

Methodological Approaches to the Development of Legal Competence of Future Education Teachers

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Abstract: The relevance and importance of developing the legal competence of future teachers in the society based on the reforms in education is explained in the article based on the classifications of the concept of legal competence. In addition, in the article, the methodological approach to the development of the legal competence of future teachers and the characteristics of the principles that serve to ensure the social activity of the future teacher in the social position of the active citizen in the social and legal changes taking place in the society.

Keywords: Teacher-student, national value, socialization, legal socialization, competence, legal competence, competence, approach, systemic-processual, axiological-reflexive, personal-activity, competence, person-oriented approaches, principle.

Introduction.

In the processes of amendments and additions to the Constitution of the Republic of Uzbekistan, special priority is given to educational issues, the strong legal basis of the teacher-disciple tradition as a national value is the status of the teacher, at the level of the Constitution, "The Republic of Uzbekistan the teacher's work is recognized as the basis for the development of society and the state, the formation and upbringing of a healthy and mature generation, the preservation and enrichment of the nation's spiritual and cultural potential. The state takes care of protecting the honor and dignity of teachers, their social and material well-being, professional growth"[1] is the basis for legal socialization of the inviolability of activity. This, in turn, defines a certain goal aimed at creating conditions for legal socialization of a person in order to form stable social and legal relations with society, because due to various objects of influence, the person himself makes one or another changes. In this regard, it is necessary to adapt and protect his personal identity in the process of applying legal norms. Therefore, the legal socialization of a person is the main factor for the development of a person's legal competence as a social strategy in his life and as a factor of socio-legal development.

Results and discussion

In the field of pedagogy, the term legal competence is determined by the level of his sense of justice and the development of moral and legal norms. From a legal point of view, the main focus of legal competence is on legal education and the formation of legal culture of the teacher. First of all, the term "competence" not only represents the traditional trinity of "knowledge, skills, ability" but also serves as a continuity by combining its components. According to the definition of V.V. Zakharov, "Competence is the in-depth knowledge or mastery of a subject". But the most important thing for the science of pedagogy is this concept. Competence is formed through independent perception of multifaceted knowledge [5, 6. 192].

In the explanatory dictionary of S.I. Ozhegova, the word "competence" is explained as follows: 1) awareness; 2) reputable as a competence in some field; 3) to have certain knowledge in a number of issues and events; 4) rights and powers of a person. In this regard, some researchers

consider the terms competence and competence to be synonymous from a pedagogical point of view [6, p.255-256]. "The Newest Dictionary of Foreign Words and Phrases" defines competence as "having the knowledge and experience to judge something; a strong authoritative opinion." The modern "Sociological Encyclopedia" offers the following definition of this concept [12, p. 461]: "competence (Latin *competere* -achieve, comply, approach) - personal qualities of a leader, public figure, authority, including high professionalism, to know the interests and needs of people, the situation in which he acts, to analyze the system of social relations, the interaction of social institutions, to foresee the consequences of certain actions, social-psychological - the ability of a person to act effectively, in interpersonal relations with the outside world interaction is a collective activity". Legal competence is a complex characteristic of social action in which knowledge, skills, values, personal relationships and behavioral methods are manifested in unity [12]. Currently, it is necessary to understand the essence of legal competence there are different approaches. According to N.I. Igolevich, "legal competence should be understood as a set of socio-psychological characteristics that help to form such knowledge, skills, attitudes, and personal qualities that allow a person to successfully implement his social activities in the legal field" [12]. According to A. V. Kareva, "Legal competence is a component of professional training of a specialist, and as the goal of general competence, it includes the formation of legal knowledge and skills as a theoretical basis and a legal component of a specialist in general" [12].

In the process of legal socialization, future teachers receive certain legal knowledge that will help them develop their legal competence. However, the practical application of existing legal knowledge, compliance or non-compliance with legal norms by the teacher depends on his attitude to these norms. In this regard, with the development of legal competence, the legal socialization of the future teacher is carried out on the basis of improving the process of legal education and training in the educational process, according to the relevant socio-legal rules and regulations that regulate his behavior as a subject of law.

So, socio-legal competence is based on legal consciousness. The analysis of psychological literature shows that there are several approaches to the study of legal consciousness in modern science. In the works of L.I. Bojovich, V.B. Golitsyn, L.M. Zyubin, K.E. Igoshchev, I.S. Kon, V.N. Kudryavsev, ideas are presented about the pedagogical and psychological problems of legal consciousness, while S.S. Alikseyev, L.S. Yavich and others define legal consciousness as the sphere of spiritual reflection of all legal reality. [8, p. 27], V. I. Kaminskaya, A. R. Ratinov considered the legal consciousness as a legal internal regulator of moral norms, behavior [7, p. 57].

N. L. Granat in his work "Legal Consciousness" defines legal consciousness as follows: "Legal consciousness is an ideal phenomenon, not directly visible, reflecting legal reality, legal knowledge and its refers to the sphere and sphere of consciousness that reflects the legal relationship to the practice of implementation. It is a value orientation that regulates social legal attitudes and behavior (people's activities) in legally significant situations" [10, p. 57]. The legal competence of the teacher is the quality of the teacher's actions that ensure the effective use of legislation and other regulatory legal documents in pedagogical activities; knowledge of the application of local regulatory legal documents in the professional field; to understand their professional rights and obligations within the framework of the existing legal framework [5].

In the scientific literature, the legal competence of a teacher is understood as "... professional level, which determines the teacher's ability to use the legislation and regulatory legal documents of the competent bodies in solving relevant professional tasks in his work." The basis of such competence is "knowledge of the law and the system of understanding, as well as actions in accordance with them". Therefore, legal competence is the recognition of legal values by a person and, on this basis, achieving the goal of developing his readiness to apply the legal knowledge and skills acquired in the course of the implementation of relevant socio-legal activities. One of the important means of achieving this goal is related to methodological approaches. Methodological approach is a system of knowledge, methods, conceptual and

methodological base of research characterized by a certain aspect of problem solving. Within one methodological approach, there may be several different theories, views, and rules that have the same conceptual basis for research.

From this point of view, the operational definition of methodology is given in the 1983 edition of the philosophical encyclopedic dictionary. This definition explains methodology as a system of principles and methods of organizing and building theoretical and practical activities, as well as a doctrine about this system. Thus, in turn, there are different methodological approaches to understanding the methodology: 1) identifying only its theoretical positions; 2) determination taking into account the unity of its theoretical and practical-effective nature. In support of N. Yakovlevi's point of view, it can be said that the approach differs from the method in the following aspects: 1) the approach is more general and less precise; 2) it expresses more formal theories and concepts, general principles and trends; 3) not one, but several methods may be suitable for each approach [8, p.371]. The concept of "approach" in its universally recognized essence is expressed as a set of ways and methods used to influence someone, to learn something. The approach to research expresses the main principle and point of view of the researcher [4, p.574].

The following were selected as effective approaches to the development of legal competence of future education teachers:

- the systematic-process approach is characterized by setting a problem that reflects the logic of scientific research as the general basis of research, clarifying the main and local goals, clarifying conflicting opinions and points of view, and developing a model for the development of socio-legal competence of legal socialization of students provides;
- axiological-reflexive approaches, as a theoretical-methodological basis, determine the directions of theoretical research, reflect its general view. It includes the distribution of social and legal values, legal relations and legal directions as a priority. In order for students to successfully master legal values and develop legal relations, the activities of higher education institutions and teachers should be regulated on the basis of these values and legality, all subjects of the educational process should follow social and legal values, "to the other", legal norms and so on to ensure respect.
- personal-activity-oriented approach, which includes the description, explanation and design of various topics that should be scientifically considered from the point of view of the activity category, to achieve the goal set as a methodological direction of research It is manifested as a practical-oriented tactic to determine the mechanism and procedures for organizing the activities of teachers and students, to reveal the peculiarities of the practical use of the studied phenomenon.
- based on the competence-based approach, ideas about the construction of pedagogical processes are developed, which strengthens the practical direction of education, pays attention to the operational, skillful side of the educational result, and aligns the organization, content, results of the educational process with the needs of society coordination ensures the identification of opportunities for improving the educational process by determining and justifying the appropriate composition of competences that allow a person to interact effectively.
- person-oriented approach: the place of man in the world is changing, the model of "man directed for the needs of society" is gradually being replaced by the principle of "everything for man".

The main efforts in the field of education are directed to the development of the abilities necessary for a person to achieve success and self-realization. The interdependence of person-oriented and competence-based approaches is reflected in the formation of the student's individual educational trajectory, where the first approach is a goal, and the second is a means of achieving this process. Each methodological approach is associated with a certain system of

principles that allows the realization of the set goal. The principle means requirements, basic rules for the process of development of pedagogical models, systems, etc. The principles reflect the objective requirements for the formation of the researched direction.

The principles of methodological approaches considered within the framework of the development of legal competence of teachers of the future education science are the principle of integrity, which gives the need to analyze the system of legal competence development in students as a whole and as a sum of parts (components). This principle is directed to the analysis, while preserving the holistic ideas about the system, to "look at the internal structure" of the system. The model for the development of legal competence of future teachers of the science of education is to see the attitude of the learner to the individual behavior as a set of interconnected blocks and elements, and to teach him to perceive a separate reality as a part of the whole world.

The main principles of the axiological approach were reflected in the research process as follows: - the principle of integration of professional and legal factors that require the development of a system of personal and social values in a person. Based on this principle, in the development of socio-legal competence of future teachers, it is necessary to harmonize social and personal values with professional and legal values, to ensure integrity between them;

- the principle of social activity. This principle is important for the development of socio-legal competence of future teachers, because it requires them to be socially active in the position of an active citizen in the social-legal changes taking place in society.

These changes require that the future education teacher, as an active participant in the legal policy of the state, fulfills the needs of society, strictly observes the rights of the participants of the educational process, protects their interests, and understands the legal basis of regulating social relations. , they will have to master the positive experience of participation in legal relations, understand the personal meaning of legal behavior, acquire socially important legal knowledge and skills.

The main principles of the reflexive approach are described as follows:

- the principle of self-awareness. This principle enables independent personal and professional socialization of students, understanding of the mutual compatibility of their needs, opportunities and abilities with the standards set by society and the state, preparation for independent creative and creative activities, internalization of personal and professional value system;
- the principle of self-expression. An opportunity for independent self-expression arises by basing one's moral point of view within the framework of moral standards, taking the initiative in developing social norms in the field of life safety, and developing self-expression skills;
- the principle of self-control. this principle requires future teachers to deeply analyze, justify and generalize their actions, the importance of acquiring legal knowledge, the application of legal knowledge and legal values to professional activity in ensuring the requirements of legal standards of society;
- this in itself increases the cognitive activity of students, encourages them to think actively and independently. Based on this point of view, the personal-oriented approach in the model requires the following principles: - the principle of cooperation. From a general point of view, this principle organizes the activities of educators and students as equal partners, shows the teacher as an experienced teacher who creates conditions for dialogue and exchange of ideas in the educational process;
- principle of subjectivity. This principle requires future teachers to independently acquire knowledge and experience of legal knowledge, legal values and legal norms, to have a personal and professional position on the issues of ensuring the fulfillment of socio-legal norms in the process of professional activity;

- the principle of independence. It requires students to independently search for legal information based on a specific goal, analyze and evaluate it, as well as to acquire the skills of evaluating legal values, assessments, standards, examples, and rules of conduct. In professional activity, it is required to observe the norms of behavior within the framework of interpersonal interaction, to demonstrate the competence to solve communication problems specific to various social institutions in the field of professional activity, society, and social norms.

Conclusion

The implementation of these tasks allows not only to develop the system of social and personal values, but also to find ways to determine professional and legal values in each student.

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