
PRINCIPLES AND FACTORS OF DEVELOPING LEGAL COMPETENCE OF STUDENTS

Tileov Erkinbay Muratbaevich*

*Senior Lecturer,
Doctor of Philosophy in Pedagogical Sciences.
Nukus State Pedagogical Institute Named After Ajiniyaz,
Nukus, UZBEKISTAN
Email Id- Erkinbay@gmail.com

DOI: 10.5958/2249-7315.2021.00347.6

ABSTRACT

This article discusses the principles and factors for the development of legal competence of students in the universities of the Republic of Uzbekistan. The development of technology for the development of legal competence of students is one of the most pressing pedagogical problems. Consequently, in the context of market relations, the national value of legal relations, formed over centuries and regulated only by mutual trust or in the testimony of three people, is forgotten, some people commit inhuman acts such as "human trafficking", mutual mistrust in property relations. and the growing number of arguments for this ensures the urgency of the problem of developing legal competence in students. Axiological, active, meaningful and person-centered approaches serve as methodological bases (priority principles) for the development of students' legal competence.

KEYWORDS: *Description, Approach, Understanding, Competence, Reputation, Significance Determines.*

1. INTRODUCTION

The following is a brief description of the content, theoretical and practical significance of these principles. Axiological approach. This approach means that the basics of the legislation of the Republic of Uzbekistan and the norms of international law are accepted by students as values. Consequently, the human factor itself is a value, so it is logical to approach as a value the national and international legal norms that guarantee its rights and freedoms. In addition, every law is based on ethical ideas, the regulation of social relations of a particular nation on the basis of legal and social norms. This in itself means that the basis of an individual's attitude to legal issues, laws, is a moral-value approach

In developing students' legal competence, they first need to form an understanding that the human factor, its rights, freedoms and interests are valued as the basis of ethical principles. As a result, students not only understand their rights and freedoms, but also understand the need not to violate the interests of others and society, not to disrespect them, not to damage the honor, dignity, dignity of any citizen. After all, if religious-Islamic ideas express the fact that it is a sin to damage a person's honor, dignity, dignity, and reputation, then according to universal principles, it is simply morality (a set of moral values). Students should learn to take a position on every socio-legal issue: "Where my rights and freedoms begin, my rights and freedoms end." [1]

An proactive approach. Involvement of students in a consistent, active participation in legal situations, allowing them to make independent decisions in solving legal issues will ensure the effective development of their legal competence. Theoretically, a thorough understanding of the

nature of laws, socio-legal norms alone does not ensure the formation of competence. This can be achieved by becoming a unit of theory and practice, an active participant in legal situations. Orientation of students in the educational process or spiritual-educational activities to perform case studies based on real, real-life examples, the preparation of educational, creative and practical projects on issues of legal and social significance determines their professional legal training.

A meaningful approach. The creation of methodological support in the field of law, the formation of informational and graphical information on each topic, the achievement of their completeness provides students with a thorough mastery of legal knowledge of both theoretical and practical nature. At the same time, it is important to ensure that the various types of training, ie lectures, seminars and practical classes, complement, strengthen and enrich the knowledge provided to students in the process of independent learning, which they independently master. Educators should be able to clearly define the learning objectives for each topic based on their professional skills and competencies, correctly define the learning objectives that will allow them to achieve them, and transfer the teaching materials to the teaching tasks at the level of formation and development of competence qualities. Only then will the intended goal be achieved.

A person-centered approach. In educational and spiritual-educational activities, taking into account the age, psychological capabilities, personal characteristics, interests and needs of students, providing them with educational materials of different complexity ensures that the educational process is not mandatory, but voluntary. Educators should prepare the learning materials and assignments provided to students with a prior assessment of how well they will contribute to the full realization of their inner potential. Students' personalities, or disregard for their distinctive characteristics, make it difficult to achieve the expected educational goal or do not allow it at all.

Interactive approach. Modern education has a tradition of relying on the principle of interactivity. Interaction refers to the acquisition of theoretical and practical knowledge by students in pairs, small and large groups on the basis of interaction and cooperation. From a practical point of view, individual mastering of teaching materials causes some sluggishness in students. On the basis of interaction, a combination of actions is achieved, such as the exchange of views on training materials, the promotion of various proposals for solutions, substantiation of their validity, joint discussion of solutions, joint decision-making. This leads to an interesting, intense, active process of knowledge acquisition. World education experiences show that students' interaction is more effective than individual learning.

Purposeful, technologically correct use of interactive methods by educators in the process of education and spiritual-enlightenment work, such as "Decision-making technology", "Cluster", "Venn diagram", "Morphological box", "Fish skeleton", "Logic confusing chain". leads to the expected result in the development of students' legal competence. Innovative approach. In the current situation, the use of innovations, the creation of new innovations has become a topical issue not only in education, but in all spheres of society. The practical application of the concept of innovation, which means "innovation" in English, is determined by the achievement of a new level in terms of quality and efficiency by creating specific innovations in the field in which it is applied. As in all areas, innovations in educational practice can be achieved in three ways, namely:

- 1) Mastering ready-made foreign innovations;
- 2) Their improvement;
- 3) Through the creation of new innovations.

At present, the national education system often uses educational innovations from foreign countries, and local educators are not active in their creation and implementation. Theoretical analysis, as a result of pedagogical observations, suggests that there are several reasons for this.

The main reasons are: teachers are not ready to accept new views; inability to organize pedagogical activity in accordance with modern requirements; insufficient professional experience; difficult adaptation to age requirements; shallowness of information on educational innovations; inability of the required information to meet the existing requirements, etc. Of course, it is necessary to introduce interactive elements of education into the educational process, to be active in creating innovative ideas in teachers, to work on the basis of interactive principles in the development of educational materials by students. We believe that the shortcomings in deciding on an interactive approach will be eliminated. Until then, the most popular form of interactivity is the consistent use of interactive methods. [2]

Innovative educational technologies such as webinars, virtual consultations, virtual tutorials, collective solutions of creative tasks, coaching, training, sparring-cooperation, "Decision Tree", portfolio, mini-lectures, which are becoming more and more popular in our country, are effective in the process of educational and spiritual-enlightenment activities. It helps students to master legal knowledge, to make the right decisions in legal and social situations, to apply the acquired knowledge in practice.

Problematic approach. Often individuals, especially young people, are afraid of problems. In fact, problems and striving to find solutions help a person to develop intellectually and voluntarily. After all, working on problems develops the ability to think in person, to think effectively even when thinking, to strive to find rational solutions. Their development becomes an evolutionary ability. Therefore, in the process of developing students' legal competence, it is pedagogically appropriate to involve them in solving problematic situations on legal issues. At the same time, it is advisable to use such technologies as "Case Study", "Decision Making Technology", "Fish Skeleton", "Cluster", "Decision Tree" in the organization of educational and spiritual-enlightenment activities. Consequently, these technologies teach students to analyze problem situations, put forward several options for a solution, and find the most reasonable solution behind them.

The requirement of modern education is to teach learners to think independently, logically, critically, creatively and creatively. When a person thinks, it means that he develops intellectually, his thinking ability develops, and his worldview expands. In a word, it reaches maturity. The concept of "creative", which means "creation", serves to express a new approach to solving a problem by a person on a particular topic, problem or issue, using effective methods and tools, and, finally, the presentation of original, original solutions. Many consider the concept of "creative" synonymous with the term "creativity". But in essence, they are not exactly the same concepts. While creativity is based on the rise of mood, the awakening of emotions, creativity is associated with a certain level of individual intellect. That is, according to him, a person will be able to come up with original, original solutions to any problem, even in the most complex situations.

In the process of developing students' legal competence, it is expedient to encourage students to search for problematic assignments by presenting practical tasks, to pay special attention to the formation of skills, a comprehensive approach to finding a solution to a problem. In this case, depending on the problem to be solved, the complexity of the problem, the coverage of students in pairs, small or large groups of educational, practical and creative tasks, the involvement of project preparation is important.

Reflexive-correctional approach. Literally, the term "reflexive" refers to a situation such as "analytical study of activity", "backwards, analysis of activity", and the term "correction" refers to a situation such as "correction", "correction". In the development of legal competence of students, their independent assessment of learning activities aimed at the acquisition of legal knowledge, skills, competencies, in particular, understanding the essence of educational materials, analysis of

the results of educational tasks is reflexive in nature. In this process, the achievements and shortcomings are identified. It is known that according to the results of reflexive analysis, a person develops a plan to enrich the achievements or to eliminate the shortcomings. The development of a plan to address the shortcomings of the individual means that the activities he has set up in this direction are of a corrective nature. Based on the reflexive-corrective approach, students will also have the opportunity to independently assess their personal efforts to acquire legal competence. In addition, in the process of developing the legal competence of students, teachers will be able to assess their legal professional readiness through the organization of reflexive-corrective activities.

Social partnership. The process aimed at developing the legal competence of students, the pedagogical activity organized for this purpose takes place mainly within the university. However, the involvement of legal entities in the process - individuals and legal entities - will further increase the effectiveness of this process. Representatives of the judiciary, justice, prosecutor's office, internal affairs, national security service, tax authorities, customs, advocacy, legal service, Interpol, as well as the National Center for Human Rights of the Republic of Uzbekistan are involved in the activities of the university. involvement helps to develop students' legal competence. Their vast life and professional experience in dealing with legal issues serves as a practical school for students. In addition, the cooperation between the Republican Youth Union, headed by the agency, and its primary organizations in higher education creates the necessary conditions for the joint organization of a series of events on legal issues. Therefore, it is expedient to inculcate the principles of cooperation with social organizations on the basis of pedagogical activities aimed at developing the legal competence of students in higher education.

Professional orientation. It is known that today the law is taught at the faculties of law and history of the republic. The teaching of these subjects is aimed at effectively preparing students for future careers. That is, in the field of law, students acquire relevant knowledge in general and in terms of specialization. Accordingly, in the process of developing the legal competence of students in higher education, this situation is taken into account, and students are prepared to apply in practice the legal principles that are important in solving professional problems as a future specialist, getting acquainted with the general foundations of relevant knowledge in law. Theoretical analysis of the essence of socio-normative documents, the ability to solve problematic legal situations, the ability to make rational decisions on existing issues, the formation of skills in the preparation of students for practical professional activities provide an opportunity to achieve the intended goal.

Developing students' legal competence is a complex process that will only lead to the expected outcome if it is organized purposefully, consistently, continuously and systematically. A number of factors influence the development of legal competence of students in higher education. As a result of theoretical analysis and acquaintance with the practice of higher education, the study of student activities revealed that the following factors play an important role in the development of legal competence.

I. Fundamentals of National Legislation. In almost three decades since Uzbekistan gained its socio-political independence, the national legal framework of the sovereign republic has been created. Today, the legal and regulatory documents, which are the primary basis for determining the content of social relations, are important. Among such documents, the Constitution of the Republic of Uzbekistan, civil, labor, family, administrative, criminal, tax codes, normative and legal acts in various fields, as well as the adoption of dozens of legal acts legally regulate "state-society-citizen" relations. The main tasks are to acquaint students closely with them.

II. At present, the legal education system in the country is well formed. Legal education of the younger generation is carried out according to the periodicity of preschool education - general

secondary education - secondary special, vocational education - higher education. Currently, "Legal Literacy" in preschool education, "Alphabet of the Constitution" in primary schools, "Fundamentals of the state and law of Uzbekistan" (8th grade), "Fundamentals of Constitutional Law" (9th grade), "Fundamentals of State and Law" in general secondary education "(10th and 11th grades)," Law "in secondary special, vocational education institutions," State and law "in higher education institutions, as well as law in faculties and institutes operating in the field of law (" Civil Law "), "Labor Law", "Administrative Law", "Criminal Law", "International Law") and other disciplines. The most important tasks facing educational institutions are the introduction of advanced technologies in the teaching of law, the practical training of students in legal knowledge - to ensure that the theory is given 50/50 or as much as 70/50, independent and critical thinking on legal issues, independent decision formation of admission skills, creation of opportunities for online acquisition of legal knowledge, formation of a platform of legal knowledge.

III. Integration of national and international rights. Although this principle is based on national legal values in the domestic policy of the state, it is understood to rely on the priority of international law in the organization of social, economic and cultural relations with other nations and peoples. Ensuring the integration of national and international rights is especially important in the current context in which Uzbekistan is cooperating with the countries of the world community on the basis of equality in all spheres of public life. It is expedient to create favorable educational conditions for students to master not only the basics of national, but also international law, to enrich the educational process with videos, texts on international legal relations, to conduct analytical research based on them. After all, this is the only way for students to demonstrate their abilities as scholars of law.

IV. Activities of the Ombudsman (Commissioner for Human Rights) in the Republic. The Institute for Human Rights Representation originated in Sweden in the 13th century. Seven hundred years later, the Swedish term "ombudsman" is used in the legal documents of other countries. It is known that the main purpose of the Ombudsman is to promote the implementation of human rights and freedoms in a particular country, and to achieve this goal it addresses the following tasks: Restoration of violated rights and freedoms and the restoration of violated human and civil rights and freedoms by local governments, officials and civil servants; mediation - offering the parties a mutually satisfactory solution to the problem; legal creativity - improving the legal framework for human rights and freedoms and bringing them into line with universally recognized laws and norms of international law; information and education - the promotion of human rights and freedoms and the development of methods and tools for their protection.

The main activities of the Institute for Human Rights Representation (Ombudsman) are: control - the implementation of independent control over the protection of human and civil rights and freedoms by local state and local governments, officials, civil servants; counseling - informing local state and self-government bodies, officials, civil servants about information on human and civil rights and freedoms; Coordination - the organization of the coordinated activities of various bodies to ensure human and civil rights and freedoms.

In the context of Uzbekistan, it is necessary to achieve openness and transparency in the activities of the institute. After all, most citizens of the country have no information about the activities of the Institute of Human Rights in Uzbekistan (Ombudsman). Therefore, the fact that citizens have sufficient information about the essence, purpose, tasks, directions of the institute, the procedure for applying to it, the rights and freedoms of man and citizen considered by the Ombudsman, serves to ensure the practical value of the organization. In addition, the institute should be responsible for promoting knowledge among the population, especially among young people, about the universal principles of human rights and freedoms, the process of their provision and protection, the application of international law. Therefore, only in this way will the institute fulfill its obligations to provide information and education, which are recognized among its tasks.

V. Activities of local (national) law enforcement agencies. Today, the rights and interests of the individual and society in developing countries are protected by a number of local (national) bodies on the basis of each democratic principle. Law enforcement agencies are separate state bodies with the authority to protect law and order, as well as human rights and freedoms, and operate on the basis of a single system: the judiciary, the prosecutor's office, the police, the national security service, tax authorities, customs authorities, advocacy bodies, legal service, Interpol, as well as the National Center for Human Rights of the Republic of Uzbekistan. The activities of these bodies include the following main areas: constitutional review, prosecutorial oversight, investigation of violations, security, operational search, maintaining public order, legal services and counseling, crime prevention.

Indeed, the role of these bodies in ensuring law and order in society is extremely important. However, today's demand is to ensure the participation of law enforcement agencies in the development of legal competence of young people, especially students. Indeed, the bodies named have extensive legal knowledge and experience. At present, their potential in this area is not used enough. It is necessary to establish cooperation between law enforcement agencies and universities, to consistently promote legal knowledge. In our opinion, the most effective way to use the experience of law enforcement agencies in the field of legality and law enforcement is the law, decisions and other normative legal acts in the relevant areas, their interpretation, the requirements for the activities of physical and legal bodies. , providing them with information on the procedure for compliance. In providing information, it is important that they be in the form of detailed comments, not in the form of small messages.

VI. Participation of international organizations in law enforcement. Today, Uzbekistan has signed a memorandum of international cooperation with the United Nations (uniting 193 countries), the Organization for Security and Cooperation in Europe (OSCE - 57 countries in North America, Europe and Asia), UNICEF. Therefore, in the current situation, these organizations are contributing to the overall security of Uzbekistan, the protection of human and children's rights and freedoms. At present, the university has a task to use the rich experience of these organizations in the protection of human rights and freedoms in accordance with international regulations in the development of legal competence of students. In this regard, the acquaintance of students with information about the activities of the organizations named in Uzbekistan, the study of their annual reports and the Summit will also serve to develop legal competence.

VII. Participation of non-governmental, non-profit organizations (NGOs) in the promotion of legal knowledge. At present, the National Association of Non-Governmental Organizations of Uzbekistan (NAOO) has more than 500 members, including systematic cooperation with them. The activities of NGOs are aimed at solving more than a dozen tasks. Based on the research topic, the most important for us are: cooperation with international organizations based on democratic and humanitarian principles, participation in joint programs in priority areas, study of human rights protection; to support the strengthening of the role of non-governmental non-profit organizations in the protection of human rights and freedoms, to strengthen the development and legal framework of civil society institutions, to develop proposals for improving the legal framework for the activities of non-governmental organizations.

Although the participation of non-governmental non-profit organizations in the development of legal competence of students is important, however, the role of NGOs in the activities of higher education institutions is not felt. One of the directions of their activity is to establish close cooperation with higher education institutions.

VIII. Participation of social organizations in the promotion of legal knowledge and protection of students' rights

The term "social organizations" is interpreted as a concept: social organizations - an association of individuals who jointly pursue a common goal and act in accordance with the established rules and procedures. Social organizations are organized on the basis of mass membership, which allows them to meet political, cultural, spiritual, creative and other needs (political parties, trade unions, creative associations, etc.).

Today in Uzbekistan "Istiqbolli Avlod" (regions), "Rehabilitation of homeless people", "Aydin-Nur" Center for Family Social Protection, "Nukus Community Support Center", "Social Opinion" There are dozens of social organizations, such as the Center, the First Plus Investors Association, the Vaqf Public Charitable Foundation, and the Giz German Society for International Cooperation. Based on the research topic, a close acquaintance with the activities of the Centers for the Study of Legal Problems and the Center for Social and Legal Assistance to Minors will help to develop students' legal competence. For this purpose, it is necessary to widely cover the activities of these social organizations, the identified areas, the order of organization of activities on them, the information on the work done in the media, including on the Internet. In particular, on this basis, not only those who provide assistance in the study of legal issues of the Center for the Study of Legal Problems and the Center for Social and Legal Assistance to Minors, but also dozens of people who are not involved in their work will be informed and have access to necessary information. In addition, students will have the opportunity to enrich their legal knowledge by getting acquainted with their activities.

The Youth Union of Uzbekistan has a special place in the life of students. Therefore, this organization has the opportunity to take the lead in promoting legal knowledge among students. The movement organizes a number of spiritual and educational events on legal issues, in particular, "Constitutional Scholar", "Legal issues and their solutions", "Do you know the law?", "Young fighter for human rights and freedoms", "Social and legal norms guarantee our safe life" etc. The chances of achieving the development of students' legal competence through the organization are high. X. Legal competence of the university.

In the development of legal competence of students, it is important that the university organizes its activities in accordance with the normative and legal requirements, taking into account the rights and freedoms of students in the educational and spiritual-educational work. It is known that in conditions of human rights and freedoms, a healthy environment will be established, labor productivity will increase, and the spiritual, moral and professional growth of the subjects will be observed. Accordingly, in accordance with the laws of market relations, universities should consider students as "clients", create a comfortable, healthy educational environment for them, change the traditional views and understand that it is a requirement of the educational institution to provide quality educational services to students.

In addition, the university, based on its scientific and methodological potential, consistently promotes legal knowledge among students, not to "implement the plan", but to ensure their spiritual, moral and legal development based on the existing interests and needs of students. To study its effectiveness after each organized event allows to achieve the intended goal. In essence, the concept of "educational and methodological support of academic disciplines" is a set of educational and methodological materials that ensure the achievement of the expected (planned) results of mastering the curriculum of higher education.

Improving the curriculum and program in higher education on the basis of creating educational and methodological support for legal sciences; development of methodical materials necessary for conducting trainings; implementation of advanced methods, forms and tools of teaching students; Improving the pedagogical skills and methodological culture of the leadership and teaching staff; Preparation of textbooks, manuals and other teaching materials relevant to the SST; creation of

methodological support for control of all types of training; tasks such as conducting pedagogical and methodological experiments to ensure their application in the educational process.

Over the past quarter of a century, the university has made significant progress in creating educational and methodological support in law. Curriculum, teaching materials, manual, syllabus and text, presentation (visual guide), guidelines for various assignments, monographs, scientific articles, etc. sets of tools for monitoring and evaluation of activities have been created. Nevertheless, there are still tasks to be addressed in the creation of educational and methodological support in law in the universities of the country. One of them is the creation of modern, innovative educational literature. After all, the current practice of foreign countries is to create educational literature that provides information through printed, as well as audio and video recordings, which illuminate the essence of educational materials in graphic form, rather than electronic, informative texts. Preliminary experience has been gained in this area, however, further consolidation and enrichment of existing experience is of particular importance in the context of education mobilization.

Thus, the process of developing students' legal competence is organized according to certain principles. The organization of this process is based on the principles of axiological approach, activity approach, meaningful approach, person-centered approach, interactive approach, innovative approach, problem approach, creative approach, reflective-correctional approach and social partnership. The study also identified factors influencing the effective development of students' legal competence.

It was noted that the basics of national legislation, legal education system, teaching and methodological support of legal sciences, legal competence of higher education, active participation of the media in the promotion of legal knowledge, the activities of local law enforcement agencies, participation of international organizations in law enforcement, NGOs. participation in the promotion of knowledge, the integration of national and international law, the activities of the ombudsman in the country, the participation of social organizations in the promotion of legal knowledge and the protection of students' rights.

In conclusion, we can say that: The development of legal competence in students in the context of building civil society is an urgent problem.

1. The process of developing the legal competence of students is organized in accordance with certain principles. The organization of this process is based on the principles of axiological approach, activity approach, meaningful approach, person-centered approach, interactive approach, innovative approach, problem approach, creative approach, reflective-correctional approach and social partnership.
2. It was found that the basics of national legislation, legal education system, teaching and methodological support of legal sciences, legal competence of higher education, media activity in the promotion of legal knowledge, the activities of local law enforcement agencies, participation of international organizations in law enforcement, NGOs, non-profit organizations The participation of scholars in the promotion of legal knowledge, the integration of national and international law, the activities of the Ombudsman in the country, the participation of social organizations in the promotion of legal knowledge and protection of students' rights have a positive impact on the research problem.
3. Although a number of studies (N.A.Muslimov, M.B.Urazova, B.Nazarova, I.A.Eshmamatov) have been conducted in the country on the topic of professional competence and its development, there are still areas (linguistics, engineering, cultural studies). , pedagogical, psychological) there is a need for the development of laws, principles, technologies, methods of developing the professional competence of future

professionals.

4. Foreign countries (USA, Germany, UK, France, Japan, Russia FR, China) have extensive experience in this area, according to which the problem of formation of legal competence in the individual, starting from preschool education, has received a socio-pedagogical interpretation.
5. The essence of the concepts of "competence", "professional competence", "legal competence", the structural foundations of legal competence, the concepts of the qualities reflected on the basis of legal competence are not at the level of academic knowledge. Educational and spiritual-enlightenment activities in the areas organized at the university do not help to develop students' legal knowledge, skills, competencies. This requires attention to the elimination of these cases.

REFERENCE:

1. Mirziyoev ShM. The rule of law and the protection of human interests are the key to the development of the country and the well-being of the people. T.: "Uzbekistan" publishing house, 2017. 9p.
2. Decree of the President of the Republic of Uzbekistan "On radical improvement of the system of raising legal awareness and legal culture in society" (January 9, 2019). <http://www.lex.uz/>.