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EDUCATIONAL AUTONOMY IN THE CONTEXT OF A COMPETENCE-BASED APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Toshmatov Oybek Shokirovich,
Head of Foreign languages department
at Tashkent State University of Law
ORCID: 0000-0002-2687-9354
e-mail: o.toshmatov@tsul.uz

Abstract. The article highlights issues of implementing a competence-based approach in teaching English as a foreign language and the formation of educational autonomy as one of the key concepts training student's foreign language skills. The need for the formation of educational autonomy is conditioned by the requirements of the modern world, the paradigm of "lifelong learning", the ability of a modern person to "learn", readiness for self-study. The main objectives of reforming the system of higher education are revealed. The article comprehensively examines the essence of the competence-based approach and presents a number of problems associated with its implementation in the educational process. The article is based on the online course "English for law students", developed by the authors on the Moodle platform. The work of students is analyzed; conclusions are drawn about how much online courses contribute to the formation of learner autonomy.

Keywords: competence-based approach, EFL, ESL, Moodle, self-study, self-education, educational autonomy, lifelong learning, learning about learning, learning by doing.

INGLIZ TILINI CHET TILI SIFATIDA O'QITISHDA KOMPETENSIYAGA ASOSLANGAN YONDASHUV MAZMUNIDA TA'LIM AVTONOMIYASI

Toshmatov Oybek Shokirovich,
Toshkent davlat yuridik universiteti
"Chet tillar" kafedrası mudiri

Annotatsiya. Maqolada ingliz tilini chet tili sifatida o'qitishda kompetensiya (malaka)ga asoslangan yondashuv orqali talabalarga chet tilini o'rgatishning asosiy tushunchalaridan biri bo'lgan mustaqil ta'lim olishning (ta'lim avtonomiyasi) dolzarbligi masalalari yoritilgan. Ta'lim avtonomiyasini shakllantirish zarurati zamonaviy dunyo talablari, "uzluksiz ta'lim" paradigmasi, zamonaviy insonning "til o'rganish" qobiliyati, mustaqil ta'lim olish qobiliyatini shakllantirish bilan uzviy bog'liq. Maqolada kompetensiyaga asoslangan yondashuvning mohiyati har tomonlama ko'rib chiqilgan bo'lib, ushbu tushunchani ta'lim jarayoniga tatbiq etish bilan bog'liq bir qator muammolar ko'rsatilgan. Maqola Moodle platformasida ishlab chiqilgan "Yuristlar uchun ingliz tili" onlayn moduliga asoslangan bo'lib, onlayn kurslar o'quvchilarning mustaqil ta'lim olish qobiliyatini shakllantirishdagi hissasi haqida xulosalar chiqariladi.

Kalit so'zlar: kompetensiyaga asoslangan yondashuv, EFL, ESL, Moodle, mustaqil ta'lim, o'z-o'zini tarbiyalash, ta'lim avtonomiyasi, umrbod ta'lim, o'rganish haqida o'rganish, amalda o'rganish.

ОБРАЗОВАТЕЛЬНАЯ АВТОНОМИЯ В УСЛОВИЯХ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Тошматов Ойбек Шокирович,

заведующий кафедрой «Иностранные языки»
Ташкентского государственного юридического университета

Аннотация. В статье освещаются вопросы реализации компетентностного подхода в обучении английскому языку как иностранному и формирования образовательной автономии как одной из ключевых концепций обучения студентов иноязычным навыкам. Необходимость формирования образовательной автономии обусловлена требованиями современного мира, парадигмой «обучения через всю жизнь», способностью современного человека учиться, готовностью к самообучению. Выявлены основные задачи реформирования системы высшего образования. В статье комплексно рассматривается сущность компетентностного подхода и представлен ряд проблем, связанных с его реализацией в образовательном процессе. Статья подготовлена на основе онлайн-курса «Английский язык для юристов», разработанного авторами на платформе Moodle. Анализируется работа студентов, делаются выводы о том, насколько онлайн-курсы способствуют формированию самостоятельности учащихся.

Ключевые слова: компетентностный подход, EFL, ESL, Moodle, самообучение, самообразование, образовательная автономия, обучение на протяжении всей жизни, обучение обучению, обучение действием.

Introduction

The rapid development of ICT, the internationalization of the international labor market, increased rate of migration, and, finally, globalization led to the fact that many states, including Uzbekistan, were forced to reform their education system. Countries which realized that the success of the economy, in general is directly related to education, promptly accepted this challenge and reformed the education system taking into account the needs of the modern world. There has been a paradigm shift: that is, from «education – for life» to «lifelong learning»; from the knowledge paradigm to the competence one, a learning model aimed at the learners is developing, the main categories of which are «learning autonomy» and «learning to learn», the central role is assigned to the learner, learning is focused on development personal qualities of the students, on competence. The reforms carried out in the education system caused an ambiguous, mostly negative reaction in society, where people

are laconic towards changes and are prone to keeping the existing obsolete education system. However, it is impossible to keep the old school system without adapting and adopting the modern standards. Another question is when the reform of the education system does not take into account the cultural, mental characteristics of society, the transformation is carried out by copying another system. As is known, in Uzbekistan, the major stakeholder in education is the state, which controls education, regulates the qualification requirements for training specialists formulated in educational standards. In 2010 As we all are aware, Uzbek universities train specialists on the basis of a three –step system: bachelor's - master's - doctoral studies. With the competence approach, the focus of attention shifts to the ability of the student to use the acquired knowledge, and the concepts of «competence» and «competence» form the basis of this approach.

According to E.V. Bryzgalina, among the reasons for the introduction of the

competence approach, three main ones should be identified: the first reason for changing the forms of fixing the results of education is the transition to advanced education. In a post-industrial society, the basis of professional and personal growth is, as before, high-quality education, but the very interpretation of the quality of education is being transformed. In modern society, a person's success is directly related to his willingness to improve himself, to be ready for continuing education. The second reason is so-called human capital, i.e., by investing in the education, a person seeks to get in the future not only a more profitable place, but also satisfaction from work. Like any phenomenon, the competence-based approach has both strengths and weaknesses, the advantages include the fact that with a competence-based approach, not only knowledge and skills are important, but to a greater stress is put on how this knowledge and skills are used. It is also important not only the ability of a person to carry out a certain activity, but also to be responsible for it. If before the educational approaches were primarily theoretical, detached from practice, then the competence model meets the requirements of the time in the sense that it is practice-oriented.

However, without detracting from all the advantages of the competence approach, we should not just focus on the problems that still are taking place, and one of the disadvantages of the competence model is the fragmentation of knowledge, i.e. when forming competencies, the emphasis is often not on knowledge. With a competence-based approach, the focus on fixing universal educational actions leads to the fact that the emphasis shifts to competence, for example, when forming a communicative competence, the emphasis is on the ability to conduct discussions, but often the subject of discussion itself can fade into the background. And, the question naturally

arises: "How should the educational process be built in order to smooth out this dissonance?"

In the foreign-language didactics, since the end of the twentieth century, a competence-based approach has been actively used in teaching foreign languages, and, language textbooks are compiled according to the principles of this approach. Textbooks such as Fly High and English Matters are actively used in language courses, as well as in teaching English as a foreign language. The Teens A1, Teens A2, English B1 textbook series has the same structure, each textbook includes a basic textbook/ Course book and a workbook/, and consists of 10 modules, which, in turn, contain 20 topics. The tasks are aimed at developing four skills of speech activity, special attention is paid to speaking, ready-made phrases and constructions are given for the formation of communicative competence, expressing, for example, agreement, disagreement, proposal and reaction to the proposal. Having analyzed these common textbooks of the English language, we can state that they are of an applied nature, i.e. the textbooks are structured so that a person can learn certain situational phrases and constructions within a short time, and the tasks are situational in nature. But here we must take into account the learners objective for which a person studies English, if the goal is to leave for permanent residence in English speaking countries, and a person for a certain period must confirm his level of knowledge of the English language and receive an appropriate certificate, then textbooks perfectly perform their function. At English language courses, the learning process turns into training students to achieve the necessary competencies without a sufficient amount of basic knowledge, which in principle does not contradict the goals of language teaching, most importantly, a person in a short time receives the

necessary communicative competence that will allow him to navigate the language environment. These textbooks clearly demonstrate how a competent approach can be implemented when teaching English as a foreign language.

However, we are talking about the language training of future foreign language teachers and translators, respectively, the purpose of teaching a foreign language is different. Today, you can often meet students who have a good command of a foreign language, but do not know how to operate with grammatical terminology, which they need when learning both a second foreign language and in their further professional activities. The language competence of a future foreign language teacher or translator includes, among other things, knowledge about the structure of the language, knowledge about how the functions of the language elements work. What is necessary to form the necessary competencies based on fundamental knowledge? The limited study time creates significant difficulties for achieving a harmonious combination of fundamentals and competencies.

And it seems to us that this harmony can be achieved with the help of educational autonomy. As we all know, one of the key concepts of the competence approach is learner autonomy. In the system of higher education, it is the principle of educational autonomy that becomes more relevant when it comes to training a specialist who can think critically and act consciously [2].

The concept of "autonomy" corresponds to the spirit of the times and the idea that students should have educational autonomy is perceived as "something" that a modern person should strive for, which is especially inherent in Western culture. The idea of autonomy fits the new paradigm of the education system "lifelong learning" as well as it is an integral part of this paradigm. Modern digital realities require more

autonomy from a person, independence, let's take at least distance learning, the so-called e-learning, e-government, online purchases or banking services provided online. All this requires certain competencies from a person, which they achieve mostly independently, and they may not be based on knowledge, for example, in order to buy something online or use banking services, a person does not necessarily have knowledge in the field of information technology. In this context, academic autonomy seems to be a magic formula that satisfies both individual and social needs of the individual. In recent years, the concept of "learner autonomy" has been idealized by both didactics and teachers, hardly anyone will say that they do not support the idea of the formation of educational and learner-autonomy. The very word "autonomy" carries a trail of good, something that everyone should achieve, but the idealization of the concept has led to the fact that there is no clear picture. How can autonomy be considered within the framework of a foreign language lesson? How realistic and expedient is the development and formation of learner autonomy in Uzbek universities?

In everyday life, we talk about autonomy, when people act according to their own scenario and makes decisions on their own. To define the concept in everyday life, the ability of an individual to act independently plays a central role. The use of the concept in everyday life as independence leads to certain difficulties in defining the concept within the framework of foreign language didactics. The article will focus on the importance of autonomy in the educational process.

The first definition of the concept of learner autonomy belongs to Holec (1979), which implied the ability of a student to take responsibility for his/her learning, i.e. to make a decision himself/herself regarding all stages of learning, including learning goals,

choice of material and teaching methods, time allocation, i.e. setting his/her learning regime, as well as evaluation as a process, and learning outcomes. Holec considered this ability as a necessary requirement for the organization of self-regulated training in self-learning centers [3]. The idea of Holec was continued by Little. Translating the perspective to school education, based on the constructivist theory of learning, he emphasizes that the student's learning autonomy can be formed in interaction with the teacher. If Holec's approach to learning autonomy is competitive, then Little's approach focuses on the psychological aspect [4]. If we follow the theory of Little and consider educational autonomy within an institutional framework, then the question arises as to how much autonomy can be discussed if the learning process is regulated. As the analysis of scientific literature shows, the term "learner autonomy" is used in those situations where it is a question of independent work of the student, the formation of skills and competencies necessary for self-regulated learning. The range of meaning of this definition is very wide, autonomy does not mean isolation, we interpret educational autonomy as the interaction of two subjects of the learning process, one of whom knows how to learn, and the other helps him in this.

Materials and methodology

In the 2019-2020 academic year, Tashkent state university of law developed and implemented an online English language course "English for law students" on the Moodle platform. The Moodle platform is widely used in the higher education system, especially for organizing online courses.

The online course "English for law students" as a core course offered to junior students studying English as a foreign language, an algorithm of actions was developed, making which students will have to learn to make decisions on their own

regarding their studies within this course. 925 students were registered for the course, 720 of them were actively working, the ratio of registered and actively working suggests that students worked without external influence or coercion.

As the goal of the course, we defined the development of students' communication skills, as for the content of the course "English for law students", it consists of primarily 24 Legal English topics, which, in turn, were divided into subtopics. The algorithm for completing the tasks was built, the structure of the tasks of the entire course is the same, it includes the compilation of an associograms on a topic, i.e. students first, as an introductory part, make associograms on a specific topic using coggle.it web site with those words that are included in their mental lexicon, which they operate actively or passively. The next stage is work on the text, students had to read certain texts, work through them, this also included working with a dictionary, with new words, various types of work with a dictionary offered, including drawing up examples. Then the course participants discussed the texts they had read and problematic issues on the topic in the forum. The next type of work is working with a podcast. As an example, we give tasks on the first topic "What do lawyers do".

Students were invited to listen to the podcast "Areas of law", which they could upload to a folder on their desktop, then they should have familiarized themselves with new words on the topic, and made examples with them. In this block, students also got acquainted with the models of word formation of the English language. Students were also offered questions on understanding the text, and questions that required a more detailed presentation. In this way, students learnt to express their thoughts, express their subjective opinion on a particular problem. This block also includes

grammatical exercises corresponding to level B1+, in particular, subordinate clauses. It is worth noting that the textbooks students were offered to perform tasks, whether it was a reading text or grammar exercises, were preliminarily uploaded to the platform. For the convenience of work, students could download and save these textbooks in their folders.

The next type of task is working with video material. On all topics of the course, participants were offered videos from the Lawyers English Language Course book thematic series. Participants have the opportunity from the website [distant.tsul.uz](https://www.tsul.uz) download video materials or watch them directly on the website <https://www.youtube.com/watch?v=RGELRDRY6-4/>. The advantage of these videos was that they have subtitles in both English and Russian. Students could use their knowledge of foreign language as a basic foreign language.

Information and communication technologies play an important role in the development of educational autonomy, which contribute to the proper organization and effectiveness of educational autonomy. L. Lee in his article describes the possibilities of autonomous learning in a fully interactive learning environment, including the implementation of task-based instructions in combination with Web 2.0 technologies [5]. As you know, modern technologies that have significantly changed the nature of human cognitive activity include Web 2.0 resources, which represent a more active and potentially changing paradigm, an environment for creating and sharing knowledge. If Web 1.0 Internet services of the first generation only provided information and the user was only a passive consumer of services, then Web 2.0 services provide the user not only with access to information, but also help him to create content and post it on the Internet, which, in turn, increases motivation to learn. The

integration of Web 2.0 resources into the educational process, the expediency of their use in teaching foreign languages is one of the widely studied topics in foreign language linguo-didactics [6; 7]. According to the researchers, the use of Web 2.0 resources is the exchange of information, improving communication not only between the lecturer and students, but also between students, a good start for the use of student collective intelligence, the development of critical thinking [8; 9], however, effective use of the potential of Web 2.0 resources is impossible without the support of a teacher [10].

The content of the online course "English for law students" included tasks requiring the use of Web 2.0 resources. For example, Wordle, the so-called "word cloud", can be used to visualize and define the lexical topic being introduced.

This Wordle was created on wordle.net a student of the Public law faculty, A1 group Abdurashidova Zamira on the topic "Areas of law". Wordle is a very accessible Web 2.0 tool that does not require registration and allows you to generate a "word cloud" from a specified source. The cloud can be represented in any color scheme and set a different position of words in the cloud. The keyword "law" is visually different from the rest of the words, respectively, it will not be difficult to find it. Wordle can be used not only for visualization, but also for structuring vocabulary on a specific topic. As the final stage of work on a certain vocabulary, students can compose a Wordle, which will allow them to structure their knowledge. Both for visualization and for fixing and expanding the vocabulary of vocabulary, learners used Coggle / mental map.

This mental map was compiled by a student of the JOSF A2 group, Zukhra Ashurova, and is an associograms by which students learn to find a connection between concepts, based on the topic as a center,

find further details and ideas in the form of branches.

If, at the initial stage, the students presented the vocabulary with which they operate as an introductory task in the form of an associogram, then upon completion of work on the subject, they had to present in the form of a mental map the vocabulary that they had accumulated during the work.

To determine the effectiveness, advantages and disadvantages of the course after its completion, a survey of participants was conducted, which included five questions:

1. *Give an assessment of the structure of the online course on a 5-point scale.*
2. *Give an assessment of the content of the online course on a 5-point scale.*
3. *Are you satisfied with your online course work?*
4. *Have you interacted with other participants of the online course? How?*
5. *Give an assessment of the activity of the teacher (the teacher of the course) online courses on a 5-point scale.*

Research findings

70% of students rated the structure as "5", noting that "Various tasks are given on the same topic in order to develop different skills. The structure of the site is easy to learn, all the materials are easy to download. There are no difficulties with access to the personal account. The course itself is presented in a logical order, which is very convenient when working", "Everything is clear, it is convenient to have a private office and your personal journal where you can see about a third of the assessment".

30% of students noted that "The structure is not always clear, what and how, for what time, what to do and everything according to different textbooks, programs, etc. According to the structure, personally, it is easier for me to animate from one textbook, or a program, since they are structured, and in the online course I get lost"; "For me, this site became

clear at once. It's complicated, I think it would be better to simplify the creators of this site. The process of downloading and uploading documents takes time" and, accordingly, the structure of the site was rated at "4" and "3".

The content of the online course was rated "5" by almost all students (96%): "Various types of tasks, working with podcasts and videos, creating a sociogram I learned to do in Wordle, although there were problems with this program"; "The content of the online course is very informative and interesting. Most of all, I enjoyed working with students on books and videos"; "The training course contains a lot of useful materials. Those m s of the course touch on important aspects of life and Despite the fact that the material is quite complex, it is quite understandable and well understood and assimilated"; 4% rated it "4", as a comment noted that "There is not enough grammar, its knowledge. Listening to modern speech is certainly good, but our lively speech is lacking, we don't talk much ourselves, we only do tasks. I think it is necessary to practice speaking and the ability to use grammar correctly." It should be noted here that students had to discuss certain topics in a forum, in a chat, and also send voice messages. However, as practice has shown, the majority of students preferred to do grammar tasks, they devoted a lot of time to this type of activity, although discussion in the forum or correspondence in the chat contribute to the development of communication skills.

To the 3rd question about satisfaction with their work on the online course, 13% gave a positive answer, 87% answered negatively: "My dissatisfaction with the work in this course can only be explained by my negligent attitude to study, in general"; "There is not enough time for an online course", "Solely due to personal factors. For example, work in Wordle could not be done

due to an application conflict on my PC. Also, sometimes there is not enough time for a more detailed study of the material", "The language is difficult for me, and I am sure that this is due to lack of practice, laziness and my poor ability to focus on anything", "It is easier for me to work on one program that includes everything, both writing and listening, both words and grammar. It is inconvenient to work in online courses and it is not always clear what and how to do, where to look for information and what is required of us." As a reason for dissatisfaction with their work in the online course, students mostly indicate laziness, lack of time. But there were also students who were not satisfied with the very structure and presentation of the material.

To question 4, all students gave a positive answer: "Yes, we are discussing certain tasks, how they should be performed", "We are discussing topics of interest to us and questions about completing tasks". Students rated the activity of the teacher by 5 (65%): "Tasks are clearly set and examples of tasks are given. If you have any questions, you can consult with the teacher", "The assessment is, in principle, fair. I want the knowledge of the language to be evaluated, and not by some programs, for example, "Wordle", "The teacher is always ready to explain incomprehensible material. Help with tasks. To provide the material in a timely manner" – 4 (35%): "There are no complaints, but

I learn the information better when the teacher explains the topic independently. And with an online course, especially at home, I personally do not know how to work. Information is better absorbed after the teacher explains the topic", "In my opinion, it is necessary to add more tasks to study grammatical topics."

Conclusions

Summing up our observations, as well as the results of the survey, we can state that our students are not yet ready to work independently, i.e. set educational goals for themselves, reflect on their educational activities, they are more inclined to do their usual tasks, for example, the same tasks in grammar.

Analyzing the work of students in an online course, we came to the conclusion that educational autonomy can be successful only if the student has a clear idea of what specific steps are required to achieve the goal, this applies both to the development of a certain topic and the ultimate learning goal. Feedback, clear strategies and approaches will allow students to develop the ability to make decisions independently, reflect on their studies, and thus form academic autonomy. Here, the role of a teacher is indispensable, who helps the student in organizing training, who, like the student, must reflect on strategies and methods for achieving teaching goals.

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