

Improving the Methodology of Using a Stratified Approach in the Formation of Legal Competencies in Future Teachers

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Abstract

the article reflects the relevance and importance of using a differentiated approach in the formation of legal competence of future teachers, the model of improving legal competence, and its classification in pedagogical principles.

Keywords: legal competence, legal awareness, legal culture, socio-legal competence, model, motivational target block, meaningful-practical block, result-evaluative block, principles.

Political reforms implemented in our country, changes and addition procedures in our legislation provide special priority to education. In turn, in order to form stable social and legal relations of the citizen with the society, he defines a certain goal aimed at creating conditions for his legal socialization, the reason for which the individual undergoes one or another changes due to various objects of influence. Therefore, legal socialization is the main factor for becoming a social strategy in his life and increasing the legal competence of a person as a factor of socio-legal development.

Legal competence is a set of legal knowledge, skills, qualifications, and views, which refers to the legal values and qualities of future teachers, the ability to demonstrate qualifications or exert legal influence.

The model for improving the methodology of using a stratified approach in the formation of legal competence in future teachers consists of three interrelated stages: 1) motivational target block; 2) meaningful-practical block; 3) result-evaluation block.

The motivational-objective block fulfilled its goal-valued-legal oriented task and reflected the social order in the labor market, the main achievements and tasks of training specialists with high legal literacy and legal culture.

As a social order in the labor market, the formation of specialist personnel with high legal literacy and legal culture in the conditions of innovative education has been determined, and the goal is to develop pedagogical conditions for improving the methodology of using a stratified approach in the formation of legal competence among students and future teachers. In this case, determining the goal ensures consideration of the influence of factors that are of particular importance as a socio-pedagogical system.

The tasks defined in accordance with the purpose are directly related to the essence of the process, and the use of a differentiated approach in teaching the science of labor law is the development of knowledge, skills and personal qualities; clarification of the content and possibilities of competence development; development of conditions that develop professional stability on the basis of increasing legal literacy; intends to improve the practical-technological system of using a stratified approach in the formation of legal competence of future teachers.

Content-practical block performs an informative-developing task, in which the components of a personal-active, systematic, competent approach that have a direct impact on the procedure of improving the methodology of using a stratified approach in the formation of legal competence in future teachers: motivational-goal, cognitive-methodical, communicative, organizational-active and legal literacy, represents pedagogical conditions such as improving legal culture, organizing classes based on an integrative approach.

The result-evaluation block represents the analytical analytical tools and reflects the evaluation criteria, indicators and levels of the improvement of the methodology of using a stratified approach in the formation of legal competence of future teachers in students. In clarifying indicators corresponding to each criterion, on the one hand, the convenience of choosing diagnostic tools was taken into account. Three (minimum, standard, maximum) levels of evaluation have been defined. It should be noted that the goals and tasks of improving the methodology of using a stratified approach in the formation of legal competence of future teachers in students are related to the stages of the structural-functional model.

Implementation of this model requires taking into account the following principles: integrity, unity of theory and practice, awareness and activity, development of professional creativity, principles of continuity.

The principle of integrity requires taking into account the unity and interrelationship of personal development with education, upbringing and development when improving the methodology of using a stratified approach in the formation of legal competence of future teachers in students.

The principle of unity of theory and practice it is manifested in ensuring that future teachers understand the need for communication between theory and practice in improving the methodology of using a differentiated approach in the formation of legal competence.

The principle of awareness and activity represents the conscious activity of students under the guidance of a teacher during professional training. Using a differentiated approach to the formation of legal competence in future teachers requires students to be active and aware of acquiring legal knowledge, to have theoretical knowledge, to be able to analyze it and to realize its practical significance, which in turn represents the principle of awareness and activity.

The next principle regulating the functional block of the structural model is the principle of professional creativity development. This is a part of professional activity, which is characterized by the search for events in professional problems and the implementation of non-standard original creative solutions. This principle requires a constant search for problem-solving strategies and a creative approach to situations that require cognitive activity when solving a system of simple and complex mental tasks..

The principle of continuity in the process of formation of professional personnel with high legal literacy and legal culture, it is based on creative self-development by encouraging students' motivations for self-development, providing information on the subject of their individual creative activity in a stratified manner. At the same time, it is necessary to pay attention to self-knowledge, awareness and identification, management and self-improvement of young students as carriers of knowledge, skills and experiences related to labor relations.

The principle of development of reflexive abilities is also important in our research work. In Sh.S.Shodmonova's doctoral dissertation in pedagogical sciences entitled "Formation and development of independent thinking in students of higher educational institutions" (as an example of vocational education), Sh.Kurbanov, E.Seythalilov, M.Kuronov, R. Ahlidinov and I.Majidov mention the following features of reflection: reflection is an important mechanism of effective thinking; separate organization of the processes of understanding the happening event (includes assessing the situation and actions, finding methods and operations for solving tasks); a process consisting of self-analysis of the individual and others involved in solving tasks, actively thinking about their situation and actions. Therefore, reflection (going back) can also be internal (an individual's experiences and self-reflection).

Each of the model blocks has its own functions, specially selected content and didactic peculiarities, and serves to solve a certain part of the general pedagogical tasks related to the development of legal knowledge. The proposed model of improving the methodology of using a stratified approach in the formation of legal competence of future teachers in students has an exploratory description, so this process needs to be studied in the future..

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