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## WRITTEN DISCURSIVE COMPETENCE AS A COMPONENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF LAW UNIVERSITY STUDENTS

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**Abstract.** The paper discusses written discursive competence as a main element of foreign language communicative competence of the students of Tashkent State University of Law. Indeed, written discursive competence is the writer's ability to generate various types of discourse for involvement in written foreign language communication with the intended addressee in order to achieve the desired result, depending on the sociocultural setting and communicative task. Because written discursive competence is a complicated multicomponent phenomenon, its structure distinguishes a number of subcompetences, which are thoroughly discussed in the article. Prior to the discussion part, the author focuses on the definition of the terms "discourse" and "discursive competence", relying on the perceptions of various scholars. Also, the differences of "discourse" and "text" are introduced accordingly, and the tasks for the formation of discursive competence of law students in this very context are outlined with their specific characteristics. It is deemed that these tasks are of importance in teaching writing to the students in the law field.

**Key words:** discourse, written discursive competence, communicative competence, text, law students, written tasks, writing, coherence, cohesion

### YOZMA DISKURSIV KOMPETENSIYA YURIDIK UNIVERSITET TALABALARINING CHET TILI KOMMUNIKATIV KOMPETENSIYASI KOMPONENTI SIFATIDA

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**Annotatsiya.** Maqolada yozma diskursiv kompetensiya Toshkent davlat yuridik universiteti talabalarining chet tili kommunikativ kompetensiyasining asosiy elementi sifatida o'rganilgan. Darhaqiqat, yozma diskursiv kompetensiya – sotsial-madaniy muhit va kommunikativ vazifaga asoslanib, yozuvchining ko'zlangan natijaga erishish yo'lida adresat bilan yozma chet tilidagi muloqotga kiritish uchun turli xil diskurs turlarini yaratish qobiliyatidir. Yozma diskursiv kompetensiya murakkab ko'p komponentli hodisa bo'lganligi sababli uning tuzilishida bir qator kichik kompetensiyalar ajralib turadi va ular maqolada batafsil muhokama qilinadi. Muhokama qismidan oldin muallif turli olimlarning fikr-mulohazalari asosida "diskurs" va "diskursiv kompetensiya" terminlarining ta'rifiga e'tibor qaratadi. Shuningdek, "diskurs" va "matn" o'rtasidagi farqlar atroflicha o'rganilib, ushbu kontekstda yurist talabalarining diskursiv kompetensiyasini shakllantirishga mo'ljallangan yozma topshiriqlar va ularning

*o'ziga xos xususiyatlari ko'rsatilgan. Bu topshiriqlar yurist talabalarga yozuvni o'rgatishda muhim ahamiyatga ega.*

**Kalit so'zlar:** *diskurs, yozma diskursiv kompetensiya, kommunikativ kompetensiya, matn, yurist talabalar, yozma topshiriqlar, yozuv, kogerentsiya, kogeziya.*

## ПИСЬМЕННАЯ ДИСКУРСИВНАЯ КОМПЕТЕНЦИЯ КАК КОМПОНЕНТ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЮРИДИЧЕСКОГО ВУЗА

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**Аннотация.** В статье рассматривается письменная дискурсивная компетенция как основной элемент иноязычной коммуникативной компетенции студентов Ташкентского государственного юридического университета. Действительно, письменная дискурсивная компетентность – это способность писателя генерировать различные виды дискурса для включения в письменное иноязычное общение с предполагаемым адресатом с целью достижения желаемого результата в зависимости от социокультурной установки и коммуникативной задачи. Поскольку письменная дискурсивная компетенция представляет собой сложное многокомпонентное явление, в ее структуре выделяется ряд субкомпетенций, подробно рассмотренных в статье. Перед дискуссионной частью автор акцентирует внимание на определении терминов «дискурс» и «дискурсивная компетенция», опираясь на представления различных ученых. Также соответственно вводятся различия «дискурса» и «текста» и обозначаются задачи формирования дискурсивной компетентности студентов-юристов именно в этом контексте с их спецификой. Считается, что эти задачи важны при обучении письму студентов юридических специальностей.

**Ключевые слова:** *дискурс, письменная дискурсивная компетенция, коммуникативная компетенция, текст, студенты-юристы, письменные задания, письмо, когерентность, когезия.*

### Introduction

The term “discourse” first originated in the theory and practice of teaching foreign languages in the 1970s, in conjunction with the development of cognitive linguistics, and has only recently gained popularity. As a result, the term of “text” was originally applied to all written works made by the addresser and received by the addressee. Researchers continue to read the text ambiguously as one of the fundamental words of linguistics, psycholinguistics, and language instruction approaches. For example, a text is considered a series of sentences joined into a single whole by a theme and primary concept in the linguistic research method of teaching

languages [1, p. 522]. It is a work that is comprehensive in both form and substance, on which the educational process is built, new material (lexical, grammatical, stylistic, etc.) is introduced, systems and sets of exercises are developed, skills are developed [2, p. 55]. As a result, the text contains a specific topic and purpose, as well as lexical and grammatical content, syntactic, compositional, and logical structure, sociocultural and geographical information, and so on. As a result, it serves as a carrier of information, demonstrating the utilization of linguistic material in a variety of sociocultural contexts. The text is interpreted as a work with a unity of theme and intent, relative completeness, coherence,

internal structure (syntactic, compositional, and logical), and relevance to a certain style, according to the new vocabulary of methodological terms and concepts (conversational, journalistic, scientific, etc.) [3, p. 303].

Based on these criteria, we can deduce that the term "text" encompasses works with distinct qualities. As a result, the integrity of the text, as represented in coherence (cohesion and coherence), relative completion / completeness, compositional formality, the presence of various types of linkages, and so on, is important. Integrity (wholeness) and connectivity are two of its most universal characteristics. According to A.A. Leontiev, integrity is manifested in the writer's communicative task's unity, as well as the hierarchical arrangement of the written plans of the work [4, p. 12]. This is not the external (linguistic and spoken) manifestation of the utterance, but its semantic organization, which is generated "with the help of rhetorical arrangement, logical order, and relevance of information" [5, p. 44]. Integrity, for O.I. Moskalskaya, is a close relationship of components that present themselves concurrently in the form of structural, semantic, and communicative integrity, correlating with each other as form, content, and function [6, p. 17]. The semantic integrity of the text is achieved in the unity of the theme. The construction of a theme-rhematic chain is a manifestation of communicative integrity, which is expressed in communicative continuity between the components of a literary work. The unity of its constituent elements, interconnected by multiple signs of links such as pronouns, pronominal adverbs, articles, tenses, and much more, is what structural integrity is all about.

The compositional design of the text, or the structuring of a written work according to a linguo-rhetorical plan, is the next feature to consider. At the same time, each

component carries out its duty while being influenced by a variety of external and internal influences. This feature is also linked to the stylistic feature of the text, which allows the author to assign the written work to a specific style and sphere of written foreign language communication based on prevailing ideas about the inherent norms of the language, rules, speech etiquette, types of communicative behavior, and so on, and to arrange it according to these norms and stereotypes. Connectivity, which reveals itself in continuity and is defined by the patterns and norms that underpin the construction of complex communication units in a foreign language, is a crucial feature of any written work. It can be thought of as a logical, semantic, and formal-grammatical link.

The concepts of cohesion and coherence are used to represent the connectivity of the text [7, p. 195]. Coherence assumes both formal and grammatical components of connection, as well as semantic and pragmatic aspects of semantic connectivity and activity of a written work. Cohesion, in turn, represents the interdependence of the content of the different segments of the text and acts as a means of detecting this interdependence [8, p. 85]. In text linguistics, types of cohesion are distinguished, the first two of which are the most common: 1) traditional grammatical, represented by conjunctions, allied words, deictic means; 2) logical, expressing the sequence, temporal, spatial, causal relationships; 3) associative; 4) figurative; 5) compositional-structural; 6) stylistic; 7) lexical; 8) semantic-pragmatic, etc.

All of the above features have been identified in relation to the written text and its presentation, and they can be grouped into the following groups: 1) genre (stylistic characteristic), which is responsible for the set of genres of written speech in all styles, as well as the design of a written work in line with genre-stylistic norms and stereotypes.

2) textual, encompassing connectivity (coherence and cohesion), integrity, and completeness; 3) linguo-rhetorical, manifested in the compositional design and a certain linguo-rhetorical structure of a written work.

Along with the characteristics stated above, researchers began to analyze textual features such as modality, which is connected with the dominance of one or more parameters of their speech-influencing areas in it, and intertextuality. There are three sorts of modalities: 1) a modality that expresses the attitude toward the addressee (taking into account the interlocutor's interests, his social and speech status, the roles he performs, the biased opinion about him, the assessment of his competence in the field of his command of the means of written foreign language communication, et cetera); 2) a method for expressing one's attitude toward a socio-cultural context, as well as an appraisal of the degree to which favorable communication conditions exist for the achievement of a practical aim; 4) a modality that expresses the attitude to content-conceptual information, manifested in differences in the conceptual pictures of the world of the subjects of written foreign language communication, their social experience [9, p. 106].

The inability of the traditional interpretation of text to reflect the characteristics inherent in the product of written foreign language communication prompted the development of the new concept of "discourse" (from Latin *discursus* "conversation", French discourse "speech", English discourse "oral / written reasoning, speech") in linguistics and related sciences.

Three research traditions and, as a result, national schools of discourse study can be identified in foreign studies: Anglo-American, French, and German-Austrian schools. The Anglo-American tradition considers discourse to be related speech

and associates it with discussion. According to the French tradition, as presented in the works of historian, sociologist, and linguist M. Foucault, "discourse" describes the way of speaking, what the addresser says, and how he says it, because specific types of discourse are determined by a wide range of parameters, including linguistic distinctive features, stylistic specificity, subject features, belief systems, and ways of reasoning, among others. The German school linked with the names of German scientists W. Maas, J. Link, and J. Habermas borrowed Foucault's theories. Discourse, according to the academics of this tradition, is a specific sort of communication that is carried out with the greatest possible separation from social reality, traditions in order to critically evaluate the opinions and acts of the communication participants. There are two primary techniques to analyzing speech in domestic linguistics, and secondly in language instruction methodology. Discourse, according to the first approach, is a complicated interaction between various texts (types of texts) operating inside a certain communication domain.

Discourse, according to the second perspective, refers to a specific communicative occurrence. T.A. van Dijk, one of the first academics to examine the issue of emphasizing discourse, defines it as a unique communicative event defined by addressing the receiver [10, pp. 121-122], whereas it is a distinctive verbal communication event that takes place in a specific communicative space that is defined by cognitive and typological qualities [11, p. 136]. In other words, discourse is "a coherent text combined with extralinguistic – pragmatic, sociological, psychological, and other variables; text taken in the event aspect; speech, seen as a purposeful social activity,... a component involved in people's interactions and consciousness mechanisms"



(cognitive processes). It is "life-immersed communication".

We will consider written discourse as a product of written foreign language communication, which is a written work organized in accordance with the sociocultural situation and communicative task, reflecting the characteristics of the writer as an individual, and his foreign language speech experience and intended audience. In this regard, written discourse will have extra attributes related to its nature, i.e. the fact of production for functioning written foreign language communication, in addition to the previously mentioned features of the text. We shall leverage the research of local and international scientists to identify a comprehensive set of features of written discourse. Discourse is a time-limited spontaneous process involved with the creation of a situationally determined literary work, according to an analysis of their work. It has a dynamic element, in that it is thought to be the process of the addressee developing a written work for a specific addressee in a specific context of written foreign language communication. Furthermore, discourse provides information on the social context: participants in communication and their individual, subjective, and personal traits, foreign language speech experience, interpersonal relationships, the topic of discussion, and so on.

An examination of scientists' work on the topic of contrasting the concepts of "text" and "discourse" confirms that written discourse, in addition to the characteristics inherent in the text in the traditional sense, has a number of distinct features that reflect the content of the factors that influence the functioning of written foreign language communication. The first set of characteristics is associated with communicative behavior planning, in which the writer analyzes the socio-cultural situation of written foreign

language communication, known personality characteristics of the addressee, relationships that may arise in the act of communication, and determines his communicative task based on his personality characteristics.

The second group entails the selection of written foreign language communication methods that are best for carrying out the addresser's communicative task in a given sociocultural situation, taking into account the intended addressee's individuality and foreign language speech experience, and will be determined by us as a tactical feature that carries out the chosen strategy. As a result, five characteristics distinguish written discourse as a product of written foreign language communication: strategic, tactical, genre, textual, and linguo-rhetorical. These characteristics should be present in every piece of writing that the writer creates and that the intended audience receives. At the same time, they will exhibit their uniqueness only at the strategic, tactical, genre, and linguo-rhetorical levels, depending on the kind of discourse, because textual qualities are present in all types of written discourse to the same amount. Simultaneously, by species, we refer to the entire body of textual discourses that share the same characteristics [12]. Before describing written discourses based on the offered positions, it is required to determine which of them may be used as the subject of training in the "pedagogical education" direction. Let us look at the classifications of written works proposed in the literature to find such discourses.

V.Ya. Lyaudis and I.P. Negure's classification is one of the most often used in the methodological literature. All written works have been categorized into sorts of activities mediated by written speech, according to scientists. They distinguish between 1) epistolary; 2) creative; 3) research; 4) mass communication;

5) mnestic; and 6) managerial actions in this regard [13, pp. 47-49].

Epistolary activity or correspondence, in their perspective, is the most common and widely practiced sort of activity that uses written speech as a means of implementation. The purpose of this action is to express thoughts, feelings, and impressions to a receiver who cannot be reached through oral speech. Correspondence is a conversation between two people who communicate through written speech and influence one other in different ways. Creative activity is another form of activity. It satisfies a demand for knowledge and is aimed at a broad audience. Written speech is both a means of formalizing research results and a tool for analyzing, synthesizing, and other mental acts, therefore research activities demand specific attention. The objective of mass communication is to disseminate information to the general public through the media. Mnestic activity is another sort of activity that is extremely important for both human life and the educational process. It aids in the application of the memory function and aims to organize a plan of action in the text, which is intended for the writer himself. Management operations are responsible for moving goals from a control system to a controlled one, as well as coordinating the operation of various systems. Written speech has five functions, according to T. Hedge: educational, professional, and personal purposes, as well as preserving written foreign language communication and engaging in creative activities [14].

#### **Materials and methodology**

As the research is dedicated to the written discursive competence as a means of foreign language communicative competence of law students of Tashkent State University of Law, using comparative and statistical-component methods the author conducted a questionnaire including 15 questions, which

ranges from open-ended to rating scales. It was held among language teachers working in the very context and the results were analyzed appropriately entailing the writing activities and tasks that help law students to enhance their written discursive competence.

#### **Research findings**

Given that written discursive competence is one of the components of foreign language communicative competence of students, future lawyers of Tashkent State University of Law, it is prudent to classify written works according to their importance. At the same time, only written discourses developed in a specific socio-cultural environment in order to complete the relevant communicative task, reflecting the writer's originality and foreign language spoken experience, are taken into account. They are targeted to the intended recipient, taking into consideration his personality traits and foreign language speech experience, in order to persuade him to do the desired action, or deed in the form of a written or oral response. Dictations and presentations, for example, do not meet the requirements and can be omitted from the proposed list of kinds that are the subject of instruction in the "English for Lawyers" area of study, according to the elements that define the process of developing a written discourse. Furthermore, there is a relationship between the varieties of written discourse, in that one type can serve as the foundation for other written foreign language communication products, and so serve as the key to mastering other types of written work. The structure of the essay, for example, underpins such types of written discourse as articles, reports, abstracts, research papers, semester written papers, and so on, implying the allocation of such written discourses that are required for students to engage in written foreign language communication in educational and further professional activities. Let's start with their strategic and tactical elements, where the distinctive

qualities of written discourse are manifested, reflecting the substance of the factors that govern how written foreign language communication functions. They will be followed by genre characteristics and linguo-rhetorical elements, which indicate the parameters by which the various varieties of written discourse differ from one another and so contribute to the recipient's better grasp of the writer's communicative task.

Educational activity	Professional activity	Epistolary activity
Abstract Review Essay Research	Biography/ resume/CV Business letters (on paper and electronic version)	Personal letters (on paper and electronic version)

We will first discuss the relationship between the subjects of written foreign language communication when describing the forms of written discourse on selected typological elements within the context of the socio-cultural situation. They emerge as a result of a set of non-speech (communication purpose, subject of consideration, etc.) and speech (presence of necessary and sufficient full-time language and speech material available in the writer's and recipient's foreign language speech experience) conditions that organize the interaction of subjects in the act of written communication. Secondly, we'll assume that both the writer and the intended recipient are proficient in the macro-operations of the foreign language being studied to the point where they can produce a written discourse of a specific sort.

### Review of research findings

Let's start with writing as a sort of written discourse that students need to succeed in both their professional and personal lives. Personal and business correspondence is actually distinguished. A business or official letter is typically written to maintain a professional relationship

between a company and its employees or customers. There are many types of letters: a thank you letter, a recommendation letter, a cover letter, a guarantee letter, a service letter, a demand letter, a complaint letter, an invitation letter, and so on. Personal writing entails two persons communicating in order to establish personal, friendly relationships. It could be a letter of congratulations, gratitude, or narration and so on. Electronic correspondence (E-mail) has become increasingly popular in both formal business and ordinary communication areas in the modern world, due to the rapid development of information technologies and the increase in the volume and speed of information interchange. A biography or autobiography, which is a sequential exposition of the important phases of the writer's life by the writer, is another sort of written discourse that students will need in their future professional lives. It is one of the most significant documents to have when applying to universities, passing international tests, applying for a job or promotion, and so on. There are two types of biographies: questionnaire-style biographies and extensive text biographies. A detailed biography has the same information as a tabular biography, but it differs in the following aspects: consistency, coherence, and integrity, as well as the division of the text into paragraphs based on semantic blocks. The author also explains why this or that action is being taken. Now let's consider the written discourses that students will need in their educational and research endeavors. The abstract is a concise (1-2 paragraphs), maximum compressed, coherent presentation of the substance of the source text with the goal of orienting the recipient, providing him with quick information about the content of the work, direction, value, and purpose. It offers a sense of the theme of the original by listing the concerns of the original and problems

without exposing them [15, p. 13]. Another form is the Review, which entails not only a quick synopsis of the major substance of the original, but also a critical appraisal by the author of the written work. In this scenario, subjective (evaluative) information that influences the intended addressee plays a larger role than objective information. A review is frequently written about a read text, a film, a newspaper piece, or an entire work. An essay is a sort of written discourse that students learn to construct in school and at university. The term “essay” is commonly used in methodological literature, but it has diverse connotations for different authors. L.G. Alexander, for example, defines an essay as “a sequence of interrelated paragraphs” [16, p. 82]. “An essay ... is an expression of the author’s perspective on a topic”, writes J. McCall [17, p. 37]. There are several types of essays in the methodological literature. The most common classification is that of essays based on how they provide information: descriptive, narrative, and reasoning essays. Finally, a research work is the last sort of written discourse that students in the field of law should be able

to create. It is a written work that is based on a thorough analysis, generalization, and systematization of material published in the scientific and popular science environment on a specific issue, as well as a reasoned presentation of evidence gleaned from the study of various scientific sources on the subject. It is related with students completing a research problem on a current issue with an unpredictable outcome [18, p. 34].

### Conclusions

Thus, consideration of the concept of discourse, as well as taking into account the factors that determine its creation in the act of communication, made it possible to single out a set of typological features of written discourse as part of strategic, tactical, genre, textual and linguo-rhetorical, inherent in all written works as products of written foreign language communication and showing its own characteristics depending on its type. The ability of students to create such types of written discourse will underlie written discursive competence as a component of foreign language communicative competence.

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