

**SAMARQAND DAVLAT CHET TILLAR INSTITUTI HUZURIDAGI  
ILMIY DARAJALAR BERUVCHI PhD.03/30.12.2019.Fil/Ped.83.01  
RAQAMLI ILMIY KENGASHI**

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**SAMARQAND DAVLAT CHET TILLAR INSTITUTI**

**SIROJIDDINOVA SHAHRIBONU SIROJIDDINOVNA**

**HUQUQSHUNOSLIK YO'NALISHI TALABALARINING NUTQIY VA  
LEKSIK KOMPETENTSIYALARINI CONTENT-BASED YONDASHUVI  
ASOSIDA TAKOMILLASHTIRISH**

**13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)**

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi  
AVTOREFERATI**

**Samarqand – 2023**

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Pedagogical Sciences**

**Sirojiddinova Shahribonu Sirojiddinova**

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Dissertatsiya Samarqand davlat chet tillar institutida bajarilgan.  
Dissertatsiya avtoreferati uch tilda (o'zbek, rus, ingliz (rezyume)) Ilmiy kengash veb-sahifasida (www.samdchi.uz) hamda "ZiyoNet" Axborot-ta'lim portalida www.ziynet.uz manziliga joylashtirilgan.

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## KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

**Dissertatsiya mavzusining dolzarbligi va zarurati.** Dunyo miqyosida ingliz tilini o'rganishga bo'lgan talabning ortib borishi ingliz tili o'qituvchilarining kasbiy kompetensiyalarini uzluksiz rivojlantirib borish zaruratini yuzaga keltirmoqda. Jahon hamjamiyatining tezkor integratsiyalashuvi jarayonida ingliz tili BMT tomonidan e'tirof etilgan xalqaro tillardan biri sifatida o'zining mustahkam o'rnini egallab kelmoqda. Oliy o'quv yurtlarining barcha yo'nalishlarida xorijiy tillarni persektiv reja asosida o'qitishga keng e'tibor qaratilmoqda. Xalqaro munosabatlar doirasida fan va ta'lim tizimida tillarni sohalarga bog'lab o'qitishga o'zgacha yondashilmoqda. Jumladan ingliz tilini tibbiyot, huquqshunoslik, arxitektura, bank sohalariga moslab o'rgatish bugungi kunda dolzarb ahamiyat kasb etmoqda.

Dunyo miqyosida jahon yuridik tizimida o'zaro muvofiqlashuvning kuchayishi, mamlakatlar o'rtasidagi siyosiy-iqtisodiy munosabatlar, huquqiy hujjatlarning ingliz tilida yuritilayotgani, o'zaro munosabatlarda yuridik ingliz tilini bilish muhimligi sabab dunyoning ko'plab davlatlarida ushbu sohaga katta e'tibor berilmoqda. Natijada ingliz tilini nofilologik yo'nalishlarda o'qitishning nazariy usullari, innovatsion metodlari va ularning samaradorlik jihatlari haqidagi ilmiy-tadqiqot ishlariga alohida e'tibor qaratilmoqda. Dunyo miqyosidagi tadqiqotlarda huquqshunoslik sohasi talabalarida kommunikativ va metodologik fanlar integratsiyasi asosida ingliz tilidagi ijtimoiy muloqotda erkin ishlay oladigan mutaxassis shaxsini shakllantirish masalalari muhim ahamiyat kasb etmoqda. Jumladan soha mutaxassislariga ingliz tilini o'qitishning innovatsion metodlarini ishlab chiqishda milliy, ijtimoiy, gender xususiyatlari kabi faktorlarga asoslangan yondashuvlarni alohida o'rganish zarurati kuchaymoqda.

Bugungi kunda mamlakatimizda tillarni o'qitishda innovatsion yondashuvning takomillashuvi va filologik bo'lmagan oliy ta'lim muassasasi talabalariga xorijiy tilni o'qitishning metodlari borasida ilmiy va amaliy izlanishlarga alohida e'tibor qaratilmoqda. "O'zbekiston ilm-fan, intellektual salohiyat sohasida, zamonaviy kadrlar, yuksak texnologiyalar borasida dunyo miqyosida raqobatbardosh bo'lishi shart"ligi tilshunoslik sohasidagi izlanishlarning nazariy va amaliy jihatdan yanada yuqori bosqichga ko'tarilishi lozimligini ko'rsatmoqda. O'zbekistonda turli mamlakatlar bilan har tomonlama hamkorliklarning yangi bosqichga ko'tarilishi xorijiy tillar tadqiqi va ta'limini ma'lum bir til sohiblarining madaniyati, mentaliteti, ijtimoiy munosabatlari va dunyoqarashidagi o'ziga xoslik asosida tashkil qilish zaruratini yuzaga keltiradi. Zero, "fan va ma'rifat nafaqat yoshlarning, balki butun jamiyatimizning ham intellektual va ma'naviy salohiyatini oshirishda birinchi darajali ahamiyatga ega"<sup>1</sup> Bu borada mutaxassisning kommunikativ imkoniyatlarini rivojlantirish, jumladan, ingliz tilidagi turli sohaga oid atamalarni tadqiq etishning nazariy va muhim omillarni izchil isloh etish va talabalarga ingliz tilidagi atamalarni o'qishni o'rgatishning nazariy va metodologik tamoyillarini ishlab chiqish hamda ingliz tili

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<sup>1</sup> O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga murojaati. 28.01.2020 y. <https://uza.uz/ru/politics/poslanie-prezidenta-respubliki-uzbekistan-shavkata-mirziyeev-25-01-2020>

yuridik atamalar tahlili va ularni huquqshunoslik yoʻnalishi talabalariga oʻrgatishning nazariy va amaliy asoslarini belgilash dolzarb masala boʻlib turibdi.

Oʻzbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi PF-5847-son “Oʻzbekiston Respublikasi oliy taʼlim tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash toʻgʻrisida”, 2022 yil 18 yanvardagi PF-60-son “2022-2026 yillarga moʻljallangan Yangi Oʻzbekistonning taraqqiyot strategiyasi toʻgʻrisida”gi farmonlari, 2018 yil 5 iyundagi PQ-3775-son “Oliy taʼlim muassasalarida taʼlim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini taʼminlash boʻyicha qoʻshimcha chora-tadbirlar toʻgʻrisida”, 2020 yil 11 noyabrdagi PQ- 4884-son “Taʼlim-tarbiya tizimini yanada takomillashtirishga oid qoʻshimcha chora-tadbirlar toʻgʻrisida”, 2021 yil 25 yanvardagi PQ-4963-son “Xalq taʼlimi sohasidagi ilmiy-tadqiqot faoliyatini qoʻllab quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari toʻgʻrisida”, 2021 yil 19 maydagi PQ-5117-son “Oʻzbekiston Respublikasida xorijiy tillarni oʻrganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora tadbirlari toʻgʻrisida”gi qarorlari, shuningdek, mazkur sohaga tegishli boshqa meʼyoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

**Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yoʻnalishlariga mosligi.** Mazkur tadqiqot respublika fan va texnologiyalari rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, maʼnaviy-maʼrifiy rivojlantirishda innovatsion gʻoyalar tizimini shakllantirish va ularni amalga oshirish yoʻllari” ustuvor yoʻnalishi doirasida bajarilgan.

**Muammoning oʻrganilganlik darajasi.** Yuridik sohani lingvistik va pedagogik yoʻnalishlarida B.A.Garner, D.Brinton, M.A.Snow va M.B.Wesche, M.Brinton, S.D. Krashen, D.Coyle va D.Marsh, F. Andrew, H.D.Brown J.Crandall, J. Cummins, W. Grabe, F.L.Stoller, M.Escudero, N.A.Asozoza<sup>2</sup> va boshqalar keng qamrovli tadqiqot ishlarini amalga oshirishgan.

Xorijiy tilni oʻqitish va oʻrganish jarayonining uslubiy xususiyatlari sohadagi bir qator taniqli tilshunoslar tomonidan ilgari surilgan. Yuridik lugʻat lingvistik

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<sup>2</sup> Garner B. A. *Legal Writing in Plain English*. Second ed. A Text with Exercises. Chicago–L.: The University of Chicago Press, 2013. - 456 p.; Brinton D. M., Snow M. A. and Wesche M.B. *Content-based Second Language instructions*. - Boston.: “Heinle and Heinle Publishers”, 1989. ;Brinton, M., Wesche M., and Snow M., *Content-based second language instruction*. New York.: “Newbury House”,1989.- ; Krashen, S. *Principles and practice in second language acquisition*. Oxford: “Pergamon”,1982.- ; Coyle D., Hood, P., and Marsh D. *Content and language integrated learning*. Cambridge.: “Cambridge University Press”, 2010.- ; Andrew Frost *English for legal professionals*. – London.: “Oxford University Press”, 2009. - 96 p.; Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy*. New York.: “Longman”,2001. - ; Crandall J. *ESL through area instruction*. Englewood Cliffs N. J.: Prentice – “Hall Regents”,1987. - ; Cummins J *Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students*. Rivera, C. (ed.), *Language proficiency and academic achievement*. Clevedon, England.: “Multilingual Matters”,1984.- 10, 2-19 pages.; Grabe, W., and Stoller F. L. (1997). *A six - T's approach to content-based instruction*. Donna M. Brinton and Margaret A. Snow (eds.) *Content-based classroom: Perspectives on integrating language and content*. New York: Longman, 78- 94 pages.; Escudero, M., *The Relevance of CLIL in Law*, University of Zaragoza, 2012. Asozoza, N. A. *Students' perceptions of the impact of CLIL in a Mexican BA program*. *PROFILE Issues in Teachers' Professional Development*, 17(2), 2015, 111-124 p.; Asozoza, N. A. *Students' perceptions of the impact of CLIL in a Mexican BA program*. *PROFILE Issues in Teachers' Professional Development*, 17(2), 2015, 111-124 p.

bo'lmagan oliy ta'lim muassasalarida Ye.V.Aleksandrova, T.V.Varlamova, Yu.A.Kuznetsova, T.L.Kucheryavaya, L.V.Stupnikova, A.S.Pigolkin <sup>3</sup> kabi olimlarning ishlarida tadqiqot ob'yekti sifatida o'rganilgan.

Ingliz tili metodikasini shakllantirish J.J.Jalolov, G.T.Mahkamova, Sh.S.Ashurov <sup>4</sup> kabi olimlar tomonidan, yuridik terminlarni mazmunini shakllantirish orqali so'zlashuv va nutq boyligini shakllantirish L.T.Ahmedova, V.I.Normurotova, F.Sh.Alimov, S.M.Azizova, X.Mamatqulov <sup>5</sup> va boshqalar tomonidan o'rganilgan.

**Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi.** Dissertatsiya Samarqand davlat chet tillar instituti ilmiy-tadqiqot ishlari rejasiga muvofiq "Oliy ta'lim tizimini rivojlantirish jarayoniga integrallashgan yondashuv" mavzusidagi ilmiy yo'nalish doirasida bajarilgan.

**Tadqiqotning maqsadi** yuridik soha yo'nalishi talabalarining ingliz tilida muloqot qilish ko'nikmasini shakllantirishga qaratilgan metodikani ishlab chiqishdan iborat.

#### **Tadqiqotning vazifalari:**

ingliz tilida yuridik atamalarni qo'llashni o'rgatishning metodik tuzilmasini ilmiy tahlil qilish orqali amalga oshiruvchi kommunikativ kompetentsiyalarni rivojlanishiga ta'sir etuvchi omillarni aniqlash;

ingliz tilida yuridik atamalarning kognitiv tamoyillarini ishlab chiqish;

ingliz tilidagi yuridik atamalarni o'rgatishning nazariy va amaliy maqomini belgilash, nazariy ma'lumotlarni o'rganish, huquqqa oid axborotlarni tahlil qilish usullarini ishlab chiqish;

talabalarni yuridik ingliz tilidagi atamalarni amaliyotda qo'llashga oid innovatsion texnologiyalarni ishlab chiqish va sinovdan o'tkazish.

**Tadqiqotning ob'yekti** sifatida oliy ta'lim muassasasining huquqshunoslik yo'nalishlari talabalariga chet tilini (ingliz tilini) o'rgatish jarayoni olingan.

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<sup>3</sup> Aleksandrova E.V. Method of formation of professionally oriented lexical competence in students of legal specialties. Thesis of PhD in Pedagogic sciences. M., 2009.- 179 p; Varlamova T.V. Legal terminology as an object of study and base for professionally speaking competence of MVD university graduates // Psycho-pedagogy in law enforcement bodies No.1 / 2008 P. 55-58.; Kuznetsova Yu.A. Problems of teaching specialized unofficial and conversational vocabulary in law higher educational establishment // Professionally oriented teaching of foreign language and translation in higher educational establishments: Material of international conference, held on 25-26 of March, 2008. – M.: Peoples' Friendship University of Russia, 2008. P. 145-149.; Kucheryavaya T.L. Problems of professionally oriented foreign language teaching in students of non-linguistic specialties // Theory and practice of education in modern world: materials of international scientific conference (Saint-Petersburg, February, 2012) – Saint-Petersburg, Renome, 2012. – 336-337 pages.; Stupnikova L.V. Optimization of mastering legal terminology while teaching English discourse to students of legal schools // Russian Bulletin of external economics. No.12. 2011 – P. 89-93.; Pigolkin A.S. The language of law / Pigolkin A.S. Pigolkin. – Moscow, 1990. – 256 p.

<sup>4</sup> Jalolov.J.J., G.T. Mahkamova., Sh.S. Ashurov. English language teaching methodology. (Theory and practice) – T.: "O'qituvchi", 2015-338 p.

<sup>5</sup> Akhmedova L.T., Jalalov J.J., Normuratova V.I., Nabieva K.N. Foreign language science curriculum. – T.: 2013. - 17 p.; Alimov V.V. Legal translation: practical course. English. Teaching manual. The 5th edition. – M.: Publishing house "LIBROCOM", 2010. – 160 p.; Azizova S. M. Features of professionally oriented education English for students of legal profile // Pedagogical journal. - 2016. – № 4. 251-260 pages.; Mamatkulov X.A // Pedagoglarning xorijiy tillar bo'yicha kompetentligini amaliy yo'naltirilgan metodik-ta'minot asosida rivojlantirish. Monografiya, 2- T.: "Fan va texnologiya", 2016, - 228 b.

**Tadqiqotning predmetini** huquqshunoslik yo‘nalishi talabalariga ingliz tilining yuridik sohasiga oid atamalarini o‘rgatish nazariyasi, shakli, metodlarini rivojlantirish tashkil etadi.

**Tadqiqotning usullari.** Dissertatsiyada o‘quv jarayonini maqsadli kuzatish, tadqiqot mavzusi doirasida adabiyot manbalarini o‘rganish va tahlil qilish, so‘rovnomalardan foydalanish, tajriba-testi, tajriba-sinov natijalarini qiyosiy tahlil qilish, umumlashtirish, matematik statistik tahlil qilish usullaridan foydalanilgan.

**Tadqiqotning ilmiy yangiligi** quyidagilardan iborat:

ingliz tilida yuridik atamalarni o‘rgatish usuli orqali muloqot jarayonida personal, sotsio-pragmatik, lisoniy, kognitiv omillarni o‘qitishning innovatsion texnologiyalarni qo‘llanilishi asnosida takomillashtirilgan;

ingliz tilidagi yuridik atamalarni o‘qitishdagi diskursning lisoniy va nolisoniy tarkibiy qismlari o‘rtasidagi pragmatik, kognitiv integratsiyalari mazkur birliklarning lisoniy va nolisoniy aktlarda o‘rganish darajasiga ko‘ra aniqlashtirilgan;

yuridik atamalarni muloqotda keng qo‘llanilishining lingvistik-pragmatik, kognitiv-diskursiv imkoniyatlari talabalarning so‘z o‘zlashtirish kompetensiyasini rivojlantirib borish darajasiga ko‘ra samarali shakllantirib borilishi asoslab berilgan;

ingliz tilidagi yuridik atamalarni o‘rgatishning “asosli munozara”, “hamkorlik strategiyasi” kabi innovatsion va polisemantik xorijiy atamalar, yuridik jargonlar va murakkab sintaksik tuzilmalarni qo‘llashdan iborat nostandart usullari metodik qo‘llanilishiga ko‘ra takomillashtirilgan.

**Tadqiqotning amaliy natijalari** quyidagilardan iborat:

Huquqshunoslik yo‘nalishi mavjud oliy ta‘lim muassasalari talabalariga ingliz tilidagi yuridik atamalarni o‘qitishni o‘rgatish orqali kommunikativ va yuridik shaxsni rivojlantirish tavsiyalar ishlab chiqilgan;

ingliz tilida yuridik atamalarni tushunish bilan bog‘liq lingvistik hamda kommunikativ muammolarni bartaraf etishning uslubiy tamoyillari asosida bir qator mashqlar ishlab chiqilgan;

maqolalar asosida bir qator huquqiy matnlar ishlab chiqilgan bo‘lib, huquqshunoslik yo‘nalishi talabalariga inglizcha atamalardan foydalangan holda nutq boyligini oshirish usullarini o‘rgatish lozim ekanligi asoslab berilgan.

**Tadqiqot natijalarining ishonchliligi** tadqiqot yuzasidan chiqarilgan xulosalarning tahlil metodologiyasi va metodi bilan uyg‘unligi, muhokama qilinayotgan muammoning dolzarbligi, yangi va muhim vazifalarning hal etilganligi, katta hajmdagi material tahlili asosida erishilgan lisoniy dalillarning nazariy asoslanganligi, tadqiqotning himoyaga olib chiqilayotgan holatlari zamonaviy usullar tatbiqida yechilganligi, olingan natijalarning amaliyotga joriy etilganligi va vakolatli davlat tuzilmalari tomonidan tasdiqlanganligi bilan belgilanadi.

**Tadqiqot natijalarining ilmiy va amaliy ahamiyati.** Tadqiqot natijalarining ilmiy ahamiyati yuridik atamalarni lingvistik va kommunikativ maqomini aniqlash, ularni o‘qitish usullarini ishlab chiqish hamda shu jarayonda yuzaga keladigan muammolarni bartaraf etish usullarining takomillashtirilganligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati “Ingliz tili pedagogikasi”, “Ingliz tilini o‘qitish metodikasi”, “Yuridik ingliz tili”, “Kasbiy ingliz tili” fanlariga oid darsliklar, o‘quv-uslubiy qo‘llanmalar, ma’ruza matnlari to‘plamini yaratishda hamda “Yuridik terminlarni mazmunan o‘qitish” darsligidan ingliz tilidagi yuridik atamalarni o‘qitish bo‘yicha darsliklarni takomillashtirishda foydalanish mumkinligi bilan izohlanadi.

**Tadqiqot natijalarining joriy qilinishi.** Talabalarni content-based usuli orqali o‘qitish asnosida olingan ilmiy natijalar asosida ingliz tilida yuridik atamalarni o‘qishga o‘rgatishning xulosalari asosida:

ingliz tilida yuridik atamalarni o‘rgatish, ulardan muloqot jarayonida foydalanishning personal, sotsio-pragmatik lisoniy kognitiv omillari takomillashtirilganligi haqidagi xulosalardan Samarqand davlat chet tillar institutida bajarilgan Yevropa ittifoqining Erasmus+ dasturi 58545-EPP-1-2017-1-ES-EPPKA2-CBHE-JP CLASS: “Computational linguistics at Central Asian universities” grant loyihasi doirasida foydalanilgan (Samarqand davlat chet tillar institutining 2022 yil 05 apreldagi 561/30.02.01 son ma’lumotnomasi). Natijada loyihadagi metodik modullarning elektron ma’lumotlar bazasini takomillashtirishga erishilgan;

ingliz tilidagi yuridik atamalarni o‘qitishdagi yuridik diskursning lisoniy va nolisoniy tarkibiy qismlari o‘rtasidagi pragmatik, kognitiv integratsiyalari ko‘lamiga oid natijalardan Yevropa Ittifoqining Erasmus + dasturining 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHE IMIP: “O‘zbekistonda oliy ta’lim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish” nomli innovatsion tadqiqotlar loyihasining nazariy asoslarini belgilashda foydalanilgan (Samarqand davlat chet tillar institutining 2022 yil 05 apreldagi 561/30.02.01 son ma’lumotnomasi). Natijada, xalqaro loyiha asosida chet tillarini o‘qitishni takomillashtirishning nazariy qismini boyitish va ta’lim jarayonini takomillashtirish hamda ommalashtirish uchun uslubiy tavsiyalarni ishlab chiqishga erishilgan;

ingliz tilidagi yuridik atamalarni o‘rgatishning “asosli munozara”, “hamkorlik strategiyasi” kabi innovatsion va ko‘p so‘zli xorijiy atamalar, yuridik jargon va murakkab sintaksik tuzilmalarni qo‘llashdan iborat nostandart usullari takomillashtirilishi borasidagi xulosalardan Samarqand viloyati teleradiokompaniyasi tomonidan 2022 yil 8 aprel sanasidan 20 mayga qadar efirga uzatilgan "Ingliz tilidan onlayn dars" ko‘rsatuvi ssenariysini tayyorlashda foydalanilgan (Samarqand viloyat teleradiokompaniyasi 2022 yil 9 apreldagi № 01-11/136 son ma’lumotnomasi). Natijada, bugungi kunda xorijiy tillarni o‘rganish, huquqshunoslik yo‘nalishidagi talabalarga ingliz tilini o‘rgatish orqali ularning huquqiy savodxonligini takomillashtirish va mazmunini boyitish asnosida darsda Content-based metodikasini qo‘llash, ularni sohaviy bilimlarini boyitish, dars jarayonida nutqiy va lug‘aviy kompetentsiyalarni oshirish, yuridik atamalarini ingliz tilida to‘g‘ri ifodalash hamda qo‘llashga xosliklarini ifodalanishi to‘g‘risida teletomoshabinlar yetarlicha ma’lumotlarga ega bo‘lishgan.

**Tadqiqot natijalarining aprobatsiyasi.** Mazkur tadqiqot natijalari 4 ta ilmiy amaliy anjumanda, shu jumladan, 2 ta respublika va 3 ta xalqaro konferensiyalarda muhokamadan o'tkazilgan.

**Tadqiqot natijalarining e'lon qilinganligi.** Dissertatsiya ishining asosiy natijalari 15 ta ilmiy ish, jumladan, O'zbekiston Respublikasi Oliy Attestatsiya Komissiyasining doktorlik ishlarining asosiy ilmiy natijalarini chop etish tavsiya qilingan nashrlarda 5 ta ilmiy maqola, shulardan 2 ta respublika va 3 ta xorijiy ilmiy jurnallarda, shuningdek, turli ilmiy to'plamlarda nashr qilingan.

**Dissertatsiyaning tuzilishi va hajmi.** Dissertatsiya kirish, uch bob, boblar bo'yicha xulosalar, umumiy xulosa va foydalanilgan adabiyotlar ro'yxatidan iborat bo'lib, umumiy hajmi 135 sahifani tashkil qiladi.

## DISSERTATSIYANING ASOSIY MAZMUNI

**Kirish** qismida tadqiqotning dolzarbligi va zarurati asoslangan, uning maqsad va vazifalari, ob'yekti va predmeti tavsiflangan, O'zbekiston Respublikasi fan va texnologiyalarni rivojlantirishning ustuvor yo'nalishlariga mosligi ko'rsatilgan hamda tadqiqotning ilmiy yangiligi, amaliy natijalari bayon qilingan, olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy etish, nashr qilingan ishlar va ishning tuzilishi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning "Ingliz tilini o'qitish dasturining ilmiy tahlili" deb nomlangan birinchi bobida ingliz tilini nofilologik yo'nalishlarida o'qitishning nazariy usullari, o'qitish metodlari va ularning samaradorlik jihatlari tahlil qilingan. Til o'qitish integratsiyasiga oid olimlarning fikr-mulohazalari o'rganilgan va munosabatlar bildirilgan. Mazkur bobning "Yuridik ingliz tilini o'qitishda gaplarda yuridik atamalarning sintaktik shakllanishining yo'llari va xususiyatlari" deb nomlangan paragrafida ingliz va o'zbek tillaridagi yuridik atamalarning sintaktik shakllarini o'qitish tahlil qilingan. Sintaktik tarkibiga ko'ra, umumiy va xususiy yuridik sohaga oid terminlar turlarga ajratish usuli orqali tadqiq etildi. Buning natijasida ingliz tilidagi yuridik terminologiyaning butun qatlami o'rganilib chiqildi.

Yuridik sohaga oid til birikmalarini o'qitishda birinchi navbatda ularning lingvistik maqomini belgilashga qaratilgan omillarga e'tibor qaratgan holda, talabalarga quyida keltirilganlarni farqlab o'rganishga mas'uliyat yuklaydi:

monolog va dialog nutqdan dolzarb masalalarda ijobiy va qarshi fikrlar, shuningdek, o'z fikrini bildirish uchun keng ko'lamlil foydalanish tajribasini shakllantirish;

dolzarb mavzuga oid munozaralarda suhbatlashish qobiliyati, "hamkorlik" strategiyasini amalga oshirish;

zamonaviy mavzulardagi matnni tushunish, mualliflarning individual pozitsiyasi belgilash;

o'tilgan mavzular bo'yicha ma'ruzalar, filmlar va dialoglarning izohlarni tushunish.

Ikkinchi paragraf “CBI yordamida yuridik ingliz tilini og‘zaki tilning rasmiy komponenti sifatida o‘rgatish” deb nomlanib, madaniyatlararo kommunikativ, lingvistik, shuningdek boshlang‘ich kasbiy kompetentsiyalarni o‘qitishga mazmunli va muvozanatli yondashuvni qo‘llash orqali professional vaziyatlarda o‘qitishning har bosqichida ingliz tilidan samarali foydalanishga yordam berishi ko‘rib chiqilgan. Ma‘lumki, ingliz tili odamlar o‘rtasida muloqot qilish, ma‘lumotni taqdim etish va ma‘lumot olish uchun xizmat qiladigan ijtimoiy sohalarning asosi sanaladi. Ta‘lim sohasidagi kuzatuvlar shuni ko‘rsatdiki, yuridik yo‘nalishda yuridik ta‘lim oluvchi talabalarga ingliz tilini o‘qitish alohida metod va usullardan foydalanishni talab etadi. Bu yuqori darajadagi sammitlarda yuridik atamalarning sinonimik guruhlarida samarali foydalanishga imkon yaratadi.

Shu bilan birga, ingliz tilini o‘qitish amaliyoti shuni ko‘rsatdiki, yuridik ingliz tilini o‘rganishda muayyan muammo va ziddiyatlar paydo bo‘lishi mumkin, chunki huquqshunoslik murakkab, ko‘p qirrali va o‘ziga xos tushunchalar bilan ishlaydi. Mazkur tushunchalar maxsus atamalar bilan ifodalanib, semantik noaniqligi, funksional barqarorligi orqali ajralib turadi. O‘z navbatida, yuridik soha sanoat, iqtisod, siyosat kabi sohalar bilan ham uzviy bog‘liqligini unutmaslik lozim. Bu shundan dalolatki, yuridik atamalarni o‘rgatishga oid tadqiqotlar boshqa sohalarning atamalariga ham e‘tibor qaratishni talab etadi. Maxsus atamalarni tavsiflovchi iboralar bilan almashtirish so‘zlarning aniqligi va to‘g‘riligiga, huquqshunoslar fikrining aniq va ravshan ifodalanishining yo‘qotishiga olib kelishi mumkin.

Yuridik lug‘at ancha murakkab hisoblanib, polisemantik birliklarni o‘z ichiga oladi. Ijtimoiy-siyosiy terminologik ta‘limga kelsak, u yuridik lug‘atning o‘zini yoki huquq va huquqshunoslikni o‘z ichiga oladi. Ushbu tadqiqot doirasida, huquqshunoslikning ingliz tilidagi rasmiy og‘zaki shakli ko‘rib chiqildi, chunki bu qonunchilikda normalar ishlab chiqish va qonunlarni qo‘llashning turli sohalarda qo‘llaniladigan tartibga solish usuli hisoblanadi.

Tadqiqot ishi natijalari yuridik sohaga oid ingliz tilidagi birliklarni o‘qitish shu soha yo‘nalishlari uchun mo‘ljallangan bo‘lishiga qaramasdan, boshqa soha vakillari ham yuqori darajadagi uchrashuvlar va konferensiyalarda, sud jarayonlari va maxsus vaziyatlarda rasmiy muloqot birliklari sifatida qo‘llashlari mumkin.

Ushbu sohaga oid atama va iboralarni yuridik ingliz tilining rasmiy og‘zaki nutqida ham ishlatish mumkin, bunda o‘qituvchi ushbu so‘zlarni dars davomida qonuniy yuridik material sifatida ishlatishi maqsadga muvofiq. Bundan tashqari, o‘qituvchilar og‘zaki muloqot orqali vazifalarni bajarishda talabalar bilan o‘zaro hamkorlikni yo‘lga qo‘yish lozim.

Ta‘lim jarayonida atamalarning ekvivalentlariga sintaktik yo‘l orqali aniqlanadi. Bu dars davomida ham ingliz tilida, ham o‘zbek tilida yuridik atama terminlarini o‘qitishning eng samarali vositasi hisoblanadi. Tadqiqot ishi amaliyot jarayonida qo‘llaniladigan yuridik sohaga oid atamalarni bir ma‘noga ega atamalar bilan cheklash mumkin emasligini ishonchli tarzda isbotlaydi. B.N.Golovin “Bu turdagi atamalarni alohida so‘zlar va iboralar bilan bir yoki boshqa maxsus faoliyat sohalarda nominativ va asosiy funksiyalarida tan olinishi”ni mantiqiy jihatdan

qo‘llab-quvvatlaydi. Ko‘pgina yuridik sohaga oid tushunchalar alohida so‘z-atamalar bilan emas, balki turli xil so‘z birikmalari, ya’ni aralash terminologik birikmalar, izohlovchi atamalar hamda polisemantik atamalarning nomlari bilan ifodalanadi. Yuridik ingliz tiliga oid atama-iboralar T.M.Balixina, V.P.Danilenko, B.N.Golovin, I.G.Galenko hamda E.B.Yershovalar <sup>6</sup> kabi ko‘plab tadqiqotchilarning ilmiy izlanishlarida o‘rganilgan. Ular olib borgan tadqiqotlarda asosan ingliz tilini o‘qitish jarayonida yuridik atamalarning sintaktik shakllanishi va ularning xususiyatlarini izohlashga asosiy e’tibor qaratilgan. Shu bilan birga, yuqoridagi olimlar tomonidan yuridik ingliz tiliga oid bo‘lgan terminologiyani metodik usullar orqali qo‘llashni o‘rgatish izchillik asosida tatbiq etilmagan. Yuridik sohaga oid lug‘at juda murakkab va izoh talab qiladigan so‘z birikmalarini o‘z ichiga oladi. Yuzaga keladigan ijtimoiy-siyosiy vaziyatlarda yuridik sohaga oid atamalar yuridik lug‘atda qo‘llaniladigan yaxlit yoki qisman o‘qitishga doir birikmalarni o‘z ichiga oladi. Ushbu tadqiqot doirasi huquqshunoslikning qonunchilik, qoidalar va huquqni tartibga solish organlarida ingliz tilida rasmiy muloqotni amalga oshirishga ko‘mak beruvchi metod va usullarini qo‘llashdan iborat. Huquqshunoslik fanidan ta’lim beruvchi o‘qituvchi uchun yuridik ingliz tilini o‘qitish muhim ahamiyatga ega emas, chunki bu uning funksional vazifasiga kirmaydi, lingvistik soha mutaxassisi uchun huquqshunoslikda foydalaniladigan va qo‘llaniladigan barcha atamalar amaliy ahamiyat kasb etmaydi. A.G.Anisimova va M.A.Arxiportalarning <sup>7</sup> ta’kidlashicha, “Xalqaro rasmiy munosabatlarda keng axborot maydonini yuzaga keltirilishi terminologiya tizimi uchun katta ahamiyat” kasb etadi. A.S.Pigolkin<sup>8</sup> fikrigi ko‘ra, “Yuridik atama so‘z va so‘z birikmasi sifatida qonunchilikda umumiy yuridik tushuncha singari aniq va o‘ziga xos ma’noga ega bo‘lgan shartli monosemiya va funksional barqarorlik sifatida” tavsiflanadi. K.Ya.Averbuxning<sup>9</sup> ta’kidlashicha, “Atamaning morfologik tuzilishi turlicha ko‘rinishda bo‘lishi mumkin”. Uning so‘zlariga ko‘ra, “Sohaga oid tushunchalarni aks ettirishning barcha turdagi ahamiyatga ega bo‘lmagan shakllari, ya’ni ekvivalentlari sifatida qo‘llanilishi mumkinligi, har bir so‘zning termin shaklida foydalanishi barqaror aloqani mavjudligi”dan dalolat beradi. A.V.Zuyeva<sup>10</sup> qo‘shimcha tarzda “Yuridik ingliz tiliga doir so‘zlarni terminologik kompleks ichida muloqot vositasi (terminologik tizim yadrosini tashkil etadigan egalik qo‘shimchalar) bilan birga sifat va ravishlardan tashkil topishi”ni ta’kidladi.

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<sup>6</sup> Balykhina T.M. Terminological phrases in the language of legal literature: auto ref. dis. ... Cand. philol. sciences. - M., 1983. - 17p.; Danilenko V.P. Russian Terminology: An Experience of Linguistic Description. - M.: "Nauka", 1977. - 246 p; Golovin B.N., Kobrin Z.Yu. Linguistic foundations of the doctrine of terms: textbook. manual for philol. specialist. universities. - M.: "Higher", 1987. - 104 p; Galenko I.G. Word-building nests in the linguistic terminology of Russian language // Actual problems of Russian word formation. - Tashkent, 1982; Ershova E.B. Terminology of criminal law (lexico-semantic and functional aspect): dis. ... Cand. philol. sciences. -L., 1990.- 129 p.

<sup>7</sup> Anisimova A.G., Arkhipova M.A. English legal terms: optimization of education process // Bulletin of Moscow State Institute for International Relations, No. 4 (37). - M. 2014. - 294-299 pages.

<sup>8</sup> Pigolkin A.S. The language of law / Pigolkin A.S. Pigolkin. - Moscow, 1990. - 256 p.

<sup>9</sup> Averbukh K.Ya. General theory of term. - M.: "Publishing house of Moscow State Regional University", 2006. - 252 p.

<sup>10</sup> Zuieva I.V. Peculiarities of usage of English legal terminology // University readings. - PSLU, 2010.

Biroq V.V.Leychik<sup>11</sup> “Qo’shma fe’l, sifat va ravishlarning terminologik qator yaratilishiga ortiqcha sabab ko‘rinmayotgani”ni ta’kidlaydi. Yuridik sohaga oid terminologiya boshqa sohalar terminologiyasidan farq qiladi. Umumiy adabiy til va yuridik til o‘rtasidagi o‘zaro o‘xshashlikni yo‘qolishiga lotin tili sezilarli ta’sirini ko‘rsatgan. Angliyada yuridik institutlarning ta’lim jarayonlarida huquqshunoslikda foydalaniladigan atamalar o‘rganila boshlandi. Lotin tilidan olingan mazkur sohaga doir bo‘lib qolib, tadqiqotchilarning bergan ma’lumotlariga ko‘ra 10% gacha sof lotin tilidagi atamalar saqlanib qolingan. Yana bir xususiyat, yuridik terminologiyasini o‘qitish tizimlarida leksik birliklarning ingliz tilida ishlatilishi maqsadga muvofiq. Masalan: “right”, “totality”, “composition” so‘zlarini yuridik tilda qo‘llanilishini ko‘rish mumkin.

Dissertatsiyaning ikkinchi bobi “Zamonaviy ingliz tili metodologiyasida kontentga asoslangan yondashuv orqali o‘qitishning ahamiyati” haqida bo‘lib, uning birinchi paragrafida “Ta’limning integratsiyalashuvi jarayonida muloqot atamalarini yuridik ingliz tilida o‘qitish metodikasi” tahlil qilindi. Yuridik ingliz tili ikki fan - tilshunoslik va huquqshunoslik fanlari asosida tutashgan fan hisoblanadi. Ushbu fanning tatbiq etish doirasi til va huquq o‘rtasidagi muammolar va aloqalar bilan bog‘liq bo‘lib zamonaviy tilshunoslik talablariga javob beradigan tadqiqot usullari va natijalarini o‘z ichiga oladi. Yuridik ingliz tili qonun matnlarini asl til bilan aloqadorligi orqali tushuntirgan holda, o‘zbek tilshunosligi va pedagogikasida alohida yo‘nalish sifatida XXI asr boshlarida alohida ajratila boshlandi. Yuridik ingliz tilini o‘rganish va o‘qitish o‘zbek tilida tahsil oluvchi soha vakillari uchun nafaqat nazariy, balki amaliy jihatdan ham zarur ahamiyatga ega ekanligini ko‘rsatdi. Bu esa o‘z navbatida, ta’lim tizimida foydalaniladigan darsliklar va lug‘atlarning yetishmasligidan dalolat beradi. Yuridik matnlarni ingliz tilida yozma va og‘zaki shaklda aniq tarjima qila oladigan, mehnat faoliyati jarayonida o‘z fikrini bemalol ingliz tilida bayon eta olish qobiliyatiga ega mutaxassislarni tayyorlash zarurati mavjud. Sohaga doir bo‘lgan ingliz tilidagi darsliklar va lug‘atlarsiz bunday vazifani bajarish qiyin, hozirgi kunda integral terminologik tizimlar bilan mustaqil aloqaga ega bo‘lmagan atamalar va terminologik iboralarning tarjima ekvivalentlarini o‘z ichiga olgan yuridik qo‘llanmalarni yaratish bo‘yicha takliflar berilmoqda. Shu bilan birgalikda, xorijiy yuridik ta’lim tizimlaridan foydalanmaslikning iloji yo‘q. Chunki Angliya va Amerika huquqshunosligidagi yuridik atamalarning o‘zbek tilidagi ekvivalentlari bilan munosabatlarini o‘rganmasdan, sifatli tarjima haqida so‘z yuritib bo‘lmaydi. Zamonaviy ta’lim tizimi yuridik ingliz tilini o‘qitishda yangi o‘qitish usullari va manbalariga murojaat qilishni talab qiladi. Maxsus sohaga oid atamalarni og‘zaki ingliz tilida o‘qitish zamonaviy usullariga darsliklar, munozaralar, ikki tilli lug‘atlar, sohaga oid jurnallar, podkastlar, onlayn resurslar, yuridik vaziyatlarda ingliz tilida muloqot olib boruvchi hamkasblar bilan muloqot amaliyoti kiradi. Yuridik fakultetlarda ingliz tili o‘qituvchilari yuridik ingliz tilini o‘rgatish uchun xorijiy mualliflarning o‘quv uslubiy majmualaridan tobora ko‘proq

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11 Leichik V.M. Optimal length and optimal structure of the term // Questions of linguistics, 1981, P: 63-73 pages.

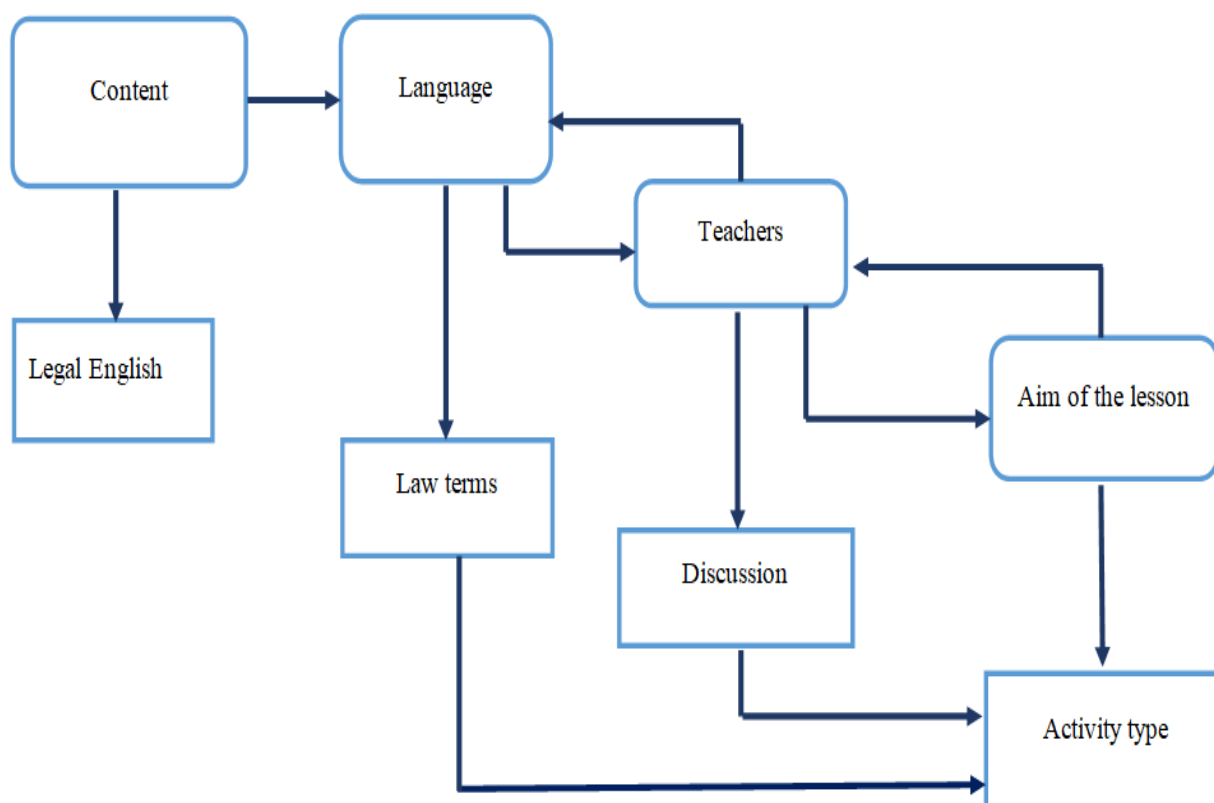
foydalanmoqdalar. Amaliyot shuni ko'rsatadiki, ushbu o'quv materiallari yuridik talabalar o'rtasida faol tarzda muloqot asoslarini shakllantirishga yordam beradi. Bo'lajak huquqshunoslarni tayyorlash jarayonida quyidagi sohaga oid til qobiliyatlarini rivojlantirishi kerak:

shaxslararo va madaniyatlararo o'zaro ta'sir muammolarini hal qilish uchun og'zaki va yozma shaklda muloqot qilish qobiliyati;

og'zaki va yozma nutqni mantiqan to'g'ri, oqilona va aniq qurish qobiliyati;

chet tilida kasbiy muloqotning zarur ko'nikmalarini egallash qobiliyati;

yuridik faoliyat natijalarini jarayonlarda va boshqa hujjatlarda to'g'ri va to'liq aks ettirish qobiliyati.



### 1-rasm. Mazmun asnosida yuridik ingliz tilini o'qitishning hozirgi bosqichi

1-rasmda quyidagilar tegishli vazifalar sifatida ko'rib chiqilgan:

xorijiy metodik adabiyotlar tahlili;

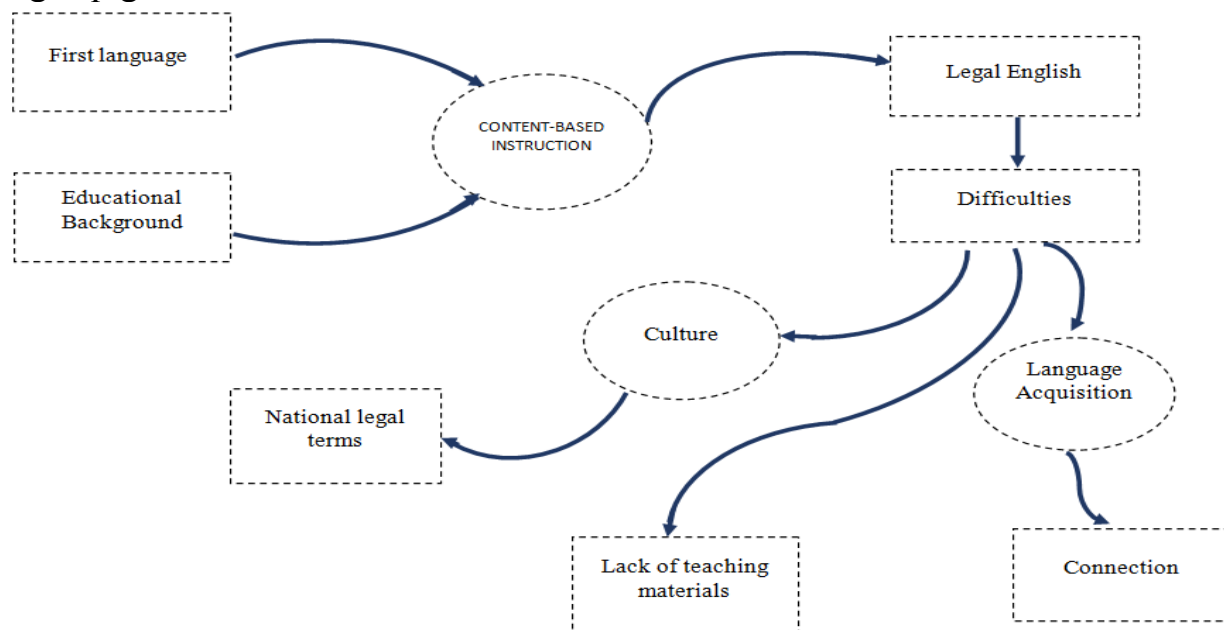
chet tillarni o'qitish metodikasining asosiy yo'nalishlarini aniqlash;

yuridik ingliz tilini o'qitishning mahalliy va xorijiy usullarini taqqoslash;

yuridik fakultet va kollej talabalarida yuridik ingliz tilini o'qitish samaradorligini aniqlash.

“Ingliz tilidagi yuridik atamalarining mazmunini kontentga asoslangan va integratsiyalashuv asnosida o'rgatish” nomli paragrafida bir nechta tillarda so'zlashuvchi odamlarning o'qitish jarayonlarining bir tillilardan ustunligi haqidagi ma'lumotlarga bag'ishlangan. Ushbu tadqiqot ong va miyada bir nechta tilga ega

bo'lish yuridik ingliz tili orqali qanday foyda keltirishini tushuntiradi. Shuningdek, bu paragraf tilni muvaffaqiyatli o'zlashtirish tilni fan sifatida o'rganish, til orqali mazmunga ega bo'lish imkoniyatlarini birlashtirgan ta'lim strategiyalariga bog'liqligini ochib beradi.



## 2-rasm. Xorijiy metodik jarayonlarning tahlili

2-rasmda, ingliz tili o'qituvchilari hamda yuridik matnlarning mohir tarjimonlari tomonidan yuridik ingliz tilini o'qitishda foydalanish mumkin bo'lgan mantiqiy manbalar korpusini nazarda tutish tavsiya etiladi. Ushbu ilmiy va lingvistik hodisa nafaqat xalqaro yuridik aloqalarda yetakchi, balki Yevropa Ittifoqining yuridik ingliz tilida o'qitish va tadqiq qilish jarayonining asosiy vazifalaridan biriga aylandi. Bundan tashqari, oliy ta'lim tomonidan qo'yilgan vazifalardan yana biri shuki, Yevropa universitetlarida bo'lgani kabi talabalarning o'quv jarayonida yanada integratsiyalashuvining kengaytirilgan imkoniyatlarini o'zimizning universitetlarda ham joriy qilish hisoblanadi. Har bir talaba uchun zarur hisoblangan yuridik ingliz tilini o'qitishning tizimli yondashuvini ishlab chiqish asosiy maqsadlardan biri hisoblanadi. Eng asosiy maqsad, o'qitishga tizimli yondashuvni ishlab chiqish hisoblanadi. Bu yerda, o'z navbatida, bir nechta talablar belgilab qo'yilgan:

umumiy ingliz tili grammatikasi va xususan yuridik ingliz tili grammatikasiga oid bilimlarni mustahkamlash bo'yicha tizimli mashqlarni ishlab chiqish;

atamalarni yaxshi bilish va ularni gaplarda to'g'ri ishlata olish qobiliyatini shakllantirish;

o'z mamlakati va o'rganilayotgan til mamlakatining yuridik sohalarini bilish, umumiy ma'lumotlar va atamalar tavsifi, shuningdek yuridik sohasi doirasidagi hujjatlarni yuridik ingliz tili yordamida mukammal o'rganish;

huquqshunos eng mos yaxlit tushunchani tanlashi uchun atamalarni, shu jumladan alternativ atamalarni tavsiflashi, shuningdek ushbu atamalardan qanday foydalanishni izohlashi;

talabalarining ushbu yuridik sohalarida turli xil hujjatlar bilan ishlashda juda katta tajribaga ega bo'lishi.

Yuridik atamalarni qo'llash huquqshunos uchun ayniqsa foydali, chunki ular asosida konsepsiyani to'g'ri va aniq belgilaydi va qoidalarni aniqroq tushuntirishga harakat qiladi, natijada ikkinchisini yaxshiroq tushunish va qo'llash mumkin. Umuman olganda, qonunchilikda fikrni ifodalashda lingvistik axborotlar mukammallashtiriladi. Yuridik atamalarning ishlatilish jihatlari bir sohada qo'llanilishidagi bir xilligi, semantik o'ziga xosligi va to'liqligiga content-based o'qitish usuli bilan erishish mumkin.

Yuridik atamalarni batafsil tavsiflovchi iboralar bilan almashtirish o'qitish jarayonida ko'p uchraydi, chunki qoidalarga asoslanmagan tarjimalar noto'g'ri hujjatlarni yuzaga kelishiga olib keladi, shuningdek ularni jarayonlarda qo'llashni qiyinlashtiradi. Atamaning kontekstda mustaqilligi ham huquqshunoslar, ham tilshunoslar tomonidan qayd etilgan va atamaning ma'nosi umumiy so'z birikmalarida bo'lgani kabi uning ta'rifida ham izohlab berilgan. Natijada, atama so'zma-so'z tarzda mukammal til sathiga o'tadi va tizim atamasining bir qismiga aylanadi. Yuridik talqin ba'zan qonuniy tarjima sifatida talqin qilinadi. Yuridik tarjima - bu tarjimaning boshqa turlaridan ajralib turadigan bir turi bo'lib, ushbu tarjima uslubi tarjimonning imkoniyatlarini to'liq tushunishni talab qiladi. Yuqoridagi fikrni izohlagan holda mukammal yuridik jarayondagi tarjimani amalga oshirish uchun sohaga xorijiy til asosida o'qitish usulini kiritishning bir nechta talqini tavsiflandi. Bunga ko'ra:

- 1) har bir bo'lajak huquqshunos manba va xorijiy tilni bilishi;
- 2) xalqaro yuridik tizim haqida tushunchaga ega bo'lishi;
- 3) tegishli yuridik fanlar bo'yicha ishlaydigan bilimga egaligi;
- 4) sohaga doir tarmoqlarda ekspertiza jarayonlarda ishtirok etish layoqatiga egaligi;
- 5) tarjima san'atini o'rganish va o'ziga xos iste'dodlarni rivojlantirish hamda ularni birlashtirishni talab etadi<sup>12</sup>.

D.Kristalning o'z asarida "Yuridik nutq xarakterining o'ziga xosligi"ni ta'kidlab, "Akademik til ta'lim muassasasida o'quv maqsadlari uchun foydalaniladigan tildir" deya keltirib o'tadi. Talabalarining bilimlarini tekshirish orqali olib borgan sinov-tajriba mashqlari natijasida shunga amin bo'ladi. D.Kristalning<sup>13</sup> yuqorida bergan nazariyasi asosida "umumiy ingliz tili orqali o'qitish uzoq vaqtni talab qilishini hamda talabalar o'qishi davomida ko'plab mavzular bo'yicha rivojlanishini ko'rishimiz tobora noaniq va mavhum bo'lib boradi, chunki ta'lim muassasasida o'tiladigan fanlarning vazifasi talabalarining yangi, maxsus bilimlarni mukammal o'zlashtirishida" deb hisoblaydi.

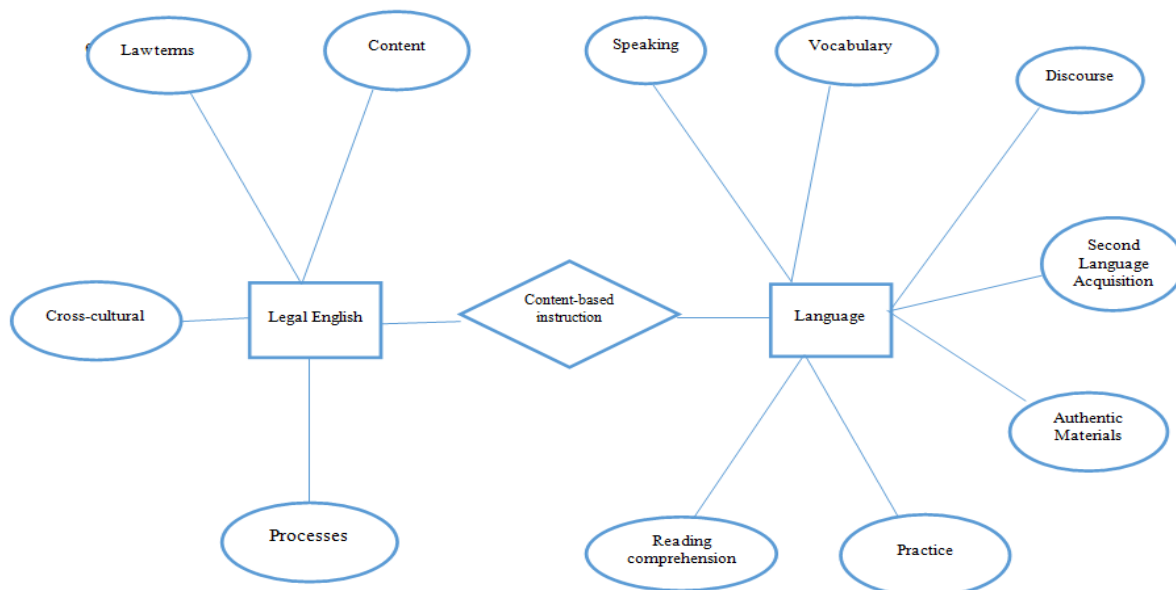
Akademik tilning lingvistik qoliplari talabalar tomonidan yuzaga keladigan vaziyatlarda, vazifalarda, nutqda, matnlarda va ta'lim tizimi mavzularini baholashda uchraydi. "Advokatlar uchun ingliz tili" kursining mazmunini

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12 Cummins J Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. Rivera, C. (ed.), Language proficiency and academic achievement. Clevedon, England.: "Multilingual Matters", 1984.- 10, 2-19 pages.

13 Crystal, D. The Cambridge encyclopedia of English. Cambridge, 1994.

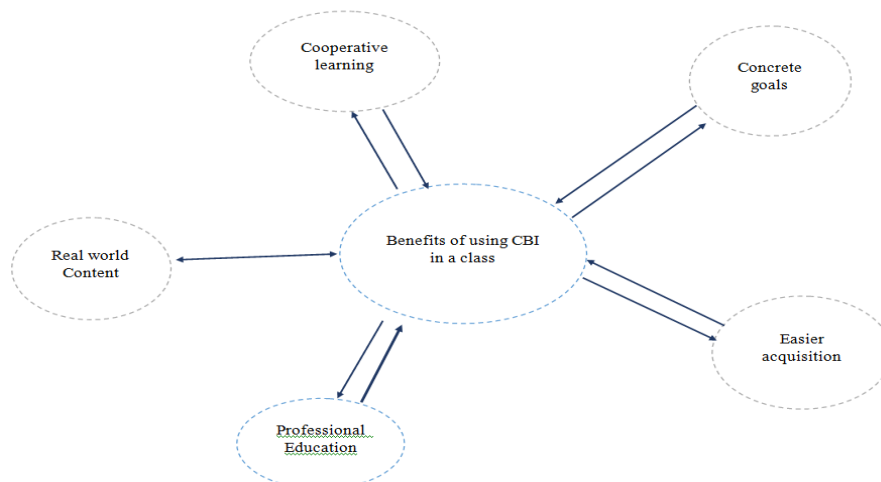
dissertatsiyada bayon qilingan akademik vazifalari talablariga ko'ra, tadqiqotda PQA (problem-question-answer) uslubiga e'tibor qaratilgan. Bu dalil PQA uslubi dars jarayonida o'rgatish uchun ijtimoiy konstruktivistik janr nazariyasining g'oyalarini chizish asnosida pedagogik strategiyaning tajribasini yanada kuchaytirdi. Tajribada o'qitish usuli sifatida CBI (til va soha uyg'unligidagi ta'lim) qo'llanildi. Mazmunga asoslangan ta'lim deb ham ataladigan CBI o'ziga xos tarzda til amaliyoti uchun vosita sifatida akademik kontent sohasidagi vazifalardan foydalanishni o'z ichiga oladi. CBI sinflarida tilni o'rganish va kontentni o'rganish tandemga qo'yilgan bo'lib, unda kontent vazifalari til amaliyoti, shu jumladan akademik ta'lim uchun manba bo'lib xizmat qiladi.



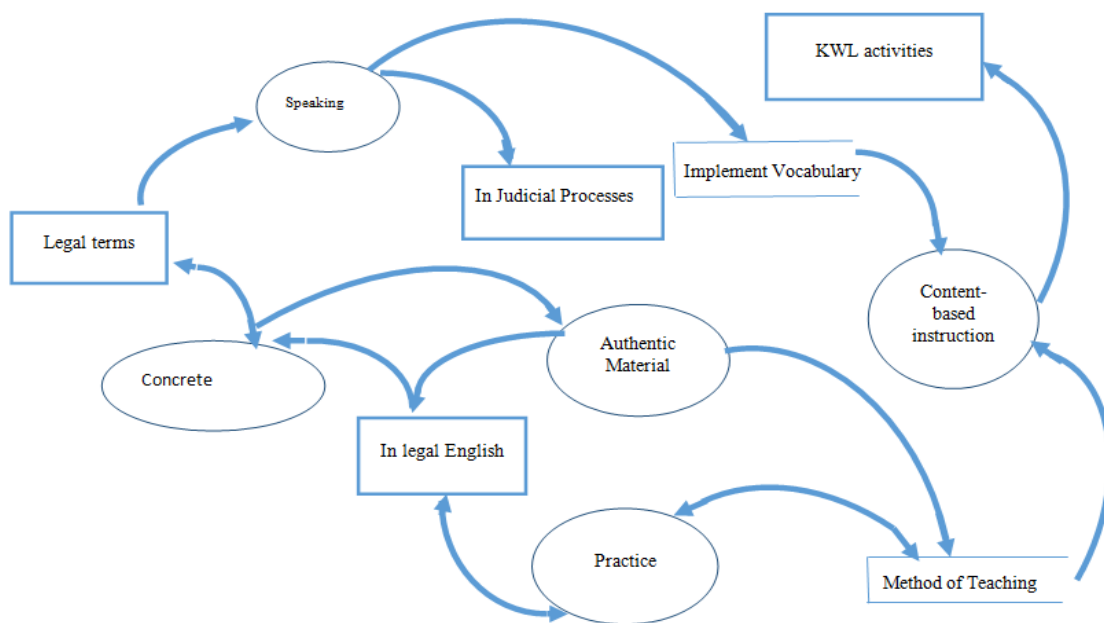
**3-rasm. Content-based strukturasi**

Hozirgi vaqtda CBI (Content-based instruction) innovatsion metodologiyasi nafaqat maktab, balki oliy ta'lim tizimida ham muvaffaqiyatli qo'llanilishi kutilmoqda, ikkinchi holatda tadqiqot ishlari olib borilmoqda.

CBI yondashuvi xorijiy til va fan mazmunini parallel ravishda o'qitishni anglatadi. Yondashuv, nafaqat o'qitish mantig'ida, balki turli yoshdagi va toifadagi talabalar uchun yangi avlod imtiyozlarini tuzish tamoyillarida ham o'z aksini topadi.



**4-rasm. CBI yondashuvining afzalliklari**



**5-rasm. O‘qituvchining CBI yondashuvini qo‘llash sxemasi**

Ishlab chiqilgan qo‘llanmalar nafaqat CBI yondashuvini o‘rgatish uchun mos keladi, balki dastlab joylashtirilgan va unga yo‘naltirilgan bo‘lib, bu ko‘pincha ularning nomlarida aks etadi. Tahlil shuni ko‘rsatadiki, CBI yondashuvi yuridik ingliz tilini o‘qitishda keng tarqalgan dasturlardan biri bo‘lib xizmat qiladi. Biroq, birinchi kurs talabalari bilan ishlaydigan o‘qituvchilar talabalarga yangi ma‘lumotlarni yetkazib berishda ko‘pincha muhim hajmdagi ma‘lumotlarga (birinchi navbatda, tematik, konseptual, terminologik) duch kelishadi. Ko‘pgina asosiy tushunchalarning shakllanishi xorijiy til va haqiqiy materiallar orqali sodir bo‘ladi.

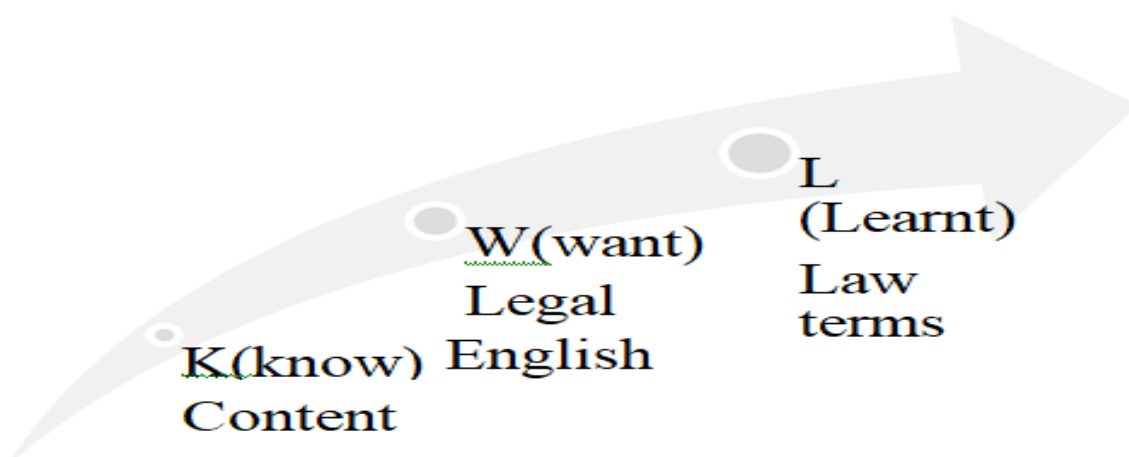
Bu CBI yondashuvini qayta ko‘rib chiqish, uni shakllantirish va mukammal tadqiqotlar sohasida xalqaro tilni o‘rganish ehtiyojlariga bosqichma-bosqich moslashtirish, shuningdek, innovatsion texnologiyalarni ko‘proq ta‘lim yo‘nalishlarida qo‘llash uchun asos bo‘ladi. Yuridik atamalarning jamiyat hayotidagi o‘rni huquqlarni anglash, xalqaro munosabatlarning kengayishi munosabati bilan tobora yaqqol namoyon bo‘lmoqda. Yuridik terminologiya, asosan an‘anaviy tarzda yuqori darajada ixtisoslashgan, bir ma‘noli atamalardan iborat. Huquqshunoslik fanining terminologik birliklari ilmiy bo‘lib, huquqning o‘xshash birliklari shaxs ongining shakllaridan biri bo‘lganligi sababli alohida toifaga ajratilishi mumkin. Yuridik sohaga oid maxsus lug‘atning yana bir o‘ziga xos xususiyati shundaki, har bir atama turli terminologik toifalarda berilishi mumkinligi bilan belgilanadi. Umumiy yuridik atamalar qo‘llanilgan yuridik sohasiga qarab, o‘z ahamiyatini o‘zgartirmaydigan leksik birliklar tarkibi kiradi. Demak, masalan, fuqarolik jarajoniga nisbatan “qabul qilish” atamasi “da‘vo ishtirokchisi yoki uning vakolatli vakilining tarafning ishiga salbiy ta‘sir ko‘rsatuvchi bayonoti” degan ma‘noni anglatadi. Holbuki, jinoyat jarajonida - bu atama “ayblanuvchining huquqbuzarlik yoki fakti tan olgan bayonoti” degan ma‘noni anglatadi. Muayyan toifaga ma‘lum bir atamani belgilash uchun uning

ta'rifi va huquq tushunchalarining umumiy tizimidagi o'rni tahlil qilinadi. Yuridik ingliz tilining o'ziga xos xususiyati - sud va yuridik tashkilotlar tomonidan atamalarning yangi ma'nolarini kiritish hisoblanadi. Ko'pincha, bu atamaning ma'nosi - sud qarorlarini qabul qilish jarayonida aniqlik kiritish orqali yangi g'oyalarga ega bo'la boradi.

Yuridik terminologik birlikning ma'nosini shakllantirishda sud talqini katta rol o'ynaydi. Agar boshqa tillarning terminologik tizimlarida yuridik leksik birliklar ekstralingvistik voqelik, ya'ni predmetlar, harakatlar, munosabatlar va sifatlar bilan bevosita bog'langan bo'lsa, yuridik ingliz tili terminologiya tizimida leksik birliklar ekstralingvistik voqelik bilan bilvosita bog'lanadi. Doimiy rasmiy hujjatlarni ishlab chiqish talabalarini yuridik atamalar, ko'p ma'noli yuridik birikmalar, yuridik jargon va murakkab sintaksis tuzilmalar kabi lingvistik vositalardan foydalanishga o'rgatadi.

Talabalar, shuningdek, tarjima jarayoni va mehnat mehnat faoliyati davomida hujjatlarni xorijiy tilda yuritish sifat darajasini oshirish uchun professional xizmatlarni avtomatlashtirish, texnologiyalar va dasturiy ta'minotidan qanday foydalanishni o'rganadilar. Eng dolzarb muammo, o'qituvchi ularni qanday tushuntira olishida, ya'ni har bir darsda u lug'atdan foydalanishi yoki mashqlar orqali tushuntirish usulidan foydalanishi maqsadga muvofiq. Ushbu bo'limda o'qituvchi CBI yondashuvini qo'llash orqali asosiy mavzuni tushuntirish amaliyotiga ega bo'lishi kerak. Tabiiy fanlarni o'zlashtirishda keng qo'llaniladigan CBI yondashuvi talabalar o'rganishini osonlashtiradigan kontekstda yuzaga keladi, chunki osonroq o'rganib, mavzuni o'zlashtirish bu muammolarni hal qiladi. Bunda o'qituvchi huquqshunoslik fakulteti talabalariga til o'rgatishni CBI yondashuviga asoslangan mashqni qo'llanilishini izohlashi kerak. Ushbu faoliyat KWL deb nomlanadi va u tilni o'rgatuvchi o'qituvchilar tomonidan talabalarga ikkinchi tilni mazmunga asoslangan ta'lim orqali o'rgatish uchun oddiy uchta ustun yoki grafikda namoyon bo'ladi.

Dastlabki bilimlari yordamida talabalar birinchi bosqichni mavzu bo'yicha oldindan bilgan bilimlari bilan yakunlaydilar. Ikkinchi bosqichda ular ushbu mavzu bo'yicha nimani bilishni xohlaydilar va topshiriq oxiridagi uchinchi ustunda talabalar dars jarayonida nimani o'rganganlarini aks ettirishlari kerak.



6-rasm. KWL faoliyati

Dissertatsiyaning uchinchi bobi “ESP ta’lim muassasalari talabalariga ingliz tilida yuridik atamalarni qo‘llashni o‘rgatish bo‘yicha tajribaviy tadqiqot” deb nomlangan. Uchinchi bobning birinchi paragrafida Ingliz tili orqali kontentga asoslangan yondashuvni qo‘llash bo‘yicha tajriba sinovlarni tashkil qilish dasturi haqida so‘z boradi. Tajriba ishi ilmiy tadqiqotning asosi bo‘lib, ilmiy tadqiqot natijalarining aniqligi, ishonchliligi va to‘liqligi uning asosiy mezonini hisoblanadi. Bu g‘oyaning asosiy mohiyati shundan iboratki, qabul qilish va rad etish har qanday fandagi nazariy mulohazalarni amaliyotda sinab ko‘rish orqali aniqlanadi. Shuni e’tirof etish kerakki, dissertatsiya shaxs faoliyatini o‘rgatuvchi ilmiy sohalarida yanada muhimroq hisoblanadi. Shuning uchun tadqiqotchi kutilgan natijaga erishish va aniq maqsad qo‘yish uchun tajriba-sinov ishlari dasturini tuza olish, mavzu nuqtai nazaridan eng muhimini ajratib ko‘rsatish, natijalarni nazorat guruhi (NG) va tajriba guruhi (TG) bilan solishtirish, yuzaga kelishi mumkin bo‘lgan qiyinchiliklarni bartaraf etish yo‘llarini topa olishi kerak. Tajribaviy o‘qitish tadqiqotchi tomonidan ishlab chiqilgan maxsus dastur asosida yuqorida aytib o‘tilgan tadqiqot tartibi bo‘yicha amalga oshirildi. Tajriba ishlari dissertatsiya mavzusi bo‘yicha o‘rganilgan ilmiy manbalar asosida va tadqiqotchining ilmiy tajribasidan kelib chiqib, tegishli dastur asosida olib borildi. Tajriba TG va NG quyidagicha tashkil etildi: TGda dissertant tomonidan maxsus ishlab chiqilgan dastur ishlab chiqilgan, NGda esa an’anaviy darslar o‘tkazildi. Shunday qilib, TGdagi darslar maxsus tanlangan o‘quv materiallari, o‘quv topshiriqlari hamda ularni o‘rganish uchun maxsus mashqlar yordamida yuridik ingliz tilida sohaga oid terminlarni qo‘llagan holda so‘zlashishni o‘rgatishga bag‘ishlangan. Ta’kidlash joizki, barcha nomutaxassis oliy ta’lim muassasalarida NG tomonidan yuridik fanlar ixtisosligini o‘qitishga qaratilgan o‘quv-uslubiy qo‘llanmalar materiallari bo‘yicha treninglar o‘tkazildi. Tajribaviy ish sinovdan oldingi, sinov paytida va sinovdan keyingi bosqichlardan iborat bo‘lib, ayrim dissertatsiyalarda bu bosqichlar boshqa nomlar bilan ham atalishi mumkin.

### 1-jadval

#### Tajribaviy ishlarning tashkiliy asoslari

No	Educational institutions	Total number of students	Experimental group	Control group
			II grade EG1	II grade CG1
1	Tashkent State Law University	63	63	60
2	Namangan State University	62	62	58
3	Samarkand State University	61	61	57
	Jami	361	186	175

Tajriba ishining maqsad va vazifalari aniqlangandan so'ng, ushbu tadqiqot ishiga jalb qilingan talabalarining miqdoriy ko'rsatkichlari taqdim etiladi. Har bir oliy ta'lim muassasasidagi tajriba-sinov ishlari ikkinchi bosqichda tahsil oluvchi bitta TG va bitta NG dan iborat bo'lgan guruhlarda o'tkazildi. Respondentlarning umumiy soni T.G. – 186 nafar, NG – 175 nafar, Toshkent davlat yuridik universitetidan TG – 63 nafar, NG – 60 nafar, Namangan davlat universitetidan TG – 62 nafar, NG – 57 nafar, Samarqand davlat universitetidan TG - 61 nafar, NG – 58 nafar talaba jalb qilindi. Tajriba ishiga jalb qilingan talabalar soni yetarli bo'lib, ishonchlilikni ta'minladi.

Tajriba-sinov ishlariga jalb qilingan oliy ta'lim muassasalari talabalarining miqdoriy ko'rsatkichlariga alohida e'tibor qaratildi hamda tajriba ishi natijalarining ishonchliligiga erishildi. Bobning ikkinchi paragrafi Tajribaviy tadqiqot uchun mashqlar va o'qitish usullarini tajriba-sinovdan o'tkazish bosqichlari haqida bo'lib, yuqorida tavsiflangan tajriba-sinov ishlarining tashkiliy asoslari (1-jadvalda) NG va TGda amalda qo'llanilgan. Tajriba-sinov jarayonida huquqshunoslik fakultetlarining 2-kurs talabalariga ingliz tilida soha atamalarini o'qish orqali ma'lumot berish uchun kontentga asoslangan ta'lim usulidan foydalanildi. Talabalarining nutqiy malakalarini rivojlantirishdagi metodik qiyinchiliklar darajasi va ular duch keladigan uslubiy, tarkibiy, nutqiy va uslubiy qiyinchiliklar aniqlandi. Darsning uslubiy jihatdan qiyinligi tufayli talabalarining deyarli yarmi ma'lumot olishda qiynaldi. Demak, yuridik matnni o'qish va tushunish uchun leksik ko'nikmalar yetarli emas. Metodik jarayon davomida talabalar yuridik soha atamalarini mazmunga asoslangan metod yordamida o'rganishga harakat qilishdi. Shuningdek, leksik, strukturaviy va bir vaqtning o'zida og'zaki qiyinchiliklarni ham bartaraf qilish maqsadida bir nechta texnik vositalardan ham foydalanildi. Yuridik matnlardagi ko'plab notanish leksikalar va huquqiy atamalarning mazmuni bilan bog'liq ma'lumotlar ham talabalarga ilk bor taqdim etilganda notanish edi. Ushbu turdagi ma'lumotlar yuridik ingliz tilida qo'llanilgan rasmiy matnlarning ikki tilli lug'atidan foydalangan holda yozma tarjima orqali talabalar tomonidan bajarilardi. Lingvodidaktika fanidan ma'lumki, tarjima qilinadigan matnlardan oldin matn oldidan mashqlar berilmaydi. Nutqni o'rgatishda ko'rsatilgan atama masalasiga kelsak, har qanday atama tilni amaliy o'rganishda axborot manbai maqomiga ega. Biroq, yuridik matnni turli kontekstlarda o'qish uchun CBI yondashuvidan foydalanish tavsiya etiladi. Matnni lug'atsiz o'qiyotganda, matnda yangi leksik birlik mavjud emasmi yoki yo'qmi, uni lug'atsiz o'qish mumkinligi, ma'nosi mustaqil ravishda ochib berilishi tushuntiriladi. Shuni inobatga olish kerakki, matnning mazmunini tushunish va notanish lug'atni tushunishda matn hajmi muhim emas. Ikki tilli lug'at yordamida yuridik atamalar ishtirok etgan matnni o'qiyotganda, uni yozma ravishda tarjima qilish qo'shimcha vazifa hisoblanadi. Bunday matnda notanish leksikaning yuridik jarayonga oid yangi so'zlar ishtirokida til tomonidan tushunilmagan ma'nosi sifatida lug'atda ma'no topilganligi va to'g'ri topilmaganligini tekshirish uchun bajariladi, yuridik faoliyatda qo'llanilgan atamalarni mazmuni izohlash orqali talabalarga dars jarayonida tushuntiriladi. Tajriba sinovlari boshlanishidan oldin talabalar

tomonidan belgilangan mezonlar bo'yicha olingan natijalar quyidagi ko'rinishga ega:

**2-jadval.**

**Belgilangan mezonlar bo'yicha olingan natijalar**

Ko'rsatqichlar	Kurslar	Guruhlar	Talabalar soni	Baholanish darajalari			
				A'lo	Yaxshi	Qoniqarli	Qoniqarsiz
				5	4	3	2
Muayyan terminologik lug'atni o'rgatish bilan bog'liq mashqlar orqali erishilgan natijalar	2 kurs	Tajriba guruhi	96	8	19	51	18
	2 kurs	Nazorat guruhi	90	7	17	48	18
	Umumiy	Tajriba guruhi	186	15	36	99	36
		Nazorat guruhi	175	13	33	98	31
Leksik birliklar tanish, ammo ma'lumot notanish bo'lgan matnni o'qish mashqlari yordamida olingan natijalar	2 kurs	Tajriba guruhi	96	7	16	55	18
	2 kurs	Nazorat guruhi	90	6	16	54	14
	Umumiy	Tajriba guruhi	186	13	32	109	32
		Nazorat guruhi	175	11	30	104	30
Leksik birliklar ham, ma'lumotlar ham notanish matn o'qish mashqlaridan foydalanish natijalar	2 kurs	Tajriba guruhi	96	8	17	55	16
	2 kurs	Nazorat guruhi	90	7	16	52	15
	Umumiy	Tajriba guruhi	186	15	33	107	31
		Nazorat guruhi	175	13	31	105	26
<b>Jami</b>		Tajriba guruhi	<b>186</b>	<b>14</b>	<b>34</b>	<b>105</b>	<b>33</b>
		Nazorat guruhi	<b>175</b>	<b>12</b>	<b>31</b>	<b>102</b>	<b>29</b>
<b>Umumiy foizda</b>		Tajriba guruhi	<b>100%</b>	7,7%	18,1%	57,7%	13,7%
		Nazorat guruhi	<b>100%</b>	7,0%	17,9%	58,5%	13,6%

Tajriba-sinovning yakuniy xulosalari shuni ko'rsatadiki, talabalar o'z ona tilida olgan bilimlarini yuridik ingliz tilida takrorlash, ingliz tilidagi yuridik matnlarning shartlari haqida ma'lumot olish imkoniyatiga ega.

Tajriba va nazorat guruhlari talabalarining tajriba guruhi va nazorat guruhi o'zlashtirish ko'rsatkichi 3-jadvalda keltirilgan. Uning diagrammaviy ko'rinishi 7-rasmda keltirilgan.

**3- jadval.****Tajriba va nazorat guruhlarining o'zlashtirish ko'rsatkichi**

№	Oliy ta'lim muassasalari nomlari	Nazorat guruhi $m_j=176$			Тажриба гуруҳи $n_i = 185$		
		Yuqori	O'rta	Past	Yuqori	O'rta	Past
1.	Samarqand davlat universiteti	9	23	26	18	32	10
2.	Namangan davlat universiteti	9	23	26	19	33	11
3.	Toshkent davlat yuridik universiteti	10	23	27	19	32	11
Barcha OTM muassasalari natijalari		28	69	79	56	97	32

O'tkazilgan tajriba-sinov natijalariga asoslangan holda talabalarning yuridik atamalarni bilish darajasini oshirish orqali nutq va so'zlash qobiliyatlarini takomillashtirish samaradorligini aniqlash yuzasidan o'tkazilgan tajriba-sinov natijalari TG va NG lardagi o'rtacha o'zlashtirishlari talabaniing matematik-statistika metodi yordamida tahlil etildi.

Masalaniing qisqacha mohiyati ikkita bosh to'plamda berilgan. Biri TGdagi talabalar bilimining o'rtacha ballari bo'lsa, ikkinchisi esa NG talabalar bilimining o'rtacha ballari. Baholar normal taqsimotga ega deb hisoblanadi. Bunday faraz o'rinlidir, chunki normal taqsimotga yaqinlashish shartlari sodda qilib bajariladi. 4-jadvalga asosan TG va NGdagi o'zlashtirishlarning samaradorligini ko'rsatuvchi N1 gipoteza va unga zid bo'lgan N0 gipoteza tanlanadi.

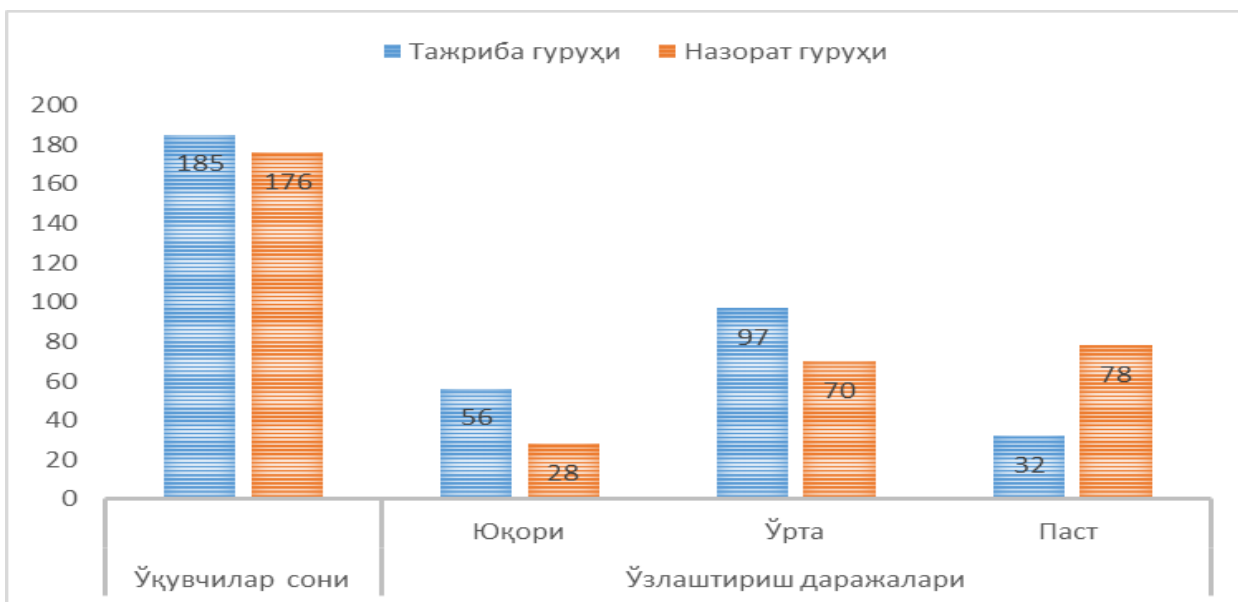
**4-jadval.****Guruhlaridagi o'zlashtirishlarning samaradorligi**

Guruhlar	Talabalar soni	O'zlashtirish natijalari		
		Yuqori	O'rta	Past
Tajriba guruhi	185	56	97	32
Nazorat guruhi	176	28	70	78

TG dagi o'zlashtirish ko'rsatkichlari va talabalar sonini mos ravishda  $X_i$  va shu kabi NG dagi esa  $Y_j$  lar orqali belgilanib, statistik guruhlangan variatsion qatorlarga ega bo'linadi, shuningdek, yuqori ko'rsatkich 3 ball bilan, o'rta ko'rsatkich esa 2 ball bilan va quyi ko'rsatkich 1 ball bilan belgilanadi.

Bu tanlanmalarga mos kelgan diagramma quyidagicha ko'rinishni oladi:

$$\frac{71\%}{57,3\%} = 1,24$$



**7-rasm. Tajriba-sinov o'tkazilgan oliy ta'lim muassasalari bo'yicha umumiy natijalar diagrammasi.**

Demak, tajriba va nazorat guruhlaridagi talabalarda ko'rsatkich  $(71-57,3)=13,7$  dan yuqori ekan. Bu esa, o'z navbatida 13,7 barobar ortiqligini anglatadi. Bundan ma'lumki, tajriba guruhidagi hamda tajriba yakunidagi o'zlashtirish nazorat guruhidagi va tajriba boshidagi o'zlashtirishdan yuqori ekan. Bundan shuni aytish mumkinki, tajriba guruhining ko'rsatkichi nazorat guruhinikiga nisbatan 13,7% ga oshganligini ko'rish mumkin. O'tkazilgan statistik tahlillardan tajriba guruhida qo'llanilgan yuridik atamalarning mazmunini oshirish orqali nutq va so'zlash qobiliyatlarini takomillashtirish samarador bo'lib, o'tkazilgan tajriba-sinov tahlillari uni respublikamiz miqyosida ommalashtirish mumkinligiga asos yaratadi.

## XULOSA

Shuni ta'kidlash lozimki, har qanday ta'limning maqsadi bo'lajak mutaxassisning, shu jumladan huquqshunosning yuqori darajadagi kasbiy malakaga erishishni ta'minlashdir. Agar talabalar yuridik ingliz tilida muloqotni o'rganish uchun yetarli motivatsiya va imkoniyatlarga ega bo'lsa, ular yuridik ingliz tilini o'rganganidan so'ng, haqiqatan ham juda yuqori darajadagi mutaxassis bo'lishi uchun qo'llaridan kelganini qilishlari kerak.

1. Yuridik ingliz tili o'ziga xos sintaktik tuzilishga ega. Bunda uchraydigan asosiy muammo gapning uzunligi va murakkabligidir. Biroq u ko'pincha konvensiyaning tarkibiy qismiga, shuningdek, mavzuning murakkabligi va jiddiyligiga, til maqsadiga diqqat qaratish tabiati bilan bog'liq bo'lgan talabdir. Yuridik atamalarning sintaksis jihatlarini o'rganishning eng ko'zga ko'ringan elementlaridan ba'zilari lotinlashtirilgan iboralar bo'lib, ular tub so'zlar tarkibi, gap bo'laklarini joylashtirish va egani kesimdan ajratish, passiv konstruksiyalar va nominalizatsiyani o'z ichiga olishning nazariy ahamiyati oydinlashtirdi.

2. Yuridik ingliz tilini, sohaga oid til sifatida alohida urg'u berib o'qitilsa, tushunish osonroq bo'ladi. Biroq, bu holatdan barcha ham ishonch bilan foydalanavermaydi. Bunday yondashuv ingliz tilini oddiy til sifatidagi afzalliklarini ko'rsatib bersa-da, ammo undan darhol foydalanish imkonsiz. Shu sababdan eng yaxshi usul sifatida yuridik ingliz tilini o'ziga xos xususiyatlari bilan o'rganish yo'lga qo'yildi.

3. Ingliz tilini yuridik soha bilan bog'lab o'rganish jarayonida huquqshunoslik fakultet talabalari bir nechta to'siqlarga duch kelishadi. Ular chet tilida berilgan matnlardagi atamalarni mazmunini tushunishga qiynalishadi, hamda o'z fikrlarini ifoda etish uchun so'z boyligi kamlik qiladi. Ayrim talabalar umumiy ingliz tili haqida faqat boshlang'ich tushunchaga ega bo'lishadi, xolos. Ingliz tilini yuridik soha bilan bog'lab o'qitish jarayonida o'qituvchilar ham qator muammolarga duch kelishadi. Yuridik sohaga oid tajribaga ega bo'lmagan o'qituvchilar uchun yuridik ingliz tilini o'rgatish juda qiyin hisoblanadi. O'qituvchilarning bunday qiyinchiliklarga duch kelishi sababi, ularning belgilangan sohada tajribaga ega bo'lmagan holda til o'rgatish kerakligi aniqlashtirdi.

4. Kuchli irodaga ega bo'lgan yuridik ingliz tilini o'rgatuvchi mutaxassislar holda, sinfni boshqarish, barcha talabalarni darsga jalb qilish, turli xil o'qitish uslublari va metodikalaridan foydalanish, individual ehtiyojlarga e'tibor berish, talabalarga o'z fikrini erkin bildirish orqali darsni samarali o'tkazish qobiliyati shakllantirildi.

5. Ta'lim standartlari talablari talabalarni yuridik jarayonlar, ko'p ma'noli xorijiy atamalar, yuridik jargon va murakkab sintaksis tuzilmalar kabi lingvistik vositalardan foydalanishga o'rgatadi. Talabalarda og'zaki va yozma tarjima sifatini oshirish uchun professional xizmatlarni avtomatlashtirish, yuridik tarjimalarni tarjimonlarsiz foydalanish usullari o'rganildi.

6. Xulosa o'rnida yana bir bor ta'kidlamoqchimizki, mutaxassislik tilini puxta egallash uchun maxsus tushunchalar, ya'ni atamalar deb ataladigan o'sha leksik birliklarni bilish va to'g'ri ishlata bilish zarur. Soha terminologiyasi misolida ko'rib chiqilgan huquq terminologiyasini o'rganish tizimli yondashuv jarayonini optimallashtirish imkonini beradi.

7. Ushbu tadqiqot natijalari, tarjima jarayonini o'rgatishda case-study yondashuvidan foydalangan holda content-based usuli bo'yicha tavsiya etilgan mashqlar namunalari yuridik ingliz tilini o'quv materiallarida o'rganish vositasi sifatida ishlatilishi mumkin.

8. CBI ning to'rtta komponentini hisobga olish zarur: mazmun, muloqot, kognitiv qobiliyat, madaniyat. Ularning har biri an'anaviy yondashuv elementlariga ko'ra bir qator xususiyatlarga ega. Shu bilan birga mavzular bo'yicha bilimlarni o'zlashtirilish mazmun orqali ifodalanadi va o'quv maqsadlarida fanlararo bog'lanishlar o'rnatilishi, o'quv fanlari bo'yicha ko'nikmaning shakllanishi, o'quvchining o'zlashtirishdagi faol o'rni, o'rganishning eng yaxshi usullariga muvofiq individual bilimlarga ham asta-sekin erishiladi.

9. Darslarda maxsus o'quv-uslubiy foydalanish orqali talabalar yuridik mutaxassislik tilini o'rganadilar hamda tadqiqotda keltirilgan vazifalar nutq

faoliyatini, jumladan o'qish, gapirish, yozish va tinglashni rivojlantirishga qaratilgan. Biroq CBIning maqsad va vazifalariga ko'ra, kontentni qayta ishlash va uzatishga maksimal darajada e'tibor qaratish lozim. CBIga ko'ra, lug'at va grammatika birgalikda, autentik nutq birikmalarida eng keng tarqalgan shaklda o'rganiladi.

10. Ta'lim kommunikatsiyalarining shaxsiy ahamiyatini oshiradigan vazifalarni tuzilishi natijasida dars natijalarini o'z-o'zidan shakllantirish orqali talabalar o'zlari uchun muhim jihatlarni ko'rsatadilar, shu bilan birga o'quv maqsadlarini belgilaydilar, o'zlarini ijrochilarning retsedentlari emas, balki faol yetakchilar deb bilishadi. CBI orqali talabalarga bilim olish usullari o'rgatildi va o'rganish avtonomiyasi shakllantirildi.

11. Darsni rejalashtirishga maxsus yondashuvlar kiritildi. Dars rejalarida quyidagilar aks ettirildi: foydalaniladigan muloqot turlari, kommunikativ funksiyalar, rivojlangan kognitiv qobiliyatlar, quyi va yuqori darajadagi talabalar uchun farqlash vazifalari. Odatda vazifalarni boshqalarga qaraganda ancha oldin yoki kechroq bajarish jarayonida CBI ularga chet tilida axborotni uzluksiz idrok etishlari uchun zarur shart-sharoitlarni yaratishis ko'rsatib o'tildi. CBIning xususiyatlarini hisobga olish nafaqat darslarga tayyorgarlik ko'rishga, balki kurs dasturlari, kalendar va tematik ishlanmalarni tayyorlashga ham ta'sir qiladi. Ular orqali chet tilida keyingi professional muloqot maqsadlariga javob beradigan CBI tarkibiy qismlari shakllantirildi.

**SCIENTIFIC COUNCIL PhD.03/30.12. 2019.Fil /Ped.83.01. ON AWARDING  
OF SCIENTIFIC DEGREE AT SAMARKAND STATE INSTITUTE OF  
FOREIGN LANGUAGES**

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**SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES**

**SIROJIDDINOVA SHAHRIBONU SIROJIDDINOVA**

**IMPROVING SPEAKING AND VOCABULARY COMPETENCE BY  
IMPLEMENTING CONTENT-BASED APPROACH FOR LAW FIELD  
STUDENTS**

**13.00.02 – Theory and methodology of education (English language)**

**ABSTRACT**

**Dissertation of the doctor of philosophy (PhD) on pedagogical science**

**Samarkand – 2023**

The theme of the doctoral thesis (PhD) was registered by the Supreme Attestation Commission under number of B2022.3.PhD/Ped3890.

The doctoral thesis has been done at Samarkand State Institute of Foreign Languages.

The abstract of the dissertation in three languages (Uzbek, Russian, English (resume)) has been placed on the webpage of the Scientific Council at [www.samdchti.uz](http://www.samdchti.uz) and on the web-site of information-educational portal «Ziyonet» [www.ziyonet.uz](http://www.ziyonet.uz).

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Defense of dissertation will take place on « 6 » may 2023 at 10<sup>00</sup> at the meeting of the Scientific Council PhD.03/30.12. 2019.FiL/Ped.83.01 on awarding of scientific degrees at Samarkand State Institute of Foreign Languages. Address: 140104, Uzbekistan, Samarkand, Bustonsaroy street, 93. Tel.: (99866) 238-29-37; Fax: (99878) 210-00-18; e-mail: [info@samdchti.uz](mailto:info@samdchti.uz).

The dissertation can be reviewed in the Information Resource Center of Samarkand State Institute of Foreign Languages. (Registration number). Address: 140104, Uzbekistan, Samarkand, Bustonsaroy street, 93. Tel.: (99866) 238-29-37.

The abstract of dissertation is distributed on: « 25 » april 2023.  
(Protocol of the register № 40 on « 25 » april 2023)



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## INTRODUCTION (Abstract of PhD thesis)

**Topicality and necessity of the thesis.** In the process of rapid integration of the world community, English as the language of international communication is recognized as a guarantee of success in all spheres. In this regard, one of the priority tasks of the world's language education policy is aimed at teaching foreign languages in the institutions of philological higher education in a perceptive plan. At the same time, within the framework of international relations, Foreign Relations in various spheres of law directly open the way to the development of the science and education system and assign important tasks to it.

A number of basic and applied projects within the scope of professional English language teaching (ESP, EAP, EOP, EST) worldwide focus on the development of reading skills in various fields of English. In particular, due to the strengthening of integration in the world legal system, the implementation of legal documents in English in political and economic relations between countries, the importance of knowing legal English in relations with international organizations such as the UN and NATO, attention to this field has been increased in almost all countries of the world. As a result, research in the legal field has increased the interest of not only specialists in that field, but also sociologists, linguists, and pedagogues. In this regard, there are issues of forming an expert personality among students who can work freely in social communication based on the integration of communicative and methodological sciences.

In accordance with the requirements of educational standards and curricula of foreign languages of the Republic of Uzbekistan, teaching terms in a foreign language in speech implies the development of vocabulary of the language learner. In our country today, special attention is paid to the scientific and practical research of the development of technological approaches and methods of teaching foreign language reading to students of non-philological higher education. Based on the principles of development, special attention is paid to "stimulating research and innovation activities, creating effective mechanisms for implementing scientific and innovation achievements"<sup>14</sup>. As a result, extensive research is being conducted on the development of the specialist's communicative abilities based on the latest achievements of modern science. In this regard, the problem of identifying and consistently studying important factors in the development of communicative and cognitive personality based on the latest achievements of modern disciplines such as theoretical and methodological principles of teaching students to read terms in English, English pedagogy, integrated course of foreign language teaching, legal English is becoming more relevant.

There is Presidential Decree of the president of the Republic of Uzbekistan, Number PD-3775 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country", PD-5847 dated 8 October 2019 "on approval of the concept of development of the higher education system of the

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14 Ўзбекистон республикаси Президентининг «Ўзбекистон Республикасини янада ривожлантириш бўйича харакатлар стратегияси тўғрисида»ги Фармони//Халқ сўзи,2017йил,8-февраль. -№28(6722)

Republic of Uzbekistan until 2030", "Bringing foreign language learning in the Republic of Uzbekistan to a qualitatively new level" This dissertation will serve to a certain extent in the implementation of the tasks set out in the decisions of May 19, 2021 Number PP-5117 and other regulations related to this activity.

**Relevant research priority areas of Science and developing technology of the Republic.** The dissertation is carried out within the priority direction of development of science and technology of the republic "Formation of system of innovative ideas and ways of their realization in social, legal, economic, cultural, spiritual, enlightenment development of the information society and democratic state".

**The degree of knowledge of the topic.** The subject of shaping speech and speaking skills by enhancing the content of legal terms has been studied by B.A.Garner, D.Brinton, M.A.Snow and M.B.Wesch, M.Brinton,S.D. Krashen, D.Coyle and D.Marsh, F. Andrew, H.D.Brown J.Crandall, J. Cummins, W.Grabe and F.L.Stoller, M.Escudero, N.A.Asomoza<sup>15</sup> and others.

The methodological features of the process of teaching and learning a foreign language have been put forward by a number of eminent linguists in the field. Legal vocabulary as an object of study in non-linguistic higher educational institutes was studied in the works of such scientists as E.V. Aleksandrova, T.V. Varlamova, Yu.A. Kuznetsova, T.L.Kucheryavaya, L.V.Stupnikova, A.S.Pigolkin<sup>16</sup>.

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<sup>15</sup> Garner B. A. *Legal Writing in Plain English*. Second ed. A Text with Exercises. Chicago–L.: The University of Chicago Press, 2013. - 456 p.; Brinton D. M., Snow M. A. and Wesche M.B. *Content-based Second Language instructions*. - Boston.: "Heinle and Heinle Publishers", 1989. ;Brinton, M., Wesche M., and Snow M., *Content-based second language instruction*. New York.: "Newbury House",1989.- ; Krashen, S. *Principles and practice in second language acquisition*. Oxford: "Pergamon",1982.- ; Coyle D., Hood, P., and Marsh D. *Content and language integrated learning*. Cambridge.: "Cambridge University Press", 2010.- ; Andrew Frost *English for legal professionals*. – London.: "Oxford University Press", 2009. - 96 p.; Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy*. New York.: "Longman",2001. - ; Crandall J. *ESL through area instruction*. Englewood Cliffs N. J.: Prentice – "Hall Regents",1987. - ; Cummins J *Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students*. Rivera, C. (ed.), *Language proficiency and academic achievement*. Clevedon, England.: "Multilingual Matters",1984.- 10, 2-19 pages.; Grabe, W., and Stoller F. L. (1997). *A six - T's approach to content-based instruction*. Donna M. Brinton and Margaret A. Snow (eds.) *Content-based classroom: Perspectives on integrating language and content*. New York: Longman, 78- 94 pages.; Escudero, M., *The Relevance of CLIL in Law*, University of Zaragoza, 2012. Asomoza, N. A. *Students' perceptions of the impact of CLIL in a Mexican BA program*. *PROFILE Issues in Teachers' Professional Development*, 17(2), 2015, 111-124 p.; Asomoza, N. A. *Students' perceptions of the impact of CLIL in a Mexican BA program*. *PROFILE Issues in Teachers' Professional Development*, 17(2), 2015, 111-124 p.

<sup>16</sup> Aleksandrova E.V. *Method of formation of professionally oriented lexical competence in students of legal specialties*. Thesis of PhD in Pedagogic sciences. M., 2009.- 179 p; Varlamova T.V. *Legal terminology as an object of study and base for professionally speaking competence of MVD university graduates // Psycho-pedagogy in law enforcement bodies No.1 / 2008 P. 55-58.*; Kuznetsova Yu.A. *Problems of teaching specialized unofficial and conversational vocabulary in law higher educational establishment // Professionally oriented teaching of foreign language and translation in higher educational establishments: Material of international conference, held on 25-26 of March, 2008. – M.: Peoples' Friendship University of Russia, 2008. P. 145-149.*; Kucheryavaya T.L. *Problems of professionally oriented foreign language teaching in students of non-linguistic specialties // Theory and practice of education in modern world: materials of international scientific conference (Saint-Petersburg, February, 2012) – Saint-Petersburg, Renome, 2012. – 336-337 pages.*; Stupnikova L.V. *Optimization of mastering legal terminology while teaching English discourse to students of legal schools // Russian Bulletin of external economics. No.12. 2011 – P. 89-93.*; Pigolkin A.S. *The language of law / Pigolkin A.S. Pigolkin. – Moscow, 1990. – 256 p.*

Uzbek scholars J.J. Jalolov, G.T.Mahkamova, Sh.S.Ashurov<sup>17</sup> who have done a lot of work on teaching English methodology, L.T.Akhmedova, V.I.Normuratova, F.Sh.Alimov, S.M.Azizova, Kh.Mamatkulov<sup>18</sup> are still widely used a number of methodological problems related to teaching the formation and application of speech in legal English. During the writing of the dissertation, the names of a number of other Uzbek and world scientists were mentioned..

**Relationship of the research with the research plans** of the higher education institution where the dissertation was completed. The research of the dissertation was carried out within the framework of the practical project of the research plan of the Samarkand State Institute of Foreign Languages "Theoretical and practical bases of use and improvement of educational-methodical modules (EMS) on learning foreign languages".

**The aim of the research** is to develop a set of exercises based on the content-based instruction approach to develop students' vocabulary using legal terms in English.

**The tasks of the research work:**

to determine the factors influencing the development of communicative competencies by conducting a scientific analysis of the methodological structure of teaching legal terms in English;

development of cognitive principles of legal terms in English;

to develop motivation to study the use of legal terms in English, to obtain new and useful information, to identify ways to form the skills of distinguishing legal information from professional information, and on this basis to develop teaching aids and materials;

development and testing of innovative technologies for teaching students to use terms in legal English.

**The object of the research work** is the process of teaching foreign language(English)to the students of jurisprudence areas of higher education institution.

**The subject of the research work** the directions of jurisprudence constitute the development of their professional competence with the help of content, form, method and means of teaching students the terms related to the English Language field.

**Methods of the research work.** During the course of the study, targeted observation of the educational process, study and analysis of literature sources on the topic of the study, questionnaire questionnaire were used; experimental-test, comparative analysis of experimental-test results, generalization, methods of mathematical statistical analysis were used.

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<sup>17</sup>Jalolov.J.J., G.T. Mahkamova., Sh.S. Ashurov. English language teaching methodology. (Theory and practice) – T.: “O`qituvchi”, 2015-338 p

<sup>18</sup>Akhmedova L.T., Jalalov J.J., Normuratova V.I., Nabieva K.N. Foreign language science curriculum. – T.: 2013. - 17 p.; Alimov V.V. Legal translation: practical course. English. Teaching manual. The 5th edition. – M.: Publishing house “LIBROCOM”, 2010. – 160 p.; Azizova S. M. Features of professionally oriented education English for students of legal profile // Pedagogical journal. - 2016. – № 4. 251-260 pages.; Mamatkulov X.A // Pedagoglarning xorijiy tillar bo`yicha kompetentligini amaliy yo`naltirilgan metodik-ta`minot asosida rivojlantirish. Monografiya, - T.: “Fan va texnologiya”, 2016, - 228 b..

**Scientific novelty of the research work are the followings:**

the methodology of teaching legal terms in English has been improved due to the introduction of innovative technologies, personal, socio-pragmatic, linguistic, cognitive factors of their use in the process of communication;

pragmatic, cognitive integration between the linguistic and non-linguistic components of the discourse when teaching English legal terms are determined by the level of assimilation of these units in linguistic and non-linguistic acts;

it has been substantiated that linguo-pragmatic, cognitive-discursive opportunities for the wide use of legal terms in communication are effectively formed according to the development of students' verbal competence;

according to the methodological supplement, non-standard methods of teaching English legal terms have been improved, including the use of innovative and polisemantic foreign terms, such as "reasoned discussion", "cooperation strategy", legal jargon and complex syntactic constructions.

**Practical results of the research work.**

implemented content-based instruction of communicative and legal personality development by teaching students of non-formal higher education institutions to read terms in English;

a series of exercises was developed based on the methodological principles of overcoming language and communication problems associated with understanding legal terms in English;

series of legal texts based on articles has been developed and introduced into the process of teaching students of legal disciplines ways to enrich the richness of speech using English speech.

**Authenticity of the research results** is determined by the fact that the applied innovative technologies, methods and theoretical data are obtained from the original sources, an excellent analysis of the results of the series of exercises and experimental-test work, their determination on the basis of mathematical-statistical techniques, conclusions, proposals and recommendations are introduced into practice, the results of which are given.

**Scientific and practical value of the research work results.** The scientific significance of the results of the research is identified by identifying the linguistic, structural, and speech difficulties encountered, and proposing three ways to avoid the difficulties that are likely to be encountered based on the principle of distribution.

**The practical significance of the research work** lies in the creation of textbooks, manuals, collections of theoretical generalizations and analyzes of the work on the subjects "Pedagogy of English", "Methods of teaching English", "Legal English", "Occupational English"; This is explained by the fact that the textbook "Teaching law terms through content-based" can be used to improve textbooks for teaching legal English terms.

**Implementation of the research results:** Teaching students to read legal terms in English on the basis of scientific results obtained through content-based:

used in a practical project on the proposals to identify such factors as linguodidactic, communicative, integration, influencing the development of a legal

and objective person who is free in legal communication in the process of teaching students to read the text in English. As a result, the ability to identify factors influencing the development of retrospective scientific analysis of foreign language teaching methodology has increased;

Erasmus + program of the European Union at the Samarkand State Institute of Foreign Languages 58545-EPP-1-2017-1-ES-EPPKA2-CBHE-JP CLASS: The recommendations developed on the features of the improvement were used in the creation of the content of the international project on the platform. The researcher's dissertation on the above topic was used in the process of developing an electronic database of methodological modules in the project modules from the scientific results obtained on the effectiveness of content technologies in the educational process, while maintaining the content in the educational process;

results of the dissertation and developed recommendations of the Erasmus + program of the European Union in 2016-2018 at the Samarkand State Institute of Foreign Languages 561624-ERR-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS + CBHE IMEP: "Higher education system in Uzbekistan In the international project "Modernization and internationalization of processes" in the formation of teaching methods in the education system.

From the conclusions regarding the fact that the linguistic-pragmatic, cognitive-discursive possibilities of legal students' wide use of terms related to the field in communication are realized during the lesson according to the level of development of students' word acquisition competence, Samarkand region television and radio company was used in the preparation of the script of the "English online lesson" broadcast from April 8 to May 20, 2022 (reference No. 01-11/136 dated April 9, 2022 of the Samarkand Regional Broadcasting Company). As a result, today, by learning foreign languages, teaching law students English, to improve their legal literacy and enrich their content, using Content-based methodology in the lesson, enriching their field knowledge, speech and vocabulary in the course of the lesson TV viewers have received enough information on increasing competences, correct expression of legal terms in English and expression of their application characteristics.

**Approbation of the research results.** . The main results of the research were discussed at 5 international and 2 national scientific conferences.

**Publication of the research results.** A total of 15 articles, were published in 5 and 3 international, 2 national and 5 international conference collections, as well as in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publication of the main scientific results of doctoral dissertations. 2 articles published in international journals listed on the Web of Science.

**The outline of the thesis:** The thesis consists of introduction, three chapters, conclusions, bibliography and appendixes. The thesis is 135 pages in total.

### **MAIN CONTENT OF THE THESIS**

The introduction substantiates the relevance and relevance of the study, formulates its purpose and objectives, object and subject, shows compliance with

the priority areas of development of science and technology of the republic, outlines the scientific novelty and practical results of the study, discloses the scientific and practical significance of the results obtained, provides information on the implementation of the research results into practice, about publications and the structure of the dissertation.

First chapter of the dissertation entitled **“Scientific analysis of teaching English language syllabus”** and the first part of the first chapter is named as **“Ways and features of the syntactic formation of legal terms in sentences in teaching legal English”**, the chapter discusses about that the vast majority of legal terms in English and Uzbek languages formed syntactically. The syntactic way of education consists in transforming ordinary free phrases into complex «equivalents» of words. It is the most productive means of supplementing legal terminology in both English, and in the Uzbek language during the class. Practice convincingly proves that actually functioning terminology cannot be limited to one-word terms. B.N. Golovin which would be logical to recognize the terms both individual words and phrases, possessing nominative and signification functions in one or another special areas of activity<sup>19</sup>. Many special concepts are conveyed not by separate words - terms, but by various kinds of word combinations, that is, compound terminological units, or compound terminological name, compound multicomponent terms, multicomponent combinations, description terms, compound terms, descriptive terms, multicomponent terms, heterogeneous terms, polycomponent term combinations, extended terms. Legal terms-phrases are the subject of a comprehensive study of many researchers as T.M. Balykhina, V.P.<sup>20</sup>. Danilenko<sup>21</sup>, B.N. Golovin<sup>22</sup>, I.G. Galenko<sup>23</sup>, E.B. Ershova<sup>24</sup>. The research is mainly focused on conveying syntactic formation of legal terms and their features in the process of teaching English. Furthermore, designating the classes, basically, legal terms in English through methods. Syntactic productivity the method is due to the generic structure of the terminology system of jurisprudence itself: the differentiation of generic concepts into species and species into subspecies, with a number of exceptions, the structure of the term becomes more complex. The entire layer of legal terminology in English can be divided into creative terms of law that make up only 2% of all legal term combinations (free and clear - unchanged, about property; aider and abettor - accomplice and instigator; act and deed is an official document), and subordinate term combinations of law (appointed justice - an appointed judge; fraud on an act - forgery, falsification of documents), which account for 98% investigated term combinations. Among they are distinguished by

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<sup>19</sup> Golovin B.N. On some proofs of the terminology of word combinations // *Lexicon. Terminology. Styles: Inter University. Sat.* – “Gorky”, 1973. - Issue. 2. - 57-65 pages

<sup>20</sup> Balykhina T.M. Terminological phrases in the language of legal literature: auto ref. dis. ... Cand. philol. sciences. - M., 1983. - 17p

<sup>21</sup> Danilenko V.P. Russian Terminology: An Experience of Linguistic Description. - M.: “Nauka”, 1977. - 246 p

<sup>22</sup> Golovin B.N., Kobrin Z.Yu. Linguistic foundations of the doctrine of terms: textbook. manual for philol. specialist. universities. - M.: “Higher”, 1987. – 104 p

<sup>23</sup> Galenko I.G. Word-building nests in the linguistic terminology of Russian language // *Actual problems of Russian word formation.* - Tashkent, 1982

<sup>24</sup> Ershova E.B. Terminology of criminal law (lexico-semantic and functional aspect): dis. ... Cand. philol. sciences. - L., 1990. - 129 p.

non-predictive (general act - general law; sick pay - payment by sick leave; unfair competition - illegal use of someone else's trade brands; constitutional rights - constitutional rights; evil mind - malicious intent; positive evidence - direct evidence; criminal responsibility - criminal awareness of subordinate substantive term combinations) and predicative subtypes of subordinate substantive term combinations (goods for which there are local substitutes - products that can be substituted by local products manufacture).

The legal language constitutes a tremendous number of complicated as well as compound phrases that sometimes actual meanings are under dispute. There are also several phrases that one element has low occurrence or even absence of short phrases. Main sentences can be seen in the beginning or the conclusion of the paragraph. Consequently, a huge number of initial clauses are involved in compound sentences which supply the long length. The complicated sentences, as the name implies, are made up of a number of subordinate clauses that are interrelated and ultimately reliant on the main phrase (s).

Thus, as our research has shown, among the English legal terms with a two component composition, four most productive models have been identified:

unsolicited substantive legal terms with the dependent adjective in preposition (33.8%), A + N1. Hereinafter: A (adjective) - name of the adjective, N (noun) - noun, V (verb) - verb, pr (preposition) – preposition;

prepositional substantive legal term combinations with dependent essential (16.2%), N + pr + N;

unspeakable substantive terms with a dependent noun in the general case (15%), N + N;

free verbal legal terms with dependent noun, V + N.

These structural types of term combinations are active in all subsystems of the term system of English law teaching. Unlike from derived terms of jurisprudence, term combinations have arisen within the legal teaching system, and not in the general theory language. Such a high productivity of syntactic term formation in the English language is logical from the point of view of the laws of development of the language system.

Paying a primary attention to the background and the tradition of both native and target language jurisdiction, teachers take the responsibility of letting students learn to distinguish the followings:

- The expertise to use monologue and dialogic speech in a wide range topical matters in order to express opinions in favor and against, as well as their own opinions;

- The ability to converse a reasoned discussion, the implementation of a strategy "cooperation";

- The comprehension of the text on contemporary issues, the individual position of their authors;

- Understanding the complex argumentation of reports, lectures, films and dialogues on familiar topics.

Second part is entitled as **“Teaching legal english as formal component of a spoken language by using CBI”**. Applicability of a meaningful and balanced

approach to instruction of communicative intercultural, linguistic, as well as primary professional competencies will indispensably contribute to alleviate English in purely professional situations at each further stage of teaching.

On the top of that legal English can be the main part of social fields that serve to communicating, presenting and acquiring information among people. In educational side, English teaching through legal completely discover new way to learn English, as well as shape better and quality comprehension in this field.

Meanwhile, as practice indicates, particular issues and illegality might appear in the study of legal English, because jurisprudence operates complex, multifaceted and specific concepts, which are expressed by the corresponding special terms, are distinguished by semantic unambiguity, functional stability and divided into industry, intersectional and general legal terms. Replacement of special terms with descriptive expressions can lead to ambiguity and vagueness of wording, to the loss of accuracy and clarity of expression of the legislator's thought.

Legal vocabulary embraces rather complicated and indistinguishable concept. With regards to socio-political terminological teaching, it involves legal vocabulary itself or teaching of law, and jurisprudence. Within the frameworks of this research we are interested in formal spoken form of law, since this is a method of legislation, rule-making and regulatory enforcement, which is applied in various areas of knowledge. Teaching jurisprudence is not of interest in this aspect, since its target is to elucidate jurisprudence as a science and is not of practical value for linguistic university graduate. There are legal terms and phrases that have been implied in formal spoken languages in meetings, conferences, courts and some special occasions. Legal vocabulary embraces rather complicated and indistinguishable concept. With regards to socio-political terminological teaching, it involves legal vocabulary itself or teaching of law, and jurisprudence. Within the frameworks of this research we are interested in formal spoken form of law, since this is a method of legislation, rule-making and regulatory enforcement, which is applied in various areas of knowledge. Teaching jurisprudence is not of interest in this aspect, since its target is to elucidate jurisprudence as a science and is not of practical value for linguistic university graduate. According to A.G. Anisimova and M.A. Arkhipova<sup>25</sup> terminology favours creation of consolidated information area for international scientific communication. According to A.S. Pigolkin legal term in a word or word combination, this is used in legislation, and which is a generalized name of legal notion<sup>26</sup>. Legal term has accurate and specific meaning and is characterized by notional monosemy and functional stability. K.Ya. Averbukh states that term's morphologic structure may be different. According to him, in spite of the fact that all non-substantive forms of representation of special notions became results of initial terms' transformation, they also may be ranked as terms. On his opinion, prerequisite for giving terminological status to any word is

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25 Anisimova A.G., Arkhipova M.A. English legal terms: optimization of education process // Bulletin of Moscow State Institute for International Relations, No. 4 (37). – M.: 2014. – 294-299 pages.

26 Pigolkin A.S. The language of law / Pigolkin A.S. Pigolkin. – Moscow, 1990. – 256 p

presence of stable connection with the special notion being denoted<sup>27</sup>. A.V. Zuieva offers including verbal forms, adjectives and adverbs into legal terminology complex (along with substantives, which form nucleus of terminological system) of English legal vocabulary<sup>28</sup>. V.M. Leichik also doesn't see any reasons for depriving verbs, adjectives and adverbs of terminological status<sup>29</sup>.

These words and phrases are taught in legal English in the branch of formal spoken. Teacher can use these words as authentic material during the class. Moreover, teachers cooperate with students in their functions in spoken language. The terminology of the legal sphere differs from the terminology systems of other areas of knowledge. One can note the significant influence of Latin on the formation of legal terminology, which led to the loss of the connection between the legal and general literary languages. Legal terminology in the process of the formation of legal institutions in England separated from the common language and became understandable only to the initiated. Words borrowed from Latin have become highly specialized (researchers note that up to 10% of direct Latin borrowings have survived). Another feature can be considered the fact that in legal terminological systems a special unity of lexical units is created, their special compatibility and special connections between words, there is a differentiation of the wide and narrow meaning of the word within the framework of a given terminological field (for example, in the legal language, words such as "right", "totality", "composition").

And the third chapter discusses the topic: **“For modern experiment peculiarities of teaching legal English in ESP classes using CBI (content – based instruction)”**. English for specific purposes ESP is already familiar term that involved in the field of teaching or learning foreign languages and it is the instruction of language in a particular area of science. Notwithstanding, it would be beyond correctness to regard it as simply instructing a plethora of legal terms, since it is all about teaching, learning and being able to comprehend all delicateness, as well as peculiarities of the usage of language in one or another field of science and a context. So as to the implementation of Content-Based Instruction (CBI) in ESP and EFL classes in order to improve student's comprehension skills on the course of, in our case, teaching and learning the lexicon and terminology of jurisdiction, which is widely known as legal English has positively been witnessed as a great propeller that accelerates the speed and quality of instruction of legal terms to the students of EFL classes.

At the same time, “the main task of teaching foreign languages in Uzbekistan at present, is teaching language as a real and full-fledged means of communication. This also applies to English for Specific Purposes (legal). For example, the communicative competence of a lawyer can be defined as “the ability of a specialist to communicate in the process performing various legal actions and

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27 Averbukh K.Ya. General theory of term . – M .: “Publishing house of Moscow State Regional University”, 2006. – 252 p

28 Zuieva I.V. Peculiarities of usage of English legal terminology // University readings. – PSLU, 2010

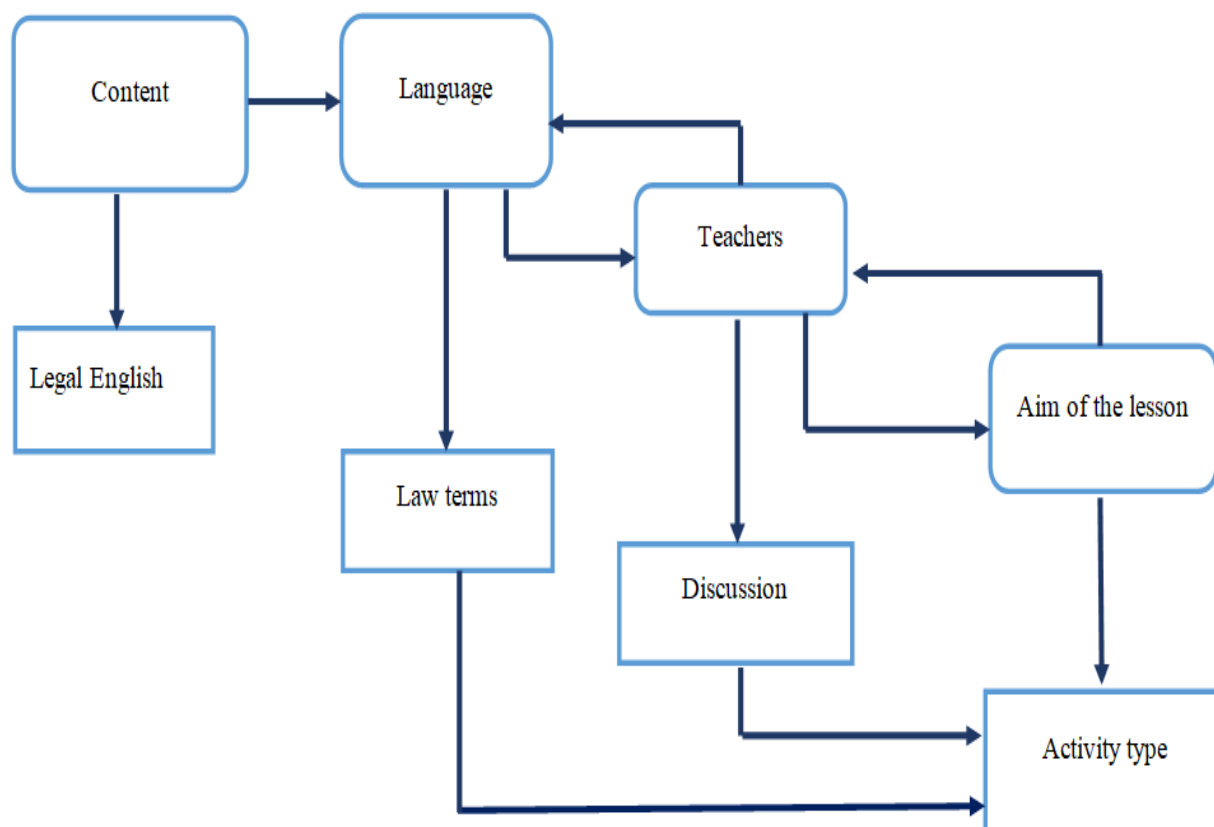
29 Leichik V.M. Terminology studies. Subject, methods, structure – M.: 2006, –300 p.; Leichik V.M. Optimal length and optimal structure of the term // Questions of linguistics, 1981, - 63-73 pages.

solving legal problems on based on specially formed knowledge and skills. The process of learning legal English should not be limited to only reading and translating legal texts. Professionally oriented English language teaching involves active interaction of all participants in the educational process, in which “there is a mutually beneficial general exchange of information in a foreign language, the acquisition of skills communicative interaction for solving professional problems. It is important to remind students of the need to study general English in parallel with the legal one, because lawyers in international companies communicate not only among themselves and not only on legal topics. We must not forget about benevolence, friendliness, about the cultural characteristics of the countries of the studied languages, as well as about business etiquette. One should also pay attention to the fact that as part of the legal English course, students are taught exactly legal English. And the students ought to pay their primary attention to learning the language, not jurisprudence, they should focus on learning legal terms, English grammar, spelling, syntax, punctuation and others. It should be borne in mind that for a legal teacher there is no requirement for English to have a legal education, the teacher has the right to teach legal English, having qualifications for teaching general English. Of course, it would be very effective teaching of legal English by a linguist and a lawyer rolled into one, but there are very few such teachers. Some experts as a way to solve this problem suggest “pedagogical tandem ” of two teachers, one of whom is a specialist in the field of teaching English, and the other is a professional in jurisprudence, although, according to our opinion, this concept is extremely difficult to implement in practice.

Second chapter of the thesis is about **“The importance of teaching through content-based approach in modern English language methodology”**, its first part analyzes **“Methodology of teaching legal English terms in conversation in the process of integration of education”**. Legal linguistics exists at the junction of two sciences - linguistics and jurisprudence. The area of interest of this science includes methods and results of research related to issues and connections between language and law and meeting the requirements of modern linguistics. Legal linguistics, explains the texts of the law through their correlation with natural language. As a separate direction in Uzbek linguistics and pedagogy, it began to be singled out at the beginning of the 21st century. Modern educational space requires an appeal to new teaching methods and authentic resources used in teaching Legal English. To modern methods of teaching vocational spoken English include: textbooks, explanatory and bilingual dictionaries, professional journals, podcasts, online resources, practice of communicating with English-speaking colleagues in legal communities. English language teachers in law schools are increasingly using educational methodological complexes of foreign authors for the study of professional legal English. As practice shows, these teaching materials help to form the foundations of communication among law students in active competence. In the process of training future lawyers, it is necessary to develop the following professional language competencies:

- the ability to communicate in oral and written form to solve problems of interpersonal and intercultural interaction;

- the ability to logically correctly, reasonably and clearly build oral and written speech;
- the ability to master the necessary skills of professional communication in a foreign language;
- the ability to correctly and fully reflect the results of professional activity in legal and other documentation<sup>30</sup>.

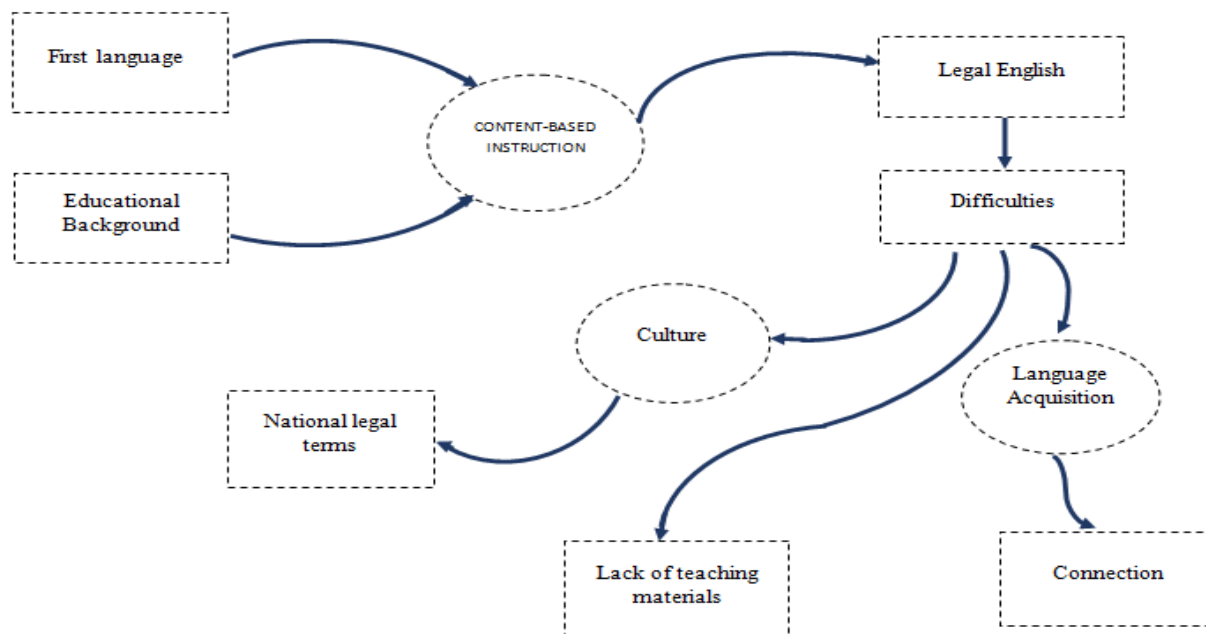


### **1-picture The current stage of teaching legal English in the context of content**

In 1-picture regard, at the present stage of teaching Legal English, we will consider the following as relevant tasks:

- analysis of foreign methodological literature;
- determination of the main trends in the methodology of teaching foreign languages;
- comparison of local and foreign methods of teaching a professional language;
- determination of the effectiveness of teaching Legal English to students of law faculties and colleges

<sup>30</sup> Cummins J Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. Rivera, C. (ed.), Language proficiency and academic achievement. Clevedon, England .:“Multilingual Matters”,1984.- 10, 2-19 pages.



## 2-picture Analysis of foreign methodological processes

As the 2-picture analysis of foreign methodological literature showed, teachers of English as a foreign language and professional translators of legal texts recommend referring to an extensive corpus of resources that make sense to use when teaching legal English<sup>31</sup>. This scientific and linguistic phenomenon has become one of the main ones in the teaching and research of English, which is not only the leading language in international business relations, but also legal language of the European Union. In addition, another of the tasks put forward by higher education is the possibility of further integration of students into the educational process in European universities. We consider it important to say about what is necessary for every student who wants to achieve enough high level of proficiency in legal English. The most important, without a doubt, is the development of systematic approach to teaching. Here, respectively, one needs:

- systematic exercises to strengthen knowledge of English grammar in general and grammar of the legal language in particular;
  - good knowledge of terms and ability to use them correctly in sentences;
  - knowledge of several areas of the law of their country and the country of the language being studied, with general information and description of terms, as well as documents within these areas of law;
- description of terms, including alternative ones, so that the author can choose the most appropriate general, as well as a description of how to use these terms. And finally, students must have a fairly large experience in working with various types of documents in these areas of law.

Special legal and technical phrases are particularly useful since they clearly designate the correct concept and promote a clearer explanation of regulations,

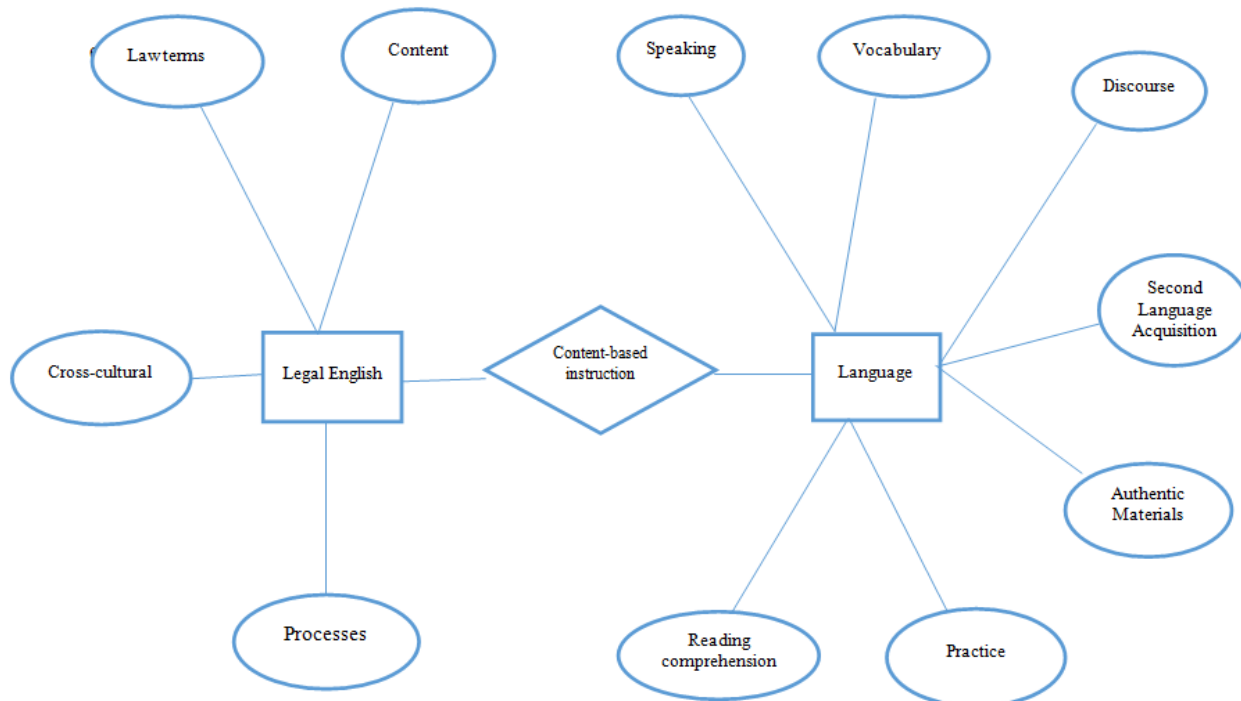
31 Eremeeva GR, Baranova AR, Mefodieva MA Professionally oriented teaching of English to students of non-linguistic specialties // Kazan pedagogical journal. - T. 2. - 2016. - No. 2. - 339- 342 pages.

resulting in a better understanding and application of the latter. To put it another way, they maximize linguistic information while sparing legislative thought. Unambiguity, semantic specificity, and completeness of legal formulations can all be attained with such phrases. It is unlikely that special terms should be replaced with detailed descriptive expressions, as this would result in cumbersome regulations and business documents, as well as make their application difficult.

The independence of the phrase from the context is noted by both lawyers and linguists, and the meaning of the term is revealed in its definition rather than in context, as is the case with common vocabulary. As a result, the word transitions from a literal to a professional language, and it becomes part of the term system.

**Legal interpreting** is sometimes known as legal translation or legal translation. Legal translation is a sort of translation that is distinct from other types of translation. This style of translation necessitates a thorough understanding of the translator's capabilities <sup>32</sup>:

- 1) A working knowledge of the source and target languages;
- 2) understanding of two legal systems;
- 3) a working knowledge of the appropriate legal disciplines;
- 4) Expertise in the industries where litigation is performed (e.g. steel production if the claim is related to the steel industry).
- 5) Learning the art of translation and developing specific talents, as well as combining them, takes time.



### 3-picture Content-based instruction

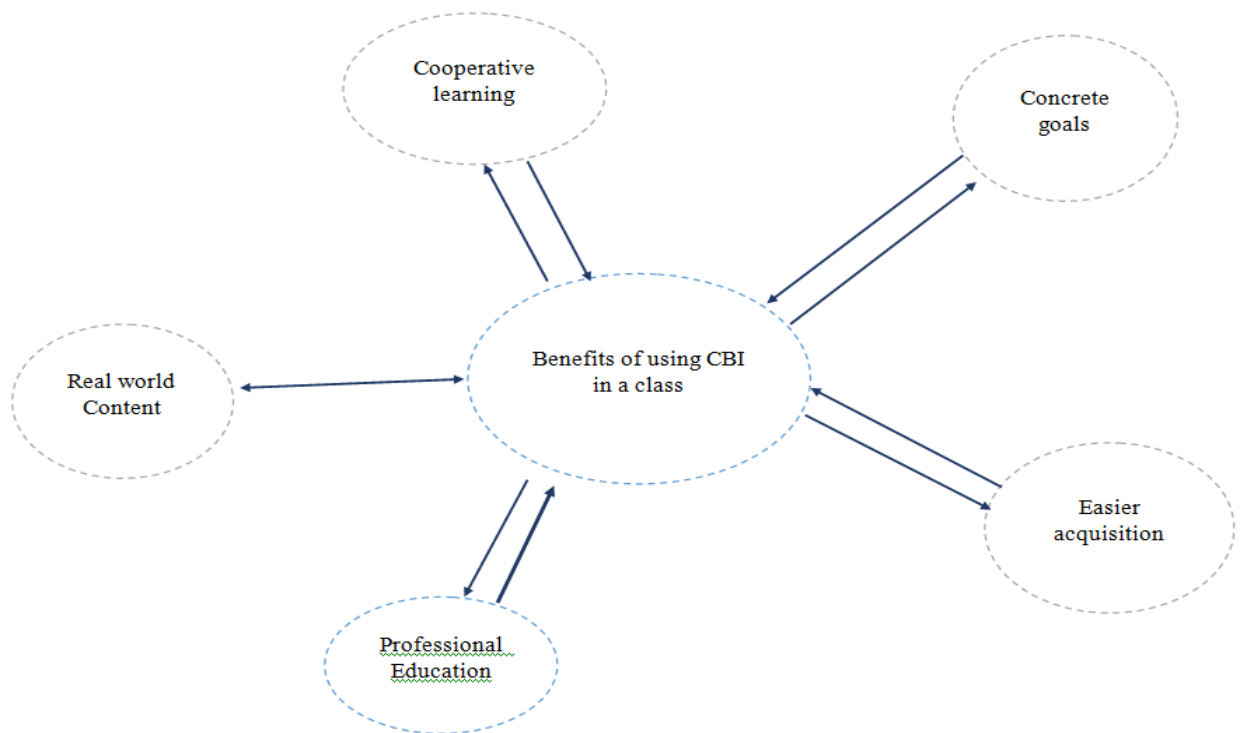
The basic work of D. Crystal emphasizes the distinctiveness of the character of legal discourse. Looking into the contents of the English for Lawyers II - the

32 Garner B. A. Legal Writing in Plain English. Second ed. A Text with Exercises. Chicago-L.: The University of Chicago Press, 2013. - 456 p

29 Crystal, D. The Cambridge encyclopedia of English. Cambridge, 1994.

language course in question - vis-à-vis the demands of the academic tasks outlined above, the researcher could see that the PQA genre was not clearly focused on. This evidence further prompted an experimentation of a pedagogical strategy to draw the insights of social constructivist genre theory for the teaching of the PQA genre. The experimentation employs CBI as an instructional technique for the inquiry. CBI, also called content-based instruction, characteristically involves the use of academic content area tasks as a vehicle for language practice. In CBI classes language learning and content learning are put in tandem in which the content tasks serve as an authentic resource for language practice, including academic genre.

Currently, the innovative methodology CBI (Content and Language Integrated Learning) is successfully used in the system of not only school, but also higher education, although in the latter case it is still under development, particularly in our country. The principles of CBI are found in different private systems of bilingual education - BE (Bilingual Education). The methods CBI (Content-based Instruction), CBLT (Content-based Language Teaching), EMI (English as a Medium of Instruction), LAC (Language Across the Curriculum), etc. are being gradually used in educational institutions. In general, CLIL means parallel teaching of a foreign language and content of the discipline.



**4-picture. Advantages of CBI in a class**

The approach is reflected not only in the logic of teaching, but also in principles for compiling new generation benefits for different ages and categories students. Such manuals are not only suitable for teaching the CBI method, but are also initially positioned and oriented towards it, which is often reflected in their names. As the analysis shows, among the disciplines in which the most the CBI

approach is often used, (at least abroad, where it is insisted currently and more widespread) yet not in the case of teaching legal English.

However, teachers working with first-year students inevitably face information of a significant amount (primarily thematic, conceptual, terminological) that they need to broadcast to students as new. The formation of many basic concepts occurs through foreign language and authentic materials. This gives grounds for rethinking of the very concept of CBI, its formation and gradual adaptation to the needs of learning an international language in the field of professional research, as well as to apply innovative technologies to a greater number of educational areas. D. Marsh is considered to be the developer of the CBI method, but a number of authors, including D. Marsh<sup>33</sup> himself, indicate that the essence of this educational phenomenon was used already about 5,000 years ago: the Sumerian language was used to teach the Akkadians some sciences; at the same time its learning served the purpose of mastering the local language by the Akkadians. The use, for example, measures of the Latin language for teaching fundamental sciences, with similarities with a subject-language approach, according to the authors, cannot fully be called such because, unlike CBI, it does not contribute to the development regional languages and native language when teaching a foreign language.

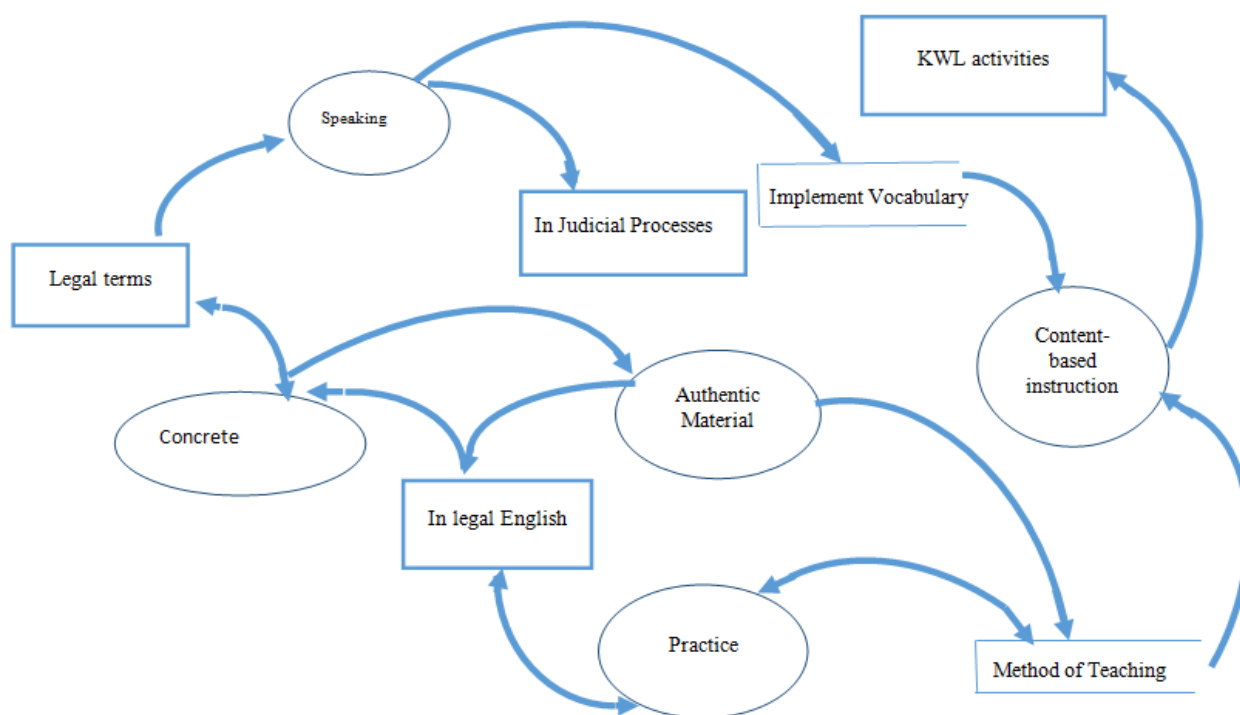
“Teaching legal terms in a content-based approach to increase vocabulary skill” In the linguistic literature, it is rightly noted that the terms have the conservativeness of paradigmatic relations, i.e. they occupy a strictly defined place in the semantic paradigm, while being not limited in their syntagmatic connections.

Terminology is a special type of vocabulary that has its own structural, semantic, word-forming and stylistic features, which distinguishes this layer of lexical units from common words and, thus, occupies a special place in the lexical system of the language. The analysis of semantic relations in terminology allows us to reveal the relations in the lexical system of the English and Russian languages compared in the work. The role of legal terms in the life of society is becoming more and more noticeable in connection with the awareness of their rights and the expansion of international relations. In legal terminology, the main percentage is traditionally made up of highly specialized, unambiguous terms.

Terminological units of jurisprudence are scientific, while similar units of law can be distinguished into a special category due to the fact that law is one of the forms of public consciousness. Another distinctive feature of legal special vocabulary is determined by the fact that that each individual term can be assigned to different terminological categories. General legal terms include lexical units that do not change its significance depending on the branch of law, in which they are used. The meaning of narrower industry terms is revealed only in within the system of the relevant branch of law. Cross-industry terms are common for several branches of law; while in their semantics during operation occur some changes .

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<sup>33</sup> Marsh D. LIL/EMILE - The European Dimension: Actions, trends and foresight potential. Public Services Contract EG EAC. — Strasbourg: European Commission, 2002

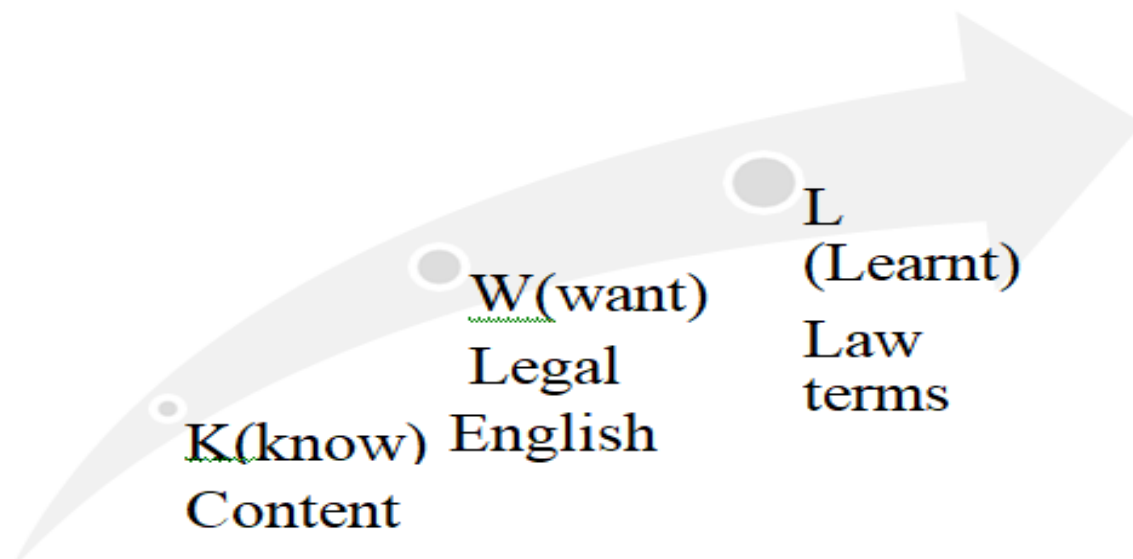


### 5-picture CBI functions in a class

The most irritable question that, how teacher explained them, every lesson he or she had to use dictionary or without them she might be use method of explanation through social tasks. In this part teacher should be give them question to explaining main topic through using close social question. CBI approach commonly used with their natural languages acquisition occurs in context making easier for student as a create easier acquisition solve this problem. In this case by teacher should be provided 1 beneficial activity through content-based language teaching law faculty learners. This activity called KWL, and provided in a simple three column, and graphic or organizer by content and language teachers to teach students improving their second language through content-based instruction. With the help of their background knowledge students complete the first one with what they already know about the topic. The second step with what they want to know from this topic, the third column should reflect what the students have actually learnt about it.

This activity could not provide in Task-based approach, because of activity combined the main steps of Bloom`s Taxonomy SWABT construct sculpture to emphasize and increase student`s vocabulary building through one. While talking about SWABT it does mean Student what able to learn like Engage study activate through explain them motivation during teaching process. We know they are non-specialist learners, however mostly students appreciate the criticism by their teachers or by others, as it will expose them to believe them weaknesses and they could not provide some opportunities to improve their mistakes. Extraordinary law terms cannot be limited to a particularly complex set of legal words and grammar. In law and other legal documents, commonly used expressions and words, actually

have a specific legal content of their own, and in some cases, they differ from what is commonly used.



### 6 – picture. KWL technique in CBI

Similar categorization of legal terminology into three groups is seen in legal literature.

1) Common phrases that are understood by everyone and used in everyday speech;

2) Special legal terminology with particular legal substance, such as "statement of claim" or "letter of credit." These phrases are used to indicate legal ideas, reflect the legal system, and categorize various industries;

3) Special technical legal terminology that indicate specialized expertise, such as safety regulations, equipment upkeep, and technological considerations

The fact that legal language is rightfully considered one of the most essential industry terminology systems determines the study's relevance. When compared to other word systems, legal terminology is a unique area of study because it has such a wide range of uses. The main reason that CBI learned concrete materials in 4 skills communication in a lesson, we explained this structure in a next stage:

We can see that the teaching of legal English through CBI approach and the integration method has both the lexical enrichment of legal content and the use of legal processes in our speech. Teacher gives examples and use comprehensive checks with authentic matters, the next stage learners use authentic materials to practice language, finally teacher provide communicative competence under content-based instruction to improve students able to read articles, to discuss criminal courts, to write reports about judicial processes.

Third chapter of the work is entitled as **“Experimental study of teaching the application of legal terms in English to students of ESP education institutions”**.

First part of the chapter deals with “A program to organize experimental tests on the application of a content-based approach through the English language”. Experimental work is the basis of scientific research, and the accuracy, reliability

and completeness of the results of scientific research are its leading criteria. The essence of promoting this idea is that acceptance and disapproval is determined by testing theoretical considerations in any science in practice. It must be acknowledged that this dissertation is even more important in the scientific fields that teach the activities of the individual. Therefore, the researcher should be able to create a program of experimental work to achieve the expected result and set a clear goal, to distinguish the most important from the point of view of the topic, to compare the results with the control group (CG) and experimental group (EG) the bride has to be able to find ways to overcome the difficulties that are likely to arise.

Experimental training is carried out according to the research procedure, as mentioned above, on the basis of a special program developed by the researcher. Experimental work is carried out based on the scientific sources studied on the topic of the dissertation and based on the scientific experience of the researcher, based on the relevant program. The experiment was organized in EG and CG as follows: in EG, a specially designed program was developed by the dissertation, and in CG, traditional classes were conducted. Thus, the lessons in EG were dedicated to teaching English speaking with the help of specially selected educational material, educational assignments, special exercises to study them. It should be noted that in all non-formal higher education institutions CG conducted trainings on the material of teaching aids aimed at teaching the specialization of legal sciences. The experimental work consisted of pre-test, while-test and post-test stages. In some dissertations we observe that these stages are also called by other names. After defining the goals and objectives of the experimental work, we present the quantitative indicators of students involved in this event. Each higher education institution was composed of one TG and one NG from stage 2<sup>nd</sup>. The total number of respondents is TG - 186, NG - 175, Tashkent State of Law University TG - 58 students, from NG - 63 students, Namangan State University G - 62 students NG - 57 students , From Samarkand State University 60 students to CG,57 students to EG. The number of students involved in the experimental work was sufficient, ensuring reliability.

**1-table**

No	Educational institutions	Total number of students	Experimental group	Control group
			II grade EG1	II grade CG1
1	Tashkent State Law University	63	63	60
2	Namangan State University	62	62	58
3	Samarkand State University	61	61	57
	Жами	361	186	175

Particular attention was paid to the quantitative indicators of four university students involved in the experimental work. The reason for this is to achieve the reliability of the results of experimental work. Second part of the chapter is about “Exercises for experimental research and stages of experimental testing of teaching methods”. The organizational foundations of the experimental work described above paragraph 3.1 have been put into practice in CG and EG. Now, let’s take a closer look at the course of the experimental work. In the experimental process, we used a content-based instruction method to provide information to second- and third-year law students by reading industry terms in English. The level of methodological difficulties in the development of students' speaking competencies and the methodological, structural, speech and methodological difficulties they face were identified. Due to the methodological difficulty of the lesson, almost half of the students had difficulty in acquiring information. This means that the lexical skills are not sufficient to read and understand the legal text.

**2-table**

Indicators	Grades	groups	Number of students	Evaluation levels			
				Excellent	Good	Satisfactory	Unsatisfactory
				5	4	3	2
results achieved through exercises related to teaching specific terminological vocabulary	2 Courses	Experimental group	96	8	19	51	18
	2 Courses	Control group	90	7	17	48	18
	<b>Overall</b>	Experimental group	<b>186</b>	<b>15</b>	<b>36</b>	<b>99</b>	<b>36</b>
		Control group	<b>175</b>	<b>13</b>	<b>33</b>	<b>98</b>	<b>31</b>
lexical units are results obtained using text reading exercises that are familiar but information is unfamiliar	2 Courses	Experimental group	96	7	16	55	18
	2 Courses	Control group	90	6	16	54	14
	<b>Overall</b>	Experimental group	186	13	32	109	32
		Control group	175	11	30	104	30
both lexical units and information are the result of using unfamiliar text reading exercisesp	2 Courses	Experimental group	96	8	17	55	16
	2 Courses	Control group	90	7	16	52	15
	<b>Overall</b>	Experimental group	186	15	33	107	31
		Control group	175	13	31	105	26
<b>General</b>		Experimental group	<b>186</b>	<b>14</b>	<b>34</b>	<b>105</b>	<b>33</b>
		Control group	<b>175</b>	<b>12</b>	<b>31</b>	<b>102</b>	<b>29</b>
<b>General percentage</b>		Experimental group	<b>100%</b>	7,7%	18,1%	56,5%	17,7%
		Control group	<b>100%</b>	7,0%	17,9%	58,5%	16,6%

The structural difficulty mentioned above 2-table was reflected in this process. When we tried to substantiate the reason scientifically, it became clear that the methodological difficulty had little effect on the occurrence of the structural difficulty. Now, in the process of methodology, students tried to understand the content of scientific field terms using the content-based method. It also faced lexical, structural, and verbal difficulties at the same time. Information related to the content of many unfamiliar lexicons and legal terms in legal texts was also unfamiliar. Information of this type is obtained through written translation using a bilingual dictionary of official legal texts. It is known from the science of linguadidactics that no pre-text exercises are given before the texts to be translated.

When it comes to the issue of terminology (s) presented in the teaching of speech, any term has the status of a source of information in the practical study of language. However, it is recommended to use the CBI method to read the legal text in different contexts. When reading a text without a dictionary, whether the text contains does not have a new lexical unit (s), it is proved in practice that it can be read without a dictionary, given unfamiliar vocabulary, but its meaning is understood independently due to the possibility of deciphering words through linguistic comprehension. However, the size of the text does not matter in understanding the content of the text and understanding the unfamiliar vocabulary.

When reading a text with a new word using a bilingual dictionary, an additional task is to translate it in writing. In such a text, the meaning of an unfamiliar lexicon involving new words related to a legal process that is not linguistically understood is performed to check whether the meaning is found and not found correctly in the dictionary, the terms used in legal activity are explained.

Tests, practical assignments were developed to assess students' speaking and speaking skills, and the experiment was used in experimental work.

The mastery index of the experimental and control group students of the experimental and control groups is given in Table 1. Its geometric image is shown in table 3.

Based on the results of the experiment, we analyzed the average mastery of the experimental results in the experimental and control groups to determine the effectiveness of improving students' speaking and speaking skills by increasing the content of legal terms using the Student's mathematical-statistical method. The gist of the matter is as follows: Let two main sets be given.

**3-table**

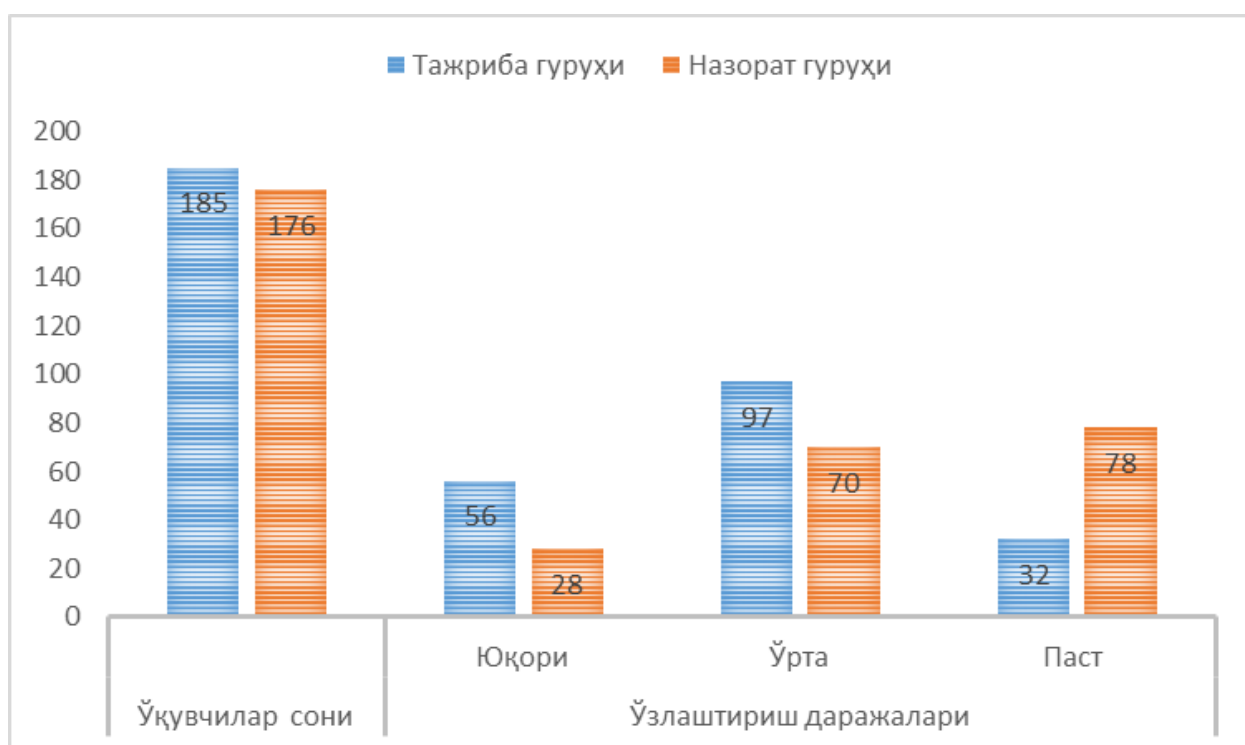
№	Names of higher education institutions	Control group m <sub>j</sub> =176			Experimental group n <sub>i</sub> = 185		
		High	Medium	Low	High	Medium	Low
1.	Samarkand State University	9	23	26	18	32	10
2.	Namangan State University	9	23	26	19	33	11
3.	Tashkent State University of Law	10	23	27	19	32	11
General results for all universities		28	69	79	56	97	32

One is the average score of the students' knowledge in the experimental group and the other is the average score of the students' knowledge in the control group. Grades are considered to have a normal distribution. Such an assumption is valid because the conditions for approaching a normal distribution are simple and they are fulfilled. According to Table 3.1 Hypothesis N1, which shows the effectiveness of assimilation in the experimental and control groups, and hypothesis N0, which contradicts it, are selected.

**4-table**

Groups	Number of students	Levels of mastery		
		High	Medium	Low
Experimental group	185	56	97	32
Control group	176	28	70	78

Determining the mastery indicators in the experimental group and the number of students in the control group by  $X_i n_i$  and  $Y_j m_j$ , respectively, we obtain the following statistically grouped variance series, as well as a high score of 3 points, a medium score of 2 points and a low score of 1 point. we define with.



**7-picture Diagram depicting the overall findings from the experiment's conclusion on the universities where it was done.**

That is, in students in the experimental and control groups  $(71 - 57,3)\% = 13,7\%$ . This in turn means  $\frac{71\%}{57,3\%} = 1,24$  more than double. In order to determine the errors that can be made in the mastery detection process, we first define the mean quadratic and standard errors. From the results obtained, it can be

seen that the criterion for assessing the effectiveness of teaching is a sudden magnitude and the criterion for assessing the level of knowledge is greater than zero. It is known that the mastery in the experimental group and at the end of the experiment is higher than in the control group and at the beginning of the experiment. From this, it can be seen that the performance of the experimental group increased by 13.7% compared to that of the control group.

## CONCLUSION

We would like to note that the goal of any professional education is the achievement of a future specialist, including a lawyer, a high level of professional competence, and if the students have sufficient motivation and opportunities to study legal English, then, according to the author, they should do their best so that after learning legal English, you really become specialists of a very high level.

1. Legal English language has its own set of grammatical quirks. The key concerns that have been heavily criticized are sentence length and intricacy. However, it has frequently been discovered to be a component of convention as well as a requirement dictated by the intricacy and severity of the subject matter, as well as the careful nature of language's aim. Some of the most noticeable elements of legal syntax include Latinized phrases, odd word order, clause embedding, and separation of the subject from the verb, passive constructions, and nominalizations.

2. It would be simpler to understand legal language if it was taught with a specific emphasis on the use of language, such as English for Specific Purposes. However, the vast majority of ordinary people are likely to stay unconvinced. Although simple language offers advantages, it cannot be implemented immediately. As a result, the best option is to familiarize oneself with the peculiarities of legal language.

3. During the Legal English study process, law students confront several hurdles. They struggle to comprehend the subject's content and lack the words to articulate their thoughts. Some kids have a low understanding of general English. Teachers confront several problems while teaching Legal English. For teachers who are not legal specialists, teaching Legal English is a tremendous difficulty. Teachers have difficulties since they must teach topics in an area of study in which they have limited experience.

4. Legal English teachers can be effective in the classroom by demonstrating enthusiasm, managing the classroom, involving all students in the lesson, employing a variety of teaching styles and methodologies, paying attention to individual needs, providing frequent feedback to students, and motivating students to continue learning.

5. Accounting for the four components of CBI: content, communication, cognitive abilities, culture each of them has a number of features in comparison with the elements of the traditional approach. With this regard, through content the non-obvious acquisition of knowledge on topics is expressed, and the establishment of interdisciplinary links for learning purposes, skill development in the subject areas, the active role of the student in the formation of individual

knowledge according to his personal goals, abilities and best ways of learning are also attained gradually.

6. Establishment of the priority of subject content over the accuracy of grammatical structures. Using special educational and methodological to the textbook, students learn the language of the legal specialty as “The tasks presented in the book are aimed at developing speech activities, including reading, speaking, writing and listening”. However, according to the goals and objectives of CBI, maximum emphasis should be placed on processing and transmission of content. According to CBI, vocabulary and grammar are studied together, in the form of the most common in authentic discourse combinations.

7. Allocation of communicative functions and reorientation of work with subject content. Their awareness by students helps to achieve defined objectives and effects, reducing the number of vague formulations and verbal attempts to convey content. Awareness of the giver directs the speech activity of students and concretizes proposed assignments.

8. Drawing up tasks that increase the personal significance of educational communications were provided in a class. Particular attention should be paid to establishing feedback. Teaching students can formulate and agree with the teacher the criteria evaluation, and then characterize the work of each other (response partners). By self-formulating the results of the lesson, they indicate important for aspects of themselves, define learning objectives, feel they are not performers prescriptions, but active leaders. CBI teaches ways to acquire knowledge and forms learning autonomy.

9. Formation of learning autonomy. Preparing in the future for the act of lingual communication, the specialist will not receive a carefully selected and structured lexical minimum, developing exercises or especially created conditions. The students will have to orient themselves, determine and share functions, organize work with new vocabulary, motivate yourself in the most efficient way. Learning autonomy is an important equipment of self-education and professional communication. It's obvious that actions according to the model and the development of the prescribed volume of vocabulary are inevitable; we are only talking about the need at this stage to supplement their tasks in CBI format, actively developing motivation, responsibility and autonomy of students.

10. Special approaches to lesson planning. Lesson plans should reflect: the types of communication used, communicative functions, developed cognitive skills, differentiating tasks for students at lower and higher levels, as well as usually completing tasks much earlier or later than others. Formative assessment, summative assessment, assessment by classmates. Special attention is given to the preparation of a portfolio and self-assessment. Students can use specific criteria “Can do” statements to review progress and draw conclusions about how material needs improvement.

11. Most often these are small audits or equipped with technology language laboratories. CBI offers to create giving them the necessary environment for the continuous perception of information in a foreign language (language-rich classroom). Taking into account the features of CBI affects not only the

preparation for classes, but also preparation of course programs, calendar and thematic developments: they include the components of CBI that meet the goals of further professional communications in a foreign language.

**НАУЧНЫЙ СОВЕТ PhD.03/30.12.2019.Fil/Ped.83.01 ПО  
ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ ПРИ САМАРКАНДСКОМ  
ГОСУДАРСТВЕННОМ ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ**

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**САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ  
ИНОСТРАННЫХ ЯЗЫКОВ**

**СИРОЖИДДИНОВА ШАХРИБОНУ СИРОЖИДДИНОВНА**

**СОВЕРШЕНСТВОВАНИЕ РАЗГОВОРНОЙ И ЛЕКСИЧЕСКОЙ  
КОМПЕТЕНЦИИ СТУДЕНТОВ ЮРИДИЧЕСКОГО НАПРАВЛЕНИЯ  
НА ОСНОВЕ CONTENT-BASED ПОДХОДА**

**13.00.02 - Теория и методика обучения (английский язык)**

**АВТОРЕФЕРАТ  
диссертации доктора философии (PhD) по педагогическим наукам**

Тема диссертации доктора философии (PhD) зарегистрирована Высшей аттестационной комиссией за номером B2022.3.PhD/Ped3890.

Диссертация выполнена в Самаркандском государственном институте иностранных языков. Автореферат диссертации на трёх языках (узбекский, русский и английский (резюме)) размещён на веб-странице Научного совета (www.samdchti.uz) и Информационно-образовательном портале «Ziyonet» (www.ziyonet.uz).

Научный руководитель:

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доктор педагогических наук, доцент

Ведущая организация:

**Термезский государственный университет**

Защита диссертации состоится « 6 » мая 2023 года в 10<sup>00</sup> часов на заседании Научного совета PhD.03/30.12.2019.Fil/Ped.83.01 при Самаркандском государственном институте иностранных языков. (Адрес: 140104, г. Самарканд, улица Бустонсарой, 93. Тел.: (99866) 233-78-43; факс: (99866) 210-00-18; e-mail: info@samdchti.uz)

С диссертацией можно ознакомиться в Информационно-ресурсном центре Самаркандского государственного института иностранных языков (зарегистрирована за номером 6144). Адрес: 140104, г. Самарканд, улица Бустонсарой, 93. Тел.: (99866) 233-78-43.

Автореферат диссертации разослан « 25 » апреля 2023 года.  
(Протокол реестра рассылки за № 40 от « 25 » апреля 2023 года)



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## **ВВЕДЕНИЕ (Аннотация диссертации доктора философии (PhD))**

**Целью исследования** является разработка комплекса упражнений на основе содержательного подхода к обучению для развития словарного запаса учащихся с использованием юридических терминов на английском языке.

**Объектом исследования** является процесс обучения иностранному языку (английскому) студентов юридических направлений высшего учебного заведения.

**Научная новизна исследования** заключается в следующем:

усовершенствована методика обучения английским юридическим терминам за счет внедрения инновационных технологий, личностных, социально-прагматических, языковых, когнитивных факторов их использования в процессе общения;

при обучении юридическим терминам на английском языке языковые и линейные компоненты юридической речи характеризуются прагматической, когнитивной интеграцией в той мере, в какой эти единицы получены в языковых и нелинейных актах;

в общении студентов юридического направления исходить из эффективного формирования лингвопрагматической, когнитивно-дискурсивной и уровня словарной компетенции студентов совета из профильных терминов;

нестандартные методы обучения английским юридическим терминам, в том числе использование инновационных и многословных иностранных терминов, таких как «аргументированное обсуждение», «стратегия сотрудничества», юридический жаргон и сложные синтаксические конструкции, были усовершенствованы в соответствии с компетенцией, методологией и состав.

**Внедрение результатов исследования.** На основе выводов обучения студентов чтению юридических терминов на английском языке на основе научных результатов, полученных при обучении по содержательному методу:

из выводов о совершенствовании персональных, социо-прагматических языковых когнитивных факторов преподавания юридических терминов на английском языке, их использования в процессе общения, сделанных в Самаркандском государственном институте иностранных языков, следует, что программа Европейского союза Erasmus+ 58545-EPP-1-2017-1-ES-eppka2-cbhe-JP Class: грант” Computational Linguistics at Central Asian universities” (справка Самаркандского государственного института иностранных языков № 561/30.02.01 от 05 апреля 2022 года). В результате достигнуто совершенствование электронной базы методических модулей проекта;

из результатов, касающихся масштабов прагматической когнитивной интеграции между языковыми и неязыковыми компонентами юридического дискурса в преподавании юридических терминов на английском языке, 561624-EPP программы iasmus + EC-1-2015-UK-eppka2-cbhe-SP -iyasmus + cbhe IMIP: инновационного исследовательского проекта “Модернизация и интернационализация процессов системы высшего образования в

Узбекистане” (справка Самаркандского государственного института иностранных языков № 561/30.02.01 от 05 апреля 2022 года). В результате на основе международного проекта удалось обогатить теоретическую часть совершенствования преподавания иностранных языков и разработать методические рекомендации по совершенствованию и популяризации образовательного процесса.

из выводов о совершенствовании нестандартных методов преподавания юридических терминов на английском языке, состоящих из использования инновационных и многословных иностранных терминов, юридического жаргона и сложных синтаксических структур, таких как “аргументированная дискуссия”, “стратегия сотрудничества”, телерадиокомпанией Самаркандской области в эфир с 8 апреля по 20 мая 2022 года вышло шоу "онлайн урок английского языка используется при создании сценария (справка Самаркандской областной телерадиокомпании от 9 апреля 2022 года № 01-11/136). В результате, сегодня на основе изучения иностранных языков, совершенствования юридической грамотности студентов юридических специальностей путем обучения английскому языку и обогащения их содержания, применения на уроке содержательной методики, обогащения их отраслевых знаний, повышения речевой и словарной компетентности в процессе урока, правильного выражения юридических терминов на английском языке и выражения особенностей их применения телезрители обладая достаточной информацией

**E'LON QILINGAN ISHLAR RO'YHATI**  
**СПИСОК ОПУБЛИКОВАННЫХ РАБОТ**  
**LIST OF PUBLISHED WORKS**

**I bo'lim (I часть, I part)**

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**II bo'lim (II часть, II part)**

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