

Some Of the Development of Legal Education: National and Foreign Experience

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Abstract

In this article, reforms in the field of legal education, stages of development, foreign and national experience in improving the quality of legal personnel are analyzed, suggestions and recommendations are given for the development of legal education.

Keywords: *legal education, training, legal personnel, educational services, labor market, legal sciences, practice, higher education organization, legal sciences.*

Harmonization of education and training, as well as conducting education in connection with practice, has always been an urgent issue. For this purpose, systematic work is being carried out to improve the quality and efficiency of the education system in our country, to ensure close cooperation and integration between educational systems and the field of science, and to ensure the integrity and continuity of education. At the same time, the current state of the national education system is a necessary condition for modernizing it based on the requirements of the times, educating young people to be highly educated, physically and spiritually healthy people, increasing the authority of the leaders and pedagogues of educational institutions, and their effective functioning. requires the implementation of consistent measures to create conditions. PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 in order to improve the education and science sectors of our country, to further increase the respect for teachers and pedagogic staff, scientific and creative intellectuals in our society, to develop the professional skills of students, and to expand the participation of the private sector in the system.

Educational services and labor markets are related to the training of highly qualified specialists trained by effective higher education institutions. In this direction, based on the introduction of international standards for the assessment of the quality of education and training, the task of increasing the quality and efficiency of the activities of higher education institutions, gradually increasing the admission quotas to higher education institutions was set. As the President of the Republic of Uzbekistan Shavkat Mirziyoev noted: "We consider it our first priority to improve the activities of all links of the education and training system based on the requirements of today's times." Increasing the level of education of the population in developing the economy according to innovative requirements, training mature competitive personnel in all aspects, and increasing

the intellectual potential of production are among the urgent issues of today. From this point of view, it is important to study the practice and advanced experience of developed countries in this regard, to analyze the development trends occurring in the world and to carry out researches devoted to studying the issues of implementation in the practice of our country.

Implementation of the above-mentioned tasks requires improvement of legal education in many ways, raising the training, retraining and qualification of legal personnel to the level of today's requirements, forming a modern perfect legal education system. For this reason, in our country, attention is being paid to education, especially legal education, as one of the important directions of state policy.

Comprehensive measures have been implemented in our republic to modernize higher legal education, introduce international educational standards and information and communication technologies to this field, conduct complex scientific research on current legal issues, and create an effective system for moral and moral education of young people. In particular, the decision of the President of the Republic of Uzbekistan dated June 28, 2013 PQ-1990 "On measures to further improve the legal personnel training system" was adopted. Also, as a continuation of the reforms in the field of legal education, in accordance with the objectives of the Action Strategy on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, as well as further improvement of the legal personnel training system taking into account international standards, the introduction of modern methods of organizing the educational process at the Tashkent State Law University, in order to ensure the creation of wide opportunities for young people to receive higher legal education, the decision of the President of the Republic of Uzbekistan dated April 28, 2017 PQ-2932 "On measures to fundamentally improve the personnel training system and increase its efficiency at the Tashkent State Law University" was adopted.

The implemented reforms envisage the improvement of the legal culture of the population, the provision of high-quality educational services that meet international requirements, and the training of highly qualified and competitive legal personnel that will ensure the harmony of theory and practice in line with the modern needs of the labor market.

Also, according to the Decree of the President of the Republic of Uzbekistan dated April 29, 2020 "On additional measures for the fundamental improvement of legal education and science in the Republic of Uzbekistan" No. PF-5987, the following priorities for the further development of legal education and science were determined: modern requirements, advanced international providing training of highly qualified, creatively thinking, honest personnel based on legal experience and labor market needs; improvement of credit-module system of teaching and methods of assessment of students' knowledge, wide use of modern information and communication technologies in the educational process and modernization of the educational base; to ensure a seamless connection between the educational process and the practice of applying the law by developing clinical legal education; activation of cooperation with leading educational and scientific institutions of developed foreign countries, joint legal research, exchange of professors and teachers and students; conducting scientific and innovative research in the field of state and law, developing information legal technologies and systems (Legal Tech); implementation of joint educational programs (double degree) for the training of legal personnel together with foreign partners, active involvement of foreign scientists and specialists in the educational process; Creating an open, transparent, subjectivity- and abuse-free educational environment by introducing the "Electronic University" (E-University) system; Increasing the competitiveness of national legal education by implementing measures to include law faculties in the ranking of internationally recognized educational institutions.

Combining theoretical knowledge with practice in the field of legal education has been an urgent issue in every country and in every era. This can be seen in the example of economically developed countries of the world. For example, in the United States, in order to link legal education to legal practice, legal education only allows applicants to enter law schools after obtaining a basic bachelor's degree in a field. That is, students admitted to law school will have at least some life experience and will have their own independent opinions. Upon admission to law schools, students with a bachelor's degree are no longer required to teach general professional subjects and are directly taught specialized subjects. South Korea and Japan, which are the developed countries of South East Asia, in order to bring legal education closer to practice, the first stage of reforms is to admit students to law schools after obtaining a relevant bachelor's degree in a field, as in the US legal education system, and to introduce subjects aimed at forming legal skills into law school programs. is being implemented.

At the same time, the current legal education system in the USA itself is not recognized as fully connected with legal practice, and there are many proposals for its further development. Several studies aimed at studying reforms in the field of legal education have identified shortcomings in the existing law school curricula and proposed changes to the curricula and pedagogical reforms to address these shortcomings.

We can see that legal education in Germany, which entered the Romano-Germanic law system, was divided into two stages. The first stage is theoretical legal education, usually lasting 4 years. During this period, students acquire theoretical knowledge of legal sciences. The second stage is the Referendarzeit or practical part. At this stage, after acquiring theoretical knowledge, students undergo 2 years of practical training in judicial bodies and state bodies.

It should be noted here that the development of legal education is a problem for many countries. According to the representatives of countries such as the USA, India, China, Japan and France, who participated in the conference dedicated to the development of legal education at Harvard University in the USA in 2010, a surprising situation has arisen in the field of training lawyers: on the one hand, there are a lot of legal educational institutions and their graduates, the labor market full of young lawyers, on the other hand, the need for highly qualified, professional personnel remains high. Because it was recognized that the potential of the personnel supplied by legal educational institutions does not meet the requirements of the labor market, that the educational programs are behind the requirements of the time, and that they are disconnected from real life.

In this regard, the experience of Japan is noteworthy. About 4,500 lawyers are trained annually in 74 higher educational institutions of the country. In 2001, the Judicial Reform Council made recommendations to the Japanese government. As a result of their implementation, starting from 2004, a new system of lawyer training was introduced. Reforms aimed at bringing educational programs closer to practical requirements have been carried out. The study of the reforms carried out in the direction of the development of legal education shows that, in addition to giving theoretical knowledge, special attention is paid to the formation of practical skills and practical training is also important for the formation of practical skills of legal students and to prepare them as a ready-made staff for legal practice as much as possible.

Based on the above and studying the experience of foreign countries, it can be said that the deviation of the programs in educational institutions from practical requirements and the excessive number of legal educational institutions lead to a decrease in the quality of legal education. In our opinion, in the development of science programs, it is necessary to pay attention to the effectiveness of education in determining the knowledge and skills that should be formed in the student. At the same time, due to the establishment of public-private partnership relations, we

believe that it is necessary to establish public-private partnership in the field of legal higher education. It would serve to develop quality and competitive legal personnel.

As we have seen, a number of things are being done in our country to develop legal education, to connect the legal education system with practice, and there are many important tasks that need to be done in the development of this activity. We would like to make the following proposals in order to train competitive, qualified legal personnel and regularly improve the legal education system:

First of all, the country is opening a wide path for foreign investment, investment in practice, as well as the need and demand for specialists of international demand level will increase even more. Therefore, in order to ensure that the educational process is inextricably linked with practice, it is appropriate to further increase the amount of the workload set for practice in the state educational standards and the educational workload of TDUU.

Secondly, as you mentioned above, I would like to suggest that the credit-module system is important due to its focus on independent education, and also to give students the opportunity to voluntarily attend lectures after studying the experience of foreign countries. Because nowadays, students come to all lectures not willingly, but because they are afraid that measures may be taken against them. This shows that some of their time is going inefficiently. However, I believe that it is necessary to improve the quality of the lectures and establish a system of rating the lecturers at the end of the semester, and take into account the results of the rating when determining their bonuses. Then each teacher works on himself and gives new and useful information to the lecture sessions.

Thirdly, based on the nature of specialized subjects in higher education institutions, it is necessary to continuously use Legal Due Diligence and practical document drafting methods in training in order to create practical skills along with the wide introduction of innovative educational technologies in the teaching process. Experienced practitioners should be widely involved in these classes.

Fourthly, publication of a collection of case studies (with solutions, of course) by specialized departments, which will help students to form their knowledge and skills on problem situations in relevant fields and ways to solve them. At the same time, it would have served as a teaching-methodical material in preparing for the educational process.

Fifth, it is a difficult task to implement the formation of practical skills in students without improving the practical experience and activities of university professors and teachers. If the teacher mainly imparts theoretical knowledge and does not have practical experience in this specific subject, it is very difficult to give students theoretical knowledge in connection with practice. Often, a specialist recruited from practice lacks pedagogical skills, while a university teacher lacks practical experience. Therefore, as much as possible, it is necessary to encourage university professors and teachers to work in practice. For example, we believe that it is necessary to consider the issue of making appropriate changes to the current legislation to allow full-time teaching professors to practice law and obtain a law license and practice.

Sixth, we believe that it is necessary to abandon the test method for admission to higher legal education institutions or to conduct entrance exams in two stages. For example, the first stage can be conducted in the form of an interview or a written work, that is, a dictation or an essay. I believe that it would be appropriate if the second stage was implemented in the form of a test.

In conclusion, it should be said that regularly studying the experiences of developed democratic countries in reforming higher legal education, retraining and improving the qualifications of lawyers, establishing strong relations with foreign partners shows that it is an important factor in the development of the field. However, improving the quality of legal education, qualified personnel exchange of experience and close cooperation in coordination of preparatory work will undoubtedly bring great results. Also, we believe that it is necessary to further strengthen legal education and training, without stopping the consistent reforms being carried out.

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