автор акцентирует внимание на взглядах и определениях различных ученых и на их основе разъясняет основные составляющие межкультурной компетентности юриста. Методы, использованные в исследовании, включают описательный, контекстуальный, сравнительный и концептуальный анализ. В целом данная работа может иметь важное значение в формировании межкультурной компетентности студентов-юристов.

**Ключевые слова:** компетенция, межкультурная компетенция, юрист, иностранный язык, компонент, профессиональное общение, неязыковой вуз.

### Introduction

Currently, the educational and upbringing in Uzbek universities are based on conceptual principles of the anthropocentric educational paradigm. The person, his personal development, self-development, and ability to interact with others, is the core object of modern information and communication culture. The social order for a competitive, highly professional graduate of higher education who is able to successfully carry out his labor activity not only within Uzbekistan, but also overseas, is determined by its economic and political progress. One of the most essential aspects of personality development of a university student is his professional development. Teaching a foreign language to students of a non-linguistic university is currently aimed at mastering a foreign language as a means of solving professional challenges in

situations of international collaboration, and individual intellectual and moral development, among other things. In order to formulate goals for teaching a foreign language to future bachelors of law, we believe that social and pedagogical prerequisites must be considered. As social precondition for goal setting, we consider the function of a lawyer in society and the characteristics of his professional activity. The major social functions of a lawyer were identified through a theoretical review of scientific legal literature:

- rule-making and ensuring the application, observance of the law by individuals and legal entities;
- resolution of legal problems / conflict situations in all spheres of society activity;
- protection of citizens' legal, socio-economic interests, legal assessment, and legal support for their activities.

The foregoing functions are carried out by attorneys using methods of legal activity that are widely accepted in the legal community, such as the language of law, the legislative system, stereotypes and techniques of lawyer behavior, professional ethics, and problematic thinking [1, p. 59]. From a culturological standpoint, the stated modes of legal practice enable the existence of a distinct culture within the legal community - a professional subculture of attorneys. A subculture is defined as "a section of the nation's general culture that differs from the dominant culture in language, philosophy on life, conduct, hairstyle, clothes, and customs". Although there may be significant differences, the subculture does not challenge the prevailing culture" [2, p. 80]. A lawyer in legal science is "a quality of an individual, which involves the presence of legal knowledge, abilities, acquired legal traditions, and stereotypes of behavior", according to the anthropocentric paradigm of education [3, p. 185]. In addition, scientists pay close attention to a lawyer's personality, and in its structure, they find professionally significant elements of a lawyer's personality that influence his professional conduct tactics [4, p. 45]. Legal consciousness, law-abidingness, justice (truthfulness), social responsibility, citizenship, patriotism, political impartiality, discipline, ethical and mental stability, empathy, decency, nobility, tact, and decision-making independence are the main professional significant qualities of a lawyer's personality, according to scientists [5, p. 90]. Professional communication is the foundation of a lawyer's professional activities. In the process of highly regulated interpersonal communication, a lawyer supervises relationships between persons at various levels using legal principles (oral and written). In the practice of international economic relations, a lawyer

uses professional communication in a foreign language to preserve the economic, legal, and political interests of the country. According to the theory of intercultural communication, the Uzbek professional subculture of attorneys interacts with the foreign subculture in the process of foreign language professional communication. The Uzbek lawyer is a symbol of the professional subculture of the country; his image and stereotypes of verbal and nonverbal behavior reflect the legal picture and level of legal consciousness of the country.

The efficiency of intercultural communication in every domain of communication, including professional communication, is understood to be dependent on the level of intercultural competence or professionally oriented intercultural competence possessed by communicants. This allows us to define the primary purpose of teaching a foreign language to future law students as the development of a lawyer's intercultural competency. Including this research, I.L. Pluzhnik's definition of professionally focused intercultural competence appears to be the most correct. "Intercultural foreign language professional competence", as defined by the scientist, is "a holistic integrative ability to conduct effective tasks in a foreign-language professional subculture, taking into account its thesaurus, culturally distinctive values, and behavioral norms" [6, p. 7].

According to scientific data, the development of the characteristics of a multicultural personality of students occurs during the process of developing intercultural competence. In this light, it is reasonable to see the development of a lawyer's intercultural competency as a strategic purpose of teaching a foreign language to future law students. Based on advertisements for lawyer vacancies, an analysis of the types of professional activities

of lawyers of various profiles revealed that job duties performed through intercultural communication in the field of jurisprudence can be divided into two groups depending on the predominant form of communication. As a result, we've identified two kinds of lawyer responsibilities: 1) written intercultural communication is required;

2) spoken intercultural communication is required.

The first category includes: designing and preparing legal papers in foreign languages; implementing written business communication in a foreign language with foreign partners, colleagues, or clients; and interpreting Uzbek and foreign legislation in L 2.

Oral intercultural communication is required for the following job responsibilities: conducting business negotiations with foreign partners; providing legal advice to foreign colleagues or clients; public representation of Uzbek companies or clients in international judicial bodies; implementation of legal support for economic international activities of organizations; participation in foreign or international conferences and advanced training programs.

Along with the functional importance of oral intercultural communication in the subject of law, the socio-political significance of this style of communication from the perspective of conflictology is also crucial to emphasize. The adoption of peaceful legal means of settling issues in the course of international cooperation adds to the strengthening of the Uzbek state. Negotiations, legal help, and consulting are examples of conventional legal methods for settling conflicts and challenging circumstances [7, p. 12].

Because of the communicative nature of the legal profession and the importance of oral intercultural communication in the field of jurisprudence in international practice,

we can consider foreign language skills of oral intercultural communication in the field of jurisprudence as the foundation for the development of an attorney's intercultural competence. As a result, the practical purpose of teaching a foreign language to prospective law students is the development of foreign language abilities in oral intercultural communication in the legal area.

### **Materials and methodology**

Intercultural competence with a professional focus is made up of two key components: intercultural and professional. To characterize the structure of a lawyer's intercultural competence, we looked at scientific definitions and structural models of intercultural competence, as well as the substance of the professional component in relation to the sorts of lawyerly tasks. Intercultural competence is defined as "a person's ability to exist in a multicultural society, to obtain a successful comprehension of representatives of other cultures and representatives of their own culture" in methodological science [8, p. 134]. With a variety of definitions of the concept of "intercultural competence" in modern domestic and foreign scientific literature, one can single out a general approach to its interpretation. Many scientists emphasize the functional side of intercultural competence, which is the ability of communicants to achieve mutual understanding and comparative knowledge of linguistic cultures and etc. M. Byram, for example, focuses on the issue of participants' mutual understanding in intercultural interactions and defines intercultural competence as the ability to comprehend a problem situation based on knowledge of representatives of another culture's moral values and adapt one's behavior to the norms of another linguocultural society [9].

Intercultural competence, according to M.S. Lukyanchikova, is "the ability to accomplish success / establish



comprehension, and create a new intercultural communicative community through contacts with representatives of a different cultural community" [10, p. 289].

In the course of intercultural interaction, V.P. Furmanova concentrates on the comparison process. Intercultural competence, according to the scientist, is "a set of basic information and the ability to appropriately use it in a specific setting based on a comparison of two or more cultures" [11, p. 45]. "Intercultural discourse is conceivable if its participants in the process of communication are able to broadcast their own culture and borrow artifacts from another culture", according to E.P. Glumova [12, p. 227].

The structure of intercultural competencies is described by domestic and international scientists as a complex of other subcompetences or numerous methodically specified components, according to a review of studies. Language, speech, sociocultural or intercultural knowledge, skills, and talents; personal characteristics of the individuals in the encounter; and behavioral and communication methods are all examples of designated components. Since the research is devoted to the development of intercultural competence of non-linguistic university (TSUL) comparative and conceptual methods are employed among teachers asking their opinions regarding the concept of "intercultural competence" and the ways of developing it. For this, open-ended survey was conducted with 10 items and the results were gained gathering main ideas.

### **Research findings**

Foreign scholars provide a model of intercultural competence with a simple structure, consisting of relationships, knowledge (cultural or sociocultural), communication skills and techniques, as well as communicants' personality qualities [13, p. 122]. The link of the notions of "intercultural competence" and "foreign language communicative competence" is

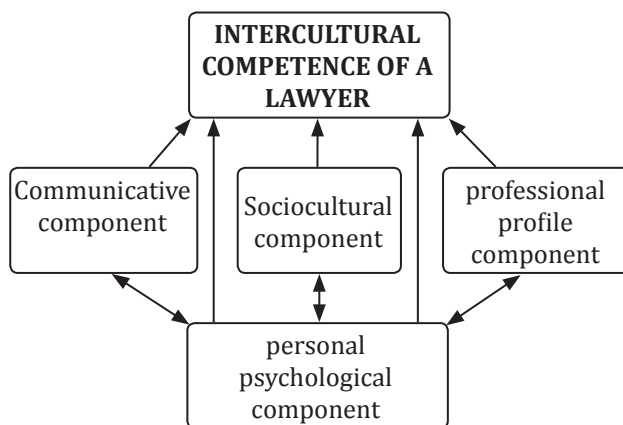
used to describe the structure of intercultural competence in domestic linguodidactics. There are two schools of thought in science: 1) Intercultural competence is not a part of foreign language communicative competence; 2) intercultural competence parts are included in the key components (competences) of foreign language communicative competence. We adhere to scholarly perspectives in this study that accept independence of intercultural competence.

The structure of foreign language intercultural competence was presented by V.V. Safonova as a set of three subcompetences: bilingual language, bilingual speech, and bicultural sociocultural skills [14, p. 143]. According to the scientific viewpoints of scientists, a theoretical analysis of methodological research on the formation of professionally oriented intercultural competence among students of non-linguistic universities revealed that this competence is a complex construct consisting of various components: cultural, communicative, professional, personal, and other components. We have clarified the concept of "intercultural competence of a lawyer" based on existing scientific experience in describing the content and structure of intercultural competence and professionally oriented intercultural competence, as well as taking into account the specifics of a lawyer's professional activity.

A future lawyer, in our opinion, needs high professional drive, particular communication tactics, and professionally significant personality attributes of a lawyer for successful intercultural communication in the field of jurisprudence.

Furthermore, attorneys engage in professional activities in the practice of international economic relations by engaging in intercultural dialogue with representatives of professional subcultures of lawyers from various nations. Thus, we believe

that a lawyer's intercultural competence is defined as the ability of a lawyer to engage in productive intercultural interaction in the professional field, based on the possession of multicultural knowledge, skills, and abilities of communicative, sociocultural, and professional content; communication strategies of a lawyer; and professionally significant personality qualities formed by a lawyer. We propose that the structure of a lawyer's intercultural competence include four components, according to the defined definition and the results of the survey: communicative, sociocultural, professional profile, and personal psychological (Figure 1).



### Review of research findings

The communicative component of a lawyer's intercultural competence ensures a student's ability to communicate professionally in a foreign language with foreign partners or clients, based on multicultural linguistic and speech knowledge, skills, and abilities, as well as a lawyer's communicative strategies. We decided the content of the communicative component by focusing on the major work obligations of a lawyer:

- Grammatical features of oral and written forms of professional communication in L 1 and L 2; differences in linguistic, structural, and stylistic design of different types of oral and written speech of a lawyer in L 1 and L 2; grammatical features of general and

specialized jurisprudence in L 1 and L 2; grammatical features of oral and written forms of communication in the professional sphere in L 1 and L 2;

- Understanding of speech: speech clichés of a lawyer's professional communication in English-speaking countries and Uzbekistan; patterns of speech behavior recognized in professional subcultures of lawyers in foreign countries and Uzbekistan;

- Lexical-grammatical and structural design of various types of oral and written speech in the field of jurisprudence in the L 1 and L 2; selecting a communicative strategy based on the situation of professional communication in the L 1 and L 2;

- Speech skills: listening, reading, writing, and translation in the professional field in L 1 and L 2; formulate their thoughts reasonably and clearly in oral and written professional communication in L 1 and L 2; adapt speech behavior to the conditions of foreign language communication; adequately assess the communicative situation; correlate intentions with the intended choice of verbal and non-verbal means of professional communication in the field of L 1 and L 2.

The lawyer's communication techniques need to be clarified more. A communicative (speech) strategy is "... a broad plan of speech acts to attain the set communicative aim, as well as the implementation of this plan" [14, p. 42]. In general, scientists' views on the definition of the term "communicative strategy" are in agreement. So, according to O.S. Issers' scientific viewpoint, this term is interpreted as a set of speech activities that vary depending on communication situations and are aimed at achieving the communication goal [15, p. 181]. Different sorts of communication methods are regarded as crucial means of legal activity in scholarly works on jurisprudence. A lawyer's communicative strategy is defined by scientists as a set of distinctive speech and ethical behaviors (techniques) for

resolving certain professional responsibilities during the communication process. We believe it is appropriate to include the main communicative techniques of a lawyer in the communicative component of this study because of the complexity of oral communication in the field of jurisprudence: a) an argumentation approach; b) an opposition strategy; c) a conflict neutralization method.

As a result of a comparative research of local and foreign professional subcultures of attorneys from different countries, *the sociocultural component* of a lawyer's intercultural competency supports a student's ability to carry out professional communication in a multinational, multicultural team. The sociocultural component is made up of two parts: the fundamental general cultural component and the subcultural component. The basic general cultural element, which contains intercultural knowledge, skills, and capacities, serves as the foundation for the establishment of a subcultural element:

- General cultural knowledge: regional knowledge of Uzbekistan and English-speaking countries; national and cultural peculiarities of the native and mentalities of the target languages; features and norms of social intercultural communication;

- General cultural skill of lexical and grammatical design of oral and written speech in the social sphere in accordance with the linguistic and cultural characteristics of English-speaking countries;

- Broad cultural skills: semantic allocation of culturally conditioned information when listening to and reading foreign texts; oral and written intercultural communication in the social domain in foreign languages.

*The professional profile component* of competence aims to improve a lawyer's ability to solve professional problems in accordance with the profile of future legal activity, both within the Uzbek legal system and at the international level, based on multicultural

professional knowledge, skills, and abilities, both within the Uzbek legal system and within two or more legal systems. Working with foreign language profile-oriented materials on jurisprudence and performing special prepared exercises and speech tasks help to improve this component through the use of a foreign language. Professional intercultural knowledge, skills, and abilities are included in the professional profile component:

- Professional knowledge of the legal systems of English-speaking countries and Uzbekistan; knowledge of Uzbekistan and foreign legal systems according to the profile of future lawyers' professional activity; ways of regulating different types of legal relations in their country and foreign legal systems; rules of document circulation in the field of jurisprudence in Uzbekistan and foreign countries; international organizations for the legal regulation of foreign economic activity;

- Professional skills: interpreting legal terminology, regulations, and laws in L 1 and L 2; deciding how to control legal relations in disputed international cooperation circumstances; working with professional information from literary sources and the Internet in L 1 and L 2.

*The personal-psychological component* of a lawyer's intercultural competence includes the motivation for intercultural communication in the field of jurisprudence as well as professionally significant personality traits of a lawyer, which ensure future lawyers psychological readiness for real intercultural interaction. We relied on the scientific opinions of international scientists who investigated the psychological aspect of intercultural communication when articulating the psychological component of the requisite competency. In the scientific and psychological literature, the motivating aspect of intercultural communication implies that communicants are aware of the need for interaction, the goals of the approaching

conversation, and the desire for constructive and conflict-free connection [16].

We propose that the psychological component of a lawyer's intercultural competence include the motivation for intercultural dialogue in the field of jurisprudence:

- achieving economically beneficial results from international cooperation;
- expanding international relations and economic relations;
- achieving mutual understanding and peaceful resolution of conflict/disputes with foreign partners;
- protecting legal and economic interests;
- improving professional experience in the field of international law.

### Conclusions

The requirements for higher legal education at BA, as well as the specifics

of a lawyer's professional activity in modern geopolitical conditions, necessitate the training of future lawyers in a professionally oriented foreign language as a means of intercultural communication in the field of jurisprudence. The strategic goal of teaching future lawyers a foreign language is stated as the building of intercultural competency of a lawyer, according to the intercultural paradigm of education. Knowledge, skills, abilities, communicative techniques, and professionally significant aspects of a lawyer's personality are substantively distributed in four interrelated components: communicative, sociocultural, professional profile, and personal psychological. The framework of a lawyer's intercultural competence is made up of all of these elements.

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