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## INTERACTIVE METHODS AS A MEANS OF THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE (IN AN EXAMPLE OF TSUL)

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**Abstract.** *The paper examines the interactive methods of forming communicative competence of law students at Tashkent State University of Law. Indeed, communicative competence is a set of knowledge about the language system and its units, their construction and functioning in speech, the methods of constructing thoughts in the target language and understanding others' judgments, the national and cultural characteristics of native speakers of the target language, and the specifics of various types of discourses in teaching a foreign language; this is a language learner's ability to communicate through multiple types of speech activity in line with the communicative tasks at hand, as well as to comprehend, interpret, and make coherent statements. In the article, the terms "competence" and "competency" are also discussed along with the views of various scholars and the author puts an emphasis on different interactive methods employed in this very context to enhance communicative competence of the learners.*

**Keywords:** competence, competency, communication, communicative competence, interactive methods, speech, concepts, learning process.

### INTERFAOL METODLAR TALABALARNING KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH VOSITASI SIFATIDA (TDYU MISOLIDA)

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**Annotatsiya.** *Maqolada Toshkent davlat yuridik universiteti talabalarining kommunikativ kompetensiyasini shakllantirishning interfaol usullari haqida so'z boradi. Darhaqiqat, kommunikativ kompetensiya – bu til tizimi va uning birliklari, ularning nutqda tuzilishi va faoliyati, o'rganilayotgan tilda fikrni shakllantirish va boshqa odamlarning mulohazalarini tushunish usullari, ona tilida so'zlashuvchilarning milliy va madaniy xususiyatlari haqidagi bilimlar majmuyi, chet tilini o'rgatishda har xil turdagi nutqlarning o'ziga xosligi; til o'rganuvchilarning qo'yilgan kommunikativ vazifalarga muvofiq nutq faoliyatining bir necha turlari orqali muloqot qilish, shuningdek, tushunish, izohlash va izchil fikr bildirish qobiliyatidir. Maqolada, shuningdek, "kompetensiya" va "kompetentlik" terminlari hamda turli olimlarning fikr-mulohazalari ko'rib chiqilgan. Muallif ushbu kontekstda o'rganuvchilarning kommunikativ kompetensiyasini takomillashtirishda qo'llaniladigan turli interfaol usullarga e'tibor qaratadi.*

**Kalit so'zlar:** kompetensiya, kompetentlik, muloqot, kommunikativ kompetensiya, interfaol usullar, nutq, konseptlar, o'quv jarayoni.

## ИНТЕРАКТИВНЫЕ МЕТОДЫ КАК СРЕДСТВО ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ (НА ПРИМЕРЕ ТГЮУ)

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**Аннотация.** В статье рассматриваются интерактивные методы формирования коммуникативной компетентности студентов-юристов Ташкентского государственного юридического университета. Действительно, коммуникативная компетенция – это совокупность знаний о языковой системе и ее единицах, их построении и функционировании в речи, способах построения мыслей на изучаемом языке и понимании чужих суждений, национально-культурных особенностях носителей языка и специфика различных типов дискурсов при обучении иностранному языку; это способность изучающего язык общаться посредством нескольких видов речевой деятельности в соответствии с поставленными коммуникативными задачами, а также понимать, интерпретировать и делать связные высказывания. В статье также обсуждаются термины «компетенция» и «компетентность», приведены мнения различных ученых, автор делает акцент на различных интерактивных методах, используемых именно в этом контексте для повышения коммуникативной компетентности учащихся.

**Ключевые слова:** компетенция, компетентность, общение, коммуникативная компетенция, интерактивные методы, речь, концепты, процесс обучения.

### Introduction

Both at the concept level and at the level of its components, the word “communicative competence” is marked by ambiguity and confusion. The cause of this phenomenon is, first and foremost, the inclusion of the term in the conceptual apparatus of a variety of sciences, including linguistics, psychology, psycholinguistics, pedagogy, sociology, cultural studies, philosophy, and others, all of which bring various aspects of the concept to the mainstream. The sociolinguistic and linguadidactic investigations of L.K. Geichman, J. Habermas, D. Hymes, N. Chomsky, L.F. Bachman, and others demonstrated a multilateral scientific interest in the topic of communicative competence formation. L.L. Balakina, L.K. Geikhman, N.N. Dolovova, O.I. Muravyov, and others explore the difficulties of the formation of this very competence in intercultural and interpersonal interaction in pedagogical research. In addition,

foreign researchers use the concepts of “communication”, “communicative” to describe the process of communication.

Let us establish the action component of the communication process as a critical condition of the pedagogical process of developing a person’s communicative characteristics. The activity approach in learning and personal development is one of the most fundamental methodological foundations that establishes the key quality of communication. The theories of purposeful activity and verbal activity underpin this approach. Because the student’s development is accomplished through the “zones of proximal development”, which are generated during the learning process, in communication. This is Vygotsky’s position, which states that a child can only undertake a new action on his own when interacting with others [1, p. 76]. Researchers A.A. Leontiev, A.N. Leontiev, and S.L. Rubinshtein note that speech through a message (expression,

impact) incorporates human awareness in the process of real practical connections, the general activity of people [2, p. 10]. Speech allows person's consciousness to become a given for another. A human perceives and experiences reality, so influencing it; perceives the objective meaning generated in a word, thereby influencing the object and exposing its function in the social activity system [3, p. 113]. V.I. Slobodchikov puts forward the view that a person lives, first and foremost, in a system of real-life interactions with others. The ontological root of mankind is the event community of people. Sociality and active awareness manifest themselves in methods of doing, thinking, and forming relationships that are not the inventions of a single person, but rather mastered talents, abilities that are in some manner fixed in cultural items, tools, language, and so on [4, p. 123]. In the process of completing diverse functions by people, any types of communication are included in specific forms of collaborative action. One person's action invariably intersects with the activities of others, and this intersection establishes specific relationships between a person and the subject of his activity as well as other individuals. Communication allows each of its participants to convey specific elements, beginning with the purpose or objectives, objects of action, generalized information about participants' experience in the activity, and finishing with the personality attributes required for decision-making. Communication differs from other forms of interaction in that it manifests and shapes an individual's psychological attributes. Building a plan for collaborative activities necessitates that each individual has a thorough awareness of the goals, objectives, the object's characteristics, and their own abilities. The presence of the communication in this process enables for the "coordination" or "mismatch" of the participants' activities. Coordination is feasible thanks to a feature

of communication known as its inherent function of influence, which manifests as the "reverse influence of communication on action" [5, p. 74]. Richards notes in his description of the notion of "communication" that a similar connection between action and communication is employed by foreign scholars to use the term "communication". Although he gave the definition in 1928, it reflects modern dialogical changes in the analysis of interaction, taking into consideration the impact of human factor itself, the engagement of participants in the process of communication: "Communication occurs when one human consciousness acts on its environment in such a way that it experiences another human consciousness, and an experience similar to the experience in the first consciousness arises in this other consciousness" [6, p. 97].

#### **Materials and methodology**

The article presents the results of using the complex as theoretical methods (studies special, scientific literature of the psychological and pedagogical direction, systematization and generalization of innovative pedagogical consulting practices, analysis of the products of educational, research activities of students, etc.), and empirical methods (analysis and evaluation of interactive teaching methods, etc.).

The practical significance of the study served as the basis for improving the efficiency of the formation communicative competence of students of the Tashkent State University of Law.

#### **Research findings**

The terms "competency" and "competence" are used in the context of the competence-based approach. Because these principles are new to pedagogy, they are interpreted differently by various scientists. Furthermore, these concepts were imported from foreign pedagogical literature and appeared in the categorical apparatus not as a result of its own growth. Several scientists

have identified these concepts, with a focus on competency practicality. The following are the views of scientists in this field on the concept of competence/competency:

- a way of existence of knowledge, skills, education, contributing to personal self-realization, finding one's place in the world [7, p. 30];
- the sphere of relations existing between knowledge and action in human practice [8, p. 78];
- motives, traits, self-concept, attitudes or values, content of knowledge, cognitive and behavioral skills [9, p. 114].

The supporters of the second path make a fundamental distinction between these notions, emphasizing competence as the most important one. Competency, according to these experts, is not merely a collection of knowledge, skills, capabilities, and personal attributes, but also the ability to apply them in a given context and participate in activities. Competence is defined as "a societal requirement (norm) for a student's educational preparation, necessary for his high-quality productive activity in a certain area" [10, p. 110].

Many Russian scholars have also opined about competence. For example, it is defined by I.A. Zimnyaya as "some internal, potential, concealed psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships) that are subsequently manifested in human competences as actual, activity manifestations" [11, p. 34]. Competence, according to G.K. Selevko, is a type of knowledge, skills, and abilities that allows one to define and achieve goals in order to change the environment [12, p. 29]. Competence is characterized by E.F. Zeer and E.E. Symanyuk as "integrative integrity, efficacy of knowledge, and experience in professional action" [13, p. 35]. Competence, according to S.E. Shishov, is a broad ability based on knowledge, experience, values, and

inclinations acquired via learning, as well as an individual's capacity and preparedness for activity [14, p. 26]. As a result, disclosing our perspective on the idea of "competence", we consider competence and competency to be mutually subordinate components of the subject's activity.

In fact, I.A. Zimnyaya provides the most comprehensive classification of competence. It is carried out in accordance with the category of activity with which it has a special relevance.

The author divides competence into three categories:

- 1) competences relating to the person as a person, the subject of activity, and communication;
- 2) competences relating to a person's social interaction and the social environment;
- 3) competences relating to human activities.

Each group has a different set of competences. The first set of competences includes health preservation, value-semantic world orientation, integration, citizenship, self-improvement, self-regulation, self-development, personal and subject reflection, meaning of life, professional development, language and speech development, mastery of the native language's culture, and knowledge of a foreign language. Competences in the second group include social interaction and communication. Activity competences, cognitive activity, and information technology make up the third group [15, p. 21]. As can be seen, all three categories of competences represent communicative competence, which is defined as social interaction, speech development, and a culture of native and foreign language ability.

The phrase "language competence" appears in the works of American linguist N. Chomsky in foreign studies of this period (since the middle of the twentieth century). It indicates the ability to understand and



construct an infinite number of linguistically correct sentences using learnt linguistic signs and the rules for their connection, according to N. Chomsky. This refers to the ability to conduct specific, mostly linguistic activities in the vernacular. Language competence, as he said, is an ideal grammatical knowledge that is always connected with language system knowledge [16, p. 55]. When it comes to the origins of the term “communicative competence”, we can see that A.A. Leontiev expressed concern in the early 1970s that a line had been drawn between linguistics and psychology, leaving a wide range of issues, such as the structure and functioning of human language ability, largely unexplored. By the end of the 1960s, the terms “language competence” and “language use” had become diametrically opposed. These phrases distinguish between “linguistic capacity” and “linguistic activity”, which refers to actual speech in real-world situations. D. Himes examined and expanded on N. Chomsky's idea, saying that “linguistic theory should broaden the concept of competence beyond the limitations of grammatical knowledge” [17, p. 92]. According to his definition, communicative competence is a set of knowledge and abilities that a speaker possesses regarding the use of language. Many scientists believe that it was at this time that one of the first attempts to break down the barriers between linguistics, psychology, and sociology in the study of speech was made. D. Himes distinguishes four types of communicative competence: grammatical (officially conceivable), psycholinguistic (practical in use), sociocultural (appropriate for the setting), and actual (visible) knowledge, as well as the speaker's and listener's capacity to apply it. As a result, N. Chomsky's idea of grammatical competence was broadened, and the grammatical element was reduced to one of four factors of communicative competence. He describes the concept of “competence”

as the most generalized concept of human talents. Competence, in his opinion, is based on both information and the capacity to use it, and it is vital to include both the cognitive (without breaking it down into emotional and volitional aspects) and motivational factors.

Following that, researchers L.F. Bachman, J. Habermas, D. Himes, S.W. Littlejohn, and J.M. Wiemann developed the concept of communicative competence within the framework of the theory of communicative action, considering a person to be competent when his action is adequately correlated with three life worlds: objective (events occurring in the objective world), social (interpersonal interactions governed by norms). They also communication competence as a multifaceted concept with five primary components: linguistic, sociolinguistic, sociocultural, discursive, and strategic competence. This view is especially pertinent to foreign language teaching methodology [7; 18].

Based on the views of various scholars, we will reveal the meaning of the presented communicative competences as follows:

- Linguistic competence is defined as the ability to comprehend and construct an infinite number of linguistically correct sentences using learnt linguistic signs and rules for connecting them.
- Sociolinguistic competence is defined as the ability to comprehend and generate speech that is appropriate for the sociolinguistic environment in which an act of communication is performed.
- From the perspective of native speakers, sociocultural competence is defined as the ability to employ those components of the sociocultural context that are relevant for the generation and perception of speech: customs, rules, norms, social conventions, rituals, social stereotypes, and so on.
- Discursive competence is defined as the ability to construct discourse, or the ability to use and interpret the forms of words and

their meanings to create texts, as well as the ability to organize language content into a coherent (connected) text. Thus, a person with high discursive competence understands how to employ connectives (pronouns, conjunctions, adverbs, and other grammatical tools) effectively, how to establish thought unity and correspondence in the text, and how to communicate relationships between distinct ideas in context.

- If it is necessary to improve the rhetorical effect of a spoken message or a pause in communication, strategic (or compensatory) competence entails the employment of verbal and non-verbal communication tactics to compensate for a lack of grammatical expertise.

The range of components that make up communicative competence is enormous, ranging from linguistic, linguistic organizational, pragmatic, sociolinguistic, discursive, strategic, educational, thematic, speech, compensatory, to sociocultural and social. We agree with L.K. Geikhman that the mentioned competences are most typically subject-oriented, leaving apart personal neoplasms acquired during communication learning [19, p. 18]. When it comes to developing competence, it's critical that the individual's ways of action, knowledge, and values are appropriated and become a personal trait.

### **Review of research findings**

Indeed, in this research the main purpose is to develop communicative competence of law students at Tashkent State University of Law. For this we deem that interactive methods are of utmost importance, because the primary goal of interactive learning is to engage students in the learning process and allow them to reflect on what they know and believe. Students share their expertise and opinions via cooperative activities. In order for the learning process to be more effective, the teacher must establish conditions in which the student can feel successful and

confident, which will aid in the removal of the language barrier when learning a foreign language. A person's linguistic talents degrade while they are experiencing negative emotions (fear, impatience, rage). A person in a state of tense excitement finds it much more difficult to formulate his thoughts in a foreign language. The scientist emphasizes the importance of a quiet, comfortable environment for effective and successful learning. Currently, the issue of incorporating numerous technologies into the educational process is compounded by the requirement to select one teaching technique over another. In the context of this project, we define interactive teaching methods as types of activity in which students interact with the teacher and with each other in a comfortable setting, resulting in an increase in the learning process' effectiveness. Currently, the issue of incorporating numerous technologies into the educational process is compounded by the requirement to select one teaching technique over another and we define interactive teaching methods as types of activity in which students interact with the teacher and with each other in a comfortable setting, resulting in an increase in the effectiveness of the learning process.

Let us define the main objectives of using interactive teaching methods as follows: students' independent search for solutions to a set educational problem; stimulating students' interest in work; development of life and professional skills; effective assimilation of educational material; formation of teamwork skills; formation of students' own point of view. In these circumstances, the teacher's position becomes less important. He/she now just organizes the process by preparing the essential tasks, consulting, and overseeing task order. As a result, the following interactive learning characteristics can be identified: independent problem-solving; activation of the student's creative and

cognitive activity; interactive nature of interactive methods; stimulation of interest in learning; most effective assimilation of educational material; formation of life and professional skills; formation of students' own opinion on the problem. The use of interactive teaching methods in the educational process helps students develop their creative activity, increase their motivation to study the subject, improve their communication skills, and build a proactive life stance. Discussion, game, reflective, and methods of organizing collective mental activity are among the interactive methods used in teaching a foreign language. For the formation of communicative competence of the law students in this very context, the following interactive approaches are employed. Let's look at them thoroughly:

*Discussion.* Students are given the opportunity to formulate their point of view on the topic, and discussion approaches aid in the formation of a respectful attitude toward opposing viewpoints. Students gain the ability to pose questions, explain their points, and improve motivation to study a foreign language as a result of the employment of various discussion methods in the educational process. Besides, the discussion is now frequently employed in the learning process since it increases student involvement and fosters reflective thinking. "Round table", "forum", "symposium", "conference", and "debate" are all examples of discussion. Students' cognitive activity is stimulated, their creative capacities are developed, their capacity to articulate their point of view is formed, their ability to listen to opponents is developed, and their ability to think critically is developed. Before the discussion, a preparation stage is necessary: discussion of the problem in a group or pairs, working out new vocabulary, compiling dialogues. During the discussion, students can be divided into groups with a distribution of roles.

Participants are given a chance to speak in turn during the conversation. Following the discussion, it is suggested that the parties' speeches be analyzed. We can improve our speaking abilities and create communication competence by using this strategy.

*Case technology*, also known as the case method or the method of specific situations (situational analysis method), is a teaching method that involves the description of real-life situations and the development of specific tasks. The method's goal is to use a group of students' combined efforts to assess a situation that develops in a specific case, frame a problem, suggest solutions, and choose the best of them together. The cases are based on real-life situations or are quite close to them. The case approach aids with the development of skills such as analyzing a situation, evaluating alternatives, selecting the best choice, and planning its implementation. These abilities will be in high demand in future career endeavors.

*Game tactics* (role-playing and business games, simulations, and intellectual games) aid in the creation of mental stress in students, as well as the reduction of shyness and nervousness. Also, a game is an example of learning in action. It aids in the development of attention and cognitive interest, as well as the establishment of a positive psychological climate in the classroom. An interactive game is one of the most effective interactive pedagogical strategies for fostering participant development and self-realization during the educational process. Role-playing games are a type of educational game that is one of the components of interactive teaching methods. The role-playing game influences language choice, encourages oral communication development, and allows to acquire dialogical speech abilities in interpersonal contact in a range of scenarios. Role-playing games have the advantage of being close to real-world communication scenarios in the workplace

or in everyday life. Role-playing fosters cooperative and collaborative relationships, which are beneficial not only to learning but also to the development of the student's personality. This strategy allows students to acquire the intricacies of using the learned educational material in speech more properly and deliberately.

*The interview* is a type of role-playing game that aids in the development of necessary skills within the context of a communication approach. It is a game communicative exercise in the form of a dialogue or polylogue based on a specific plot within the topic under study, involving the distribution of roles (interviewer/s and interviewee/s) with subsequent independent preparation for the role, and aimed at the formation of speech functions that allow students to acquire the skills needed in a real-life situation. Students learn to ask questions, respond spontaneously to the interlocutor's statements, adopt an acceptable communication style, and gain new skills. An interview can be structured as a sort of pair work, in which one student asks questions and the other responds, or as a presentation in which one student prepares a topic and the rest of the interview participants offer questions based on what they heard. At the conclusion of the interview, the teacher analyzes the work results with the pupils and offers any necessary remarks.

*Reflective approaches* are related with the psychological mechanisms of reflection being used to modify one's own mental and practical action. The employment of reflecting approaches ensures that the student's emotional environment is stabilized and harmonized. Clustering and brainstorming are methods for organizing collective mental activity aimed at developing the skill of independent search for solutions, developing the ability to work in a group and speak in public, and preparing students for subsequent scientific activities.

Students' capacity to express and defend their opinions, enter into an argument, obtain required information, work in a team, develop leadership traits, and form communication skills and abilities are all enhanced by the use of interactive methods in foreign language instruction.

*The project method* is one of the most interactive methods for improving creative abilities. It helps to put a practical focus on the learning process. The project method refers to a group of students working together to solve a scholarly or socially important pragmatic challenge. This strategy allows to do both individual creative and autonomous cognitive-search work. It is vital to offer students with the opportunity to tackle real problems in order to develop communication competence outside of the language context. The student is involved in the conception and execution of the research project. The project is broken down into many stages: 1) selecting a topic; 2) drafting a work plan and debating data collection methods; and 3) project design and presentation. The project approach aids in the development of communication skills, the cultivation of a communication culture, the formation of the ability to formulate one's thoughts, the navigation of the information space, the use of current technology, and the teaching of critical thinking.

### Conclusions

The teacher's use of interactive forms and teaching methods allows students to better master the necessary skills and abilities, reveal the inner source of motivation, encourage students to learn and self-develop, allow them to include all students in the work, form communication skills, and cooperate. They also assist the instructor in creating a welcoming, creative environment in the classroom, as well as contributing to the formation of emotional bonds, raising students' self-esteem, and developing a sense of self-confidence.



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