



IMPROVEMENTS OF THEORY AND METHODS OF LEGAL EDUCATION IN NON-LEGAL EDUCATION INSTITUTIONS

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ABSTRACT

The present article analyzes the scientific and pedagogical questions associated with the improvement of theory and methodology of legal education in non-legal education institutions. The model of legal education at the undergraduate level has been developed and a teaching and methodical support is created. The improvement of legal training process based on the innovative technologies and development of legal competence of professionals have been revealed. In addition, the model of legal education at the undergraduate level of non-legal institutions has been worked out and a teaching and methodical support is created. As a result, the theory of legal education and methodology for bachelor students of non –legal higher institutions has been improved.

KEYWORDS: legal knowledge, educational technologies, interactive learning, legal education system, theory of legal education, “Street Law” project, legal awareness, legal culture.

INTRODUCTION

Today, higher education remains one of the factors that promote economic growth and social stabilization in the world. The development of legal and pedagogical knowledge enables students to apply their skills and abilities in their future professional activities.

Currently, special attention is paid to the improvement of legal education theory and methods in countries, such as the USA, France, Finland and the Russian Federation. The project “Street Law” implemented in more than forty countries of the world should be widely introduced to the Republic of Uzbekistan. The project aims to teach young people practical mechanisms to protect their rights, therefore in accordance with Conception which serves to develop legal culture in the society the educational institutions have been tasked with developing methodology for the implementation of the “Street Law” project.¹

How more the society develops, the social relations become more complicated. Within this process there is surely a need to develop legal knowledge and to improve the teaching methodology. The importance of improving methodology and the theory of legal education is enhancing the professional training of non-legal students of the direction “National idea, the Basics of Spirituality and Law education”.

New adopted laws and other regulatory documents require the modernization of legal education. It is desirable to improve the content of teaching and the methodology of teaching directly related to practice.

Legal democratic state and righteous civil society are being established in the Republic of Uzbekistan. In the conditions of globalization the rule of the law requires a special attention to the legal education. The development of the legal education promotes improvement of legal awareness and the level of legal knowledge. Legal education is of particular importance in the context of reforms carried out in Uzbekistan. The reformation of the legal education in the Republic of Uzbekistan has been raised to the level of the state policy. Within this

¹ The concept of raising the legal culture in society. Collection of legislation of the Republic of Uzbekistan. Issue 1-2 (865-866), January 14, 2019 - P.72



process it is very important to remember in the current context there a need for an increased legal literacy of the individual, which should continue from pre-school education to higher education.

In the decree of the president of the Republic of Uzbekistan dated January 9, 2019 PF-№ 5618, "On radical improvements of the system of raising legal awareness and legal culture in the society", it is said: "... there are still a number of problems and shortcomings that prevent the formation of relations respecting human rights and freedom, developing people's legal awareness and legal culture, growing the level of citizens' legal literacy.

In particular, in the development of the legal culture, the work related to legal training and education are not carried out systematically and organically linked² and this poses some challenges for legal education. Legal knowledge should be provided in stages, systematically.

President of Uzbekistan Shavkat Mirziyoev in his report in an official ceremony dedicated to the 26th anniversary of the adoption of the Constitution of the Republic of Uzbekistan stated: "Unless we create the legal culture at the proper level and stop the legal violations, the violation of law will continue in our society. Respect for the law is formed on the basis of the legal awareness and culture of our people"³.

Reforms in legal education are a requirement of our time. The normative and legal acts adopted in the Republic of Uzbekistan indicate that the improvement of legal education has reached to the level of state policy. The analyses of legal documents and scientific pedagogical literature show that the fight against crime is more important than ever. This puts a number of tasks before law education.

METHODS

During the research process there have been used comparative critical study and analysis of the political, legal, and pedagogical literature on the problem being studied; study advanced pedagogical experience of foreign and local higher education institutions; to solve the problems scientifically; sociometric methods (application form, interviewing, conversation), pedagogical experiment, and methods analyze the results mathematically and statistically.

During the experiment, a system of tasks was developed based on the level of complexity. Each task is more complex than the next and involves the previous task.

The purpose of the pilot study was to determine the quality of legal education in non- legal higher education institutions in the direction of "National idea: fundamentals of spirituality and law education" to the degree of formation of legal knowledge, skills and motivation for teaching.

It is well-known the importance of the current role of the investigation done in the study of the "National Idea: Fundamentals of Spirituality and Law" in non-law-based higher education institutions. The investigation involves studying the current state of the subject matter in practice, to analyze the evidence in the ashes and to arrive at a well-grounded conclusion.

The results of the students' questionnaire indicate that there is a need to expand the legal framework and that there is a high interest in the situation during the training. The level of knowledge (upper, middle, low) of the students studying in the theory and methodology of legal education was determined.

The diagram charts show that the sampling modal values of the experimental and control groups are $M_t=5$ and $M_n=3$, respectively, and that there is a sharp difference (mathematically equivalent to $M_t > M_n$). This means that the mean values for the selected sample are satisfied with the $X > Y$ condition. Statistical analysis is performed using the Student-Fischer method based on the indicators in Table 1:

$$\bar{X} = \frac{1}{n} \sum_{i=1}^{n=3} n_i x_i = \frac{1}{220} (52 \times 5 + 89 \times 4 + 101 \times 3) = \frac{1}{220} (260 + 356 + 303) = \frac{919}{220} = 4,1$$

$$\bar{Y} = \frac{1}{n} \sum_{i=1}^{n=3} n_i y_i = \frac{1}{222} (29 \times 5 + 72 \times 4 + 142 \times 3) = \frac{1}{222} (145 + 288 + 426) = \frac{859}{222} = 3,8$$

² Decree of the President of the Republic of Uzbekistan dated January 9, 2019 No PF-5618 "On radical improvement of the system of raising legal awareness and legal culture in society." Collection of legislation of the Republic of Uzbekistan. Issue 1-2 (865-866), January 14, 2019 - B.C. 62. .

³Mirziyoev Sh. An educated generation is a guarantee of a great future, an entrepreneurial nation is a guarantee of a prosperous life, and friendly cooperation is a guarantee of development. Speech at the solemn ceremony dedicated to the 26th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. December 7, 2018. - Tashkent: NMIU "Uzbekistan", 2018. - 29 B. (64 pages)

The results of the calculations in the course of the experiment confirmed that the students belonging to the experimental groups were greater than those in control groups. This is mathematically equivalent to $X > Y$.

Depending on the content of the Student-Fisher method, an important factor for the result is the scattering coefficients. In order to substantiate the results, it is necessary to identify the sample dispersions at the next stage based on the indicators recorded in the experimental and control groups. Find the variance of the sample with the following formula:

$$D_m = \sum_{i=1}^{n=3} n_i (x_i - x)^2 / (n-1) = \frac{52(5-4,1)^2 + 89(4-4,1)^2 + 101(3-4,1)^2}{220} =$$
$$= \frac{52 \times 0,81 + 89 \times 0,01 + 101 \times 1,21}{220} = \frac{42,12 + 0,89 + 122,21}{220} = \frac{165,22}{220} \approx 0,75$$

$$D_n = \sum_{i=1}^{n=3} n_i (y_i - y)^2 / (n-1) = 2 \frac{29(5-3,8)^2 + 72(4-3,8)^2 + 142(3-3,8)^2}{222} =$$
$$= \frac{29 \times 1,44 + 72 \times 0,04 + 142 \times 0,64}{222} = \frac{41,76 + 1,8 + 90,88}{222} = \frac{134,44}{222} \approx 0,60$$

The sample deviation values allow for the determination of the mean square deviations. That is:

$$\tau_m = \sqrt{0,75} \approx 0,86 \quad \tau_n = \sqrt{0,60} \approx 0,77$$

The variance values for the experimental and control groups are calculated using the following formula:

$$\delta_m = \frac{\tau_m}{X} = \frac{0,86}{4,1} \approx 0,20 \quad \delta_n = \frac{\tau_n}{Y} = \frac{0,77}{3,8} \approx 0,20$$

The Student-Fisher method was considered as $\alpha = 0,05$ as the value of the symptom, which allows determining the critical point (tkr) for statistical analysis on the Laplace function table. A critical point according to the statistical approach is:

$$\Phi(t_{kp}) = \frac{1-2\alpha}{2} = \frac{1-2 \cdot 0,05}{2} = \frac{0,9}{2} = 0,45$$

So, (tkr) is equal to 1.67. The critical point indicator helps to find reliable deviations from the estimates. In this case the following formula is used:

$$\Delta_m = t_\gamma \cdot \frac{D_m}{\sqrt{n}} = 1,67 \cdot \frac{0,75}{\sqrt{220}} = 1,67 \cdot \frac{0,75}{14,8} = \frac{1,2525}{14,8} \approx 0,08$$
$$\Delta_n = t_\gamma \cdot \frac{D_n}{\sqrt{n}} = 1,67 \cdot \frac{0,60}{\sqrt{222}} = 1,67 \cdot \frac{0,60}{14,8} = \frac{1,002}{14,8} \approx 0,06$$

The results show that the deviations of the estimates are 0.08 in the experimental group and 0.06 in the control groups.

The values generated by the mathematical and statistical method confirm the successful conduct of pilot studies in the field of law education in higher education institutions. This allowed the research hypothesis to be substantiated.

There is now a growing need for graduate students who are able to handle various legal situations and social issues independently. This requires the development of legal knowledge of the requirements.

The students' high interests in legal education was demonstrated during the research process. The study revealed that the role of advanced education technologies in the development of legal knowledge and professional skills is invaluable.



The experimental results of the research, as well as the content and methodological refinement of their essence, the goals and objectives of the research and experimental works, and the validity of the methodology that contributed to the achievement of these goals and objectives were defined.

RESULTS AND DISCUSSIONS

The analysis of the normative legal documents, scientific and pedagogical literature shows that fight against offenses is more important than ever. This puts a number of tasks before law education.

Introduction of the pedagogical technologies in the sphere of law education at the undergraduate level of higher education institutions and implementation of the legislative reforms in the educational system are among the most important issues of the day. Because the entire legal knowledge is conducted in all educational systems, but the mechanism which connects them with legislative process and teaching methodology are still inadequate. In addition, due to an update in information technology and deepening legal reforms in our country, improving the theory of legal education is one of the important tasks facing educators.

The adoption of the Law of the Republic of Uzbekistan "On the State Policy related to the Youth"⁴, of September 14, 2016; the Decree of the president of the Republic of Uzbekistan PF-№ 4947 "On the Strategy Action for the Further Development of the Republic of Uzbekistan"⁵, dated February 7, 2017; the Decree of the president of the Republic of Uzbekistan PF-№ 5618, "On Radical Improvements of the System Enhancing the Legal Awareness and Legal Culture", dated January 9, 2019; the Resolution "About measures on further development of a higher education system", PR- № 2909, April 20, 2017, the Resolution of the president of the Republic of Uzbekistan PQ- № 4296, "On additional measures to further strengthen the guarantees of the rights of the child"⁶, April 22, 2019 and other legal documents are of importance in the period when there is need and requirements in legal education and upbringing. Therefore the given article is intended to reveal the ways of realization of the measures mentioned above.

The process of education being one of the integral and important parts of the pedagogical process deals with the issues of teaching, acquisition of knowledge, skills and qualifications. The theory of education can be represented by the concept "Didactics". The object of study of Didactics is the educational process, the regularities of the educational process, the principles, methods and forms of teaching. The main essence of educational process is to transfer historically accumulated social knowledge and experience to the younger generation; to realize interconnection between the generations through a particular system.

In the learning process, the specific relationships between trainees and educators are taught, and this process takes place as a result of the joint activities from both sides. Therefore, the educational process is considered to be bilateral in nature. The activity level of teachers and students determines the effectiveness of the educational process. Undoubtedly, during the process the teacher will act as a guide teacher. The teacher builds knowledge, skills and abilities on the basis of the plans and programs for a specific purpose. And the students need to be actively assimilated. While within the teaching process the teacher's task is teaching, forming knowledge and skills, the students will have to transfer the educational process through themselves. This, as a complex mental process involves senses, feelings, perceptions, imaginations, and thoughts. Learning is the process of acquiring students' mastering, cognitive abilities, learning abilities, thinking operations and generating actions. This is not a passive viewing process, but an active, creative activity that reveals facts unknown to the students.

The article 5 of the Law "Education Act" approved at the IX Session of the Oliy Majlis of the Republic of August 29, 1997, provides "The right to be engaged in pedagogical activity"; according to which people with appropriate education, professional training, and high moral qualities are entitled to engage in pedagogical activities. Recruitment of teaching staff in higher education institutions is carried out on a competitive basis in accordance with the Regulations by the Cabinet of Ministers of the Republic of Uzbekistan. Persons prohibited from carrying out pedagogical activity by the court are not allowed to engage in educational activities.

⁴ Collection of Legislation of the Republic of Uzbekistan, 2016. www.lex.uz

⁵ Decree of the President of the Republic of Uzbekistan. On the Action Strategy for the further development of the Republic of Uzbekistan. / Official publication / Ministry of Justice of the Republic of Uzbekistan. - Tashkent: Adolat, 2017. - P.27.

⁶Resolution of the President of the Republic of Uzbekistan dated April 22, 2019 No PP-4296 "On additional measures to further strengthen the guarantees of the rights of the child". Collection of Legislation of the Republic of Uzbekistan./17 (881), April 29, 2019 - B. 5-10.



The task of the teachers of the higher education institutions is to bring modern legal education to a new level. One of the requirements of the present time is organizing educational process providing needs to use methods of innovative educational technologies and modern information technologies by the teaching staff of the institutions.

When speaking about educational technologies it is important to understand the structure of the didactic process. As shown in the pedagogical, psychological and methodical literature the didactic process involves a number of interconnected parts: purpose and content of the education meeting the state requirements, a student, an educator, the methodical features, a student's educational-motivate situation, a student's learning activity and its management by a teacher.

'Street Law' practice, which is still practiced in many countries today, has its own unique origin. The development of this program is connected with Lee Arbetman.

Lee Arbetman is an executive director of Street Law Inc. Company, a nongovernmental commercial organization situated outside Washington. He finished Li Grinnell college (a teacher of social studies, Massachusetts State), and Law faculty of George Washington University. He studied at primary, secondary schools, college, and Law faculty. He is the author of the program "Street Law". Lee Arbetman provided training and technical assistance in street law in the countries, such as México, the Ukraine, Turkey and Georgia.

In 1972 the students of the law faculty of Georgetown University together with students of the high school in Washington developed a number of legal guidelines on practical legal trainings for their use. These volunteers were not normal lawyers, they had assumed civil responsibility. The courses were popular with high school and law students. In response to its practical nature high school students called these lessons them as "Street Law". In 1972-73 two local schools developed the pilot program first in the USA, later he launched an effort to educate the public about the law and the society around the world. There were developed interactive teaching methods for teachers. Nowadays the practice "Street Law" is used in all state of the USA and in more than forty countries of the world. As a result of the program of the street law there is Headquarters at the Law Centre of Georgetown University, Washington D.C., to develop justice through hand-on education on human rights and democracy promoting this global movement. This project has become a sample program of full-time, experimental educational program for law schools in Georgetown, in other schools of the country and in more than 120 law schools of the world. The Students of Georgetown participated in almost 1000 programs since the organization of the higher division. Most firm partners, corporate counselors, government officials of the USA and outside it, even members of federal court instances. They have taken a commitment for public education school to educate people to law and democracy.

Law Centre of Georgetown University, Washington D.C., developed different street law programs presented by young teachers of public schools, lawyers, judges, justice system staff (as probation clerks), young workers and police officers. The throughout world program has reached the students of primary schools, public colleges, justice system, and public organizations.

All street law programs have three main features:

1. Teaching practical content: legal rights and duties, rule of law, internationally accepted human rights and activity of democratic management system.
2. Using interactive educational strategies to develop necessary skills: civil engagement, promotion, solving problems, critical analyses and communication
3. Community involvement in the learning process: legal experts attend classes and join students their teams to monitor and influence the legislation.

Appearing the "Street Law" in early 1970s was not a historical event, but it was a historical necessity. Social stagnation in the United States in the 1060s led to laws that affected broad segments of the society⁷.

The, main purpose of the education is to create spiritually rich individuals with modern scientific knowledge, able to think independently and being able to solve problems. As the society develops, so does the demand of living. Therefore, as the volume of scientific knowledge grows and the scientific level becomes deeper, the need for logical thinking and rapid solution to problems gets stronger. From the point of view, we conclude that the education system should work not only for the requirements of today, but also it should determine and consider the requirements of future. For today's demands will become the main root of the society in the future. This means, the system of education must prepare students not for the present life, but for the future life as well. This is one of the specific characteristics of the education.

⁷ Remy, Richard C., Donald A. Ritchie, Lee Arbetman, Megan L. Hanson, and Lena Morreale Scott. *United States Government: Our Democracy*. Columbus, OH: McGraw Hill Education, 2016.



Legal nihilism is an element of social consciousness, being in the condition of inattentive and not respecting legal subject(s), existing legal norms, being in rude relations to them.

Legal nihilism is an element of the social consciousness that is manifested by citizens in the neglect, mistrust or neglect of the law, state and its system.

Legal nihilism can be seen in the following forms: theoretical form (the right is rejected in the issues by scientists, statesmen and politics; practical form (active and passive).

Active legal nihilism is a demonstratively rejecting the right in public relations.

Passive legal nihilism is a neglect of the norms of law practiced by people in the society.

In order to prevent the society from legal nihilism it is necessary to educate the young generation in a spirit of adherence to the ideas of rights and justice and legal education should be continuously conducted on a regular basis to them. All textbooks and educational manuals available in our country contain the content of the right and duties of the young generations. However, they do not have contents with threats and legal basics of the struggle against them. In our view, the theme, like "Threats and the legal basis for combating them" should be included in the subjects of continuous education, such as "Constitutional Law", "Jurisprudence". This in turn makes the young generation aware of the negative consequences of any socially dangerous acts. As a result of which, legal nihilism is prevented. And the activity of the young generation in the social relations increases.

Through the continuous development of legal knowledge it is necessary to achieve positive attitude towards the law and legal phenomena in the young generation. As a guarantee of the development of legal knowledge it is advisable to pay attention not only the improvement of education and educators' skills and experience but also to the legal culture level of the general population.

Up to the present time much attention has been paid to theoretical side of legal education and no mechanism linking practice has been formulated. This is evidenced by the fact modern information technologies and interactive methods are not always used.

It is scientifically of importance that traditional teaching methodology in the legal education should be integrated with active teaching methods and this must be included in the subject "National idea, basics of spirituality and law education". The teacher's purpose in this process must involve to create a favorable environment for the students to acquire legal knowledge. For this the teacher should use modern teaching methodology to stimulate and motivate students, raise students' interests. Through modern innovative methods students' legal thinking should be achieved quickly and effectively.

Although there are a number of existing methods of training at the present but today's the main method of the legal education is the method of Socrates. Though occasionally criticized, this method in the education has been used for a long time in legal education. This technique allows students to rely on the legal framework and to act as a lawyer. Within this process students' knowledge is tested very often and through this their learning effectiveness of the educational process is enhanced. When Socrates' method is applied the problems are thoroughly analyzed. Another advantageous aspect of this technique is that it can attract the majority. Applying this technique, the students are given the opportunity to legal reflection.

According to A.A.Pasulov and M.M.Khaydarov's opinion, the Socrates' method can be used for such large-scale and wide variety purposes as, discovering the true nature of the problem, understanding difficult ideas, turning doubts into trust, analyzing existing data, separating what we know from what we do not know, having the ability to manage discussions or ensuring a sequence of expressed logical feedback. The benefits of using this method are the networking of the questionnaire, the basic aspects of thinking and the basics of problem solving.

The teacher's main aim of using Socrates' method is to determine the depth of the listener's knowledge in a particular field of knowledge, to check the ability of his observance and thinking, and to see how well he uses practical methods to overcome conflict situations. In the process of training teachers use the Socrates method mainly for two purposes:

-through questioning to check the student's knowledge of a particular sphere or the level of comprehending of the information by him;

-to teach the audience to discover the true nature of the problem through questionnaire outside class time, in their daily lives.

The Socrates method illustrates how the interrogation is important and necessary in training. This method clarifies the difference between a consistently forked teaching method and the knowledge not adjusted helping us to think more deeply.

In the process of training teachers can use the following six types of the Socrates method:

1. *Encourage listeners to express themselves.* For example, it may be helpful to fill in and enrich the thought expressed by such questions as "What do you mean by that?" Or "What else can you say in this regard?"



2. *Teaching the audience to guess.* It may move beyond the discussion, such as, "Can this idea always be true?", "Why do you think this assumption is appropriate?" And may motivate the listener to look for other possible solutions to the problem.

3. *Teach the evidence base for the argument.* Questions such as "Why do you say so?" And "Do you have any doubts about this?" Motivate the audience to prove their point.

4. *Consideration of objection points.* It is possible to explore contradictions to the content of the topic by asking questions such as: "Could this be the opposite?", "Who has an opposite opinion?"

5. *Provide consistency in thinking.* The effect of such a concept as "What would happen if ... had happened?", "How can it affect ...?" would completely change its meaning. This kind of questions are most likely to provide consistency in thinking.

6. *Teaching the questioning.* Questions encourage you to ponder such questions, as "Why do you think this is a question?", "Why is the question that I ask is so important?", "Which of the questions are more useful in your opinion?" teach us not only understand the question but also analyze the reasons for it.

The use of Socrates method is the basis of consistent thinking, as it covers all aspects of debating the point being discussed. Since the main purpose of the Socrates method is to find out the truth, learning it in this way is the same as thinking. Both are involved in tracking, developing, processing and redirecting existing data. These are the main objectives of teaching thinking in education⁸.

In our view, Socrates training in legal education should be divided into five main stages:

Stage name	What and how to do it	What does a professor of non-legal higher education do
Stage 1	Defining learning objectives and explaining students' Tasks	Explains the purpose of the lesson and prepares students for question-and-answer discussions. Explains the rules of the lesson
Stage 2	Assignment of students to the legal problem or situation and description of the problem	The teacher explains the problem using information technology or visual aids.
Stage 3	Causing problem	The teacher encourages students to ask more questions and provide arguments in finding solutions to a legal problem or situation.
Stage 4	Discussing hypotheses related to legal problems or situation	Instructors show how to solve a legal problem or situation and encourage students to express their ideas.
Stage 5	Legal issues or situations are analyzed	The teacher allows students to come to a conclusion based on the evidence presented, there is a final solution to a legal problem or situation

With the use of the Socrates method in legal education, students' interest in science increases, and then teaches to find an independent solution to a legal problem (or situation).

The need for innovative teaching methods has emerged as the traditional method had its drawbacks and weaknesses. Through innovative methods it is possible to achieve easier student evaluation and cost reduction.

It is desirable for legal education to focus more on real-life situations. For example, in the course of teaching labor law, it is important to focus not only on theoretical information, but also on the legal and regulatory framework for teaching activities that students may face in the future.

We think that law schools should be established and students of the "National idea, basics of spirituality and law education" program should be trained.

⁸ Rasulev A.A., Khaydarovs M.M. Interactive teaching methods: Textbook. - T.: Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, 2015. - B. 16-17..



CONCLUSIONS

The introduction of innovations in the legal education process is linked to interactive teaching methods and the possibilities of modern information technology.

The model of methodology of legal education at the undergraduate level of non-legal higher educational institutions has been developed, criteria for increasing the effectiveness of legal education have been identified and educational and methodical support is established.

In the context of innovative education the need for the use of the following active and interactive methods (the Socrates method, Case Study, Discussion, Legal Approach in various situations) was justified within the legal education process of the higher educational institutions.

One of the ways to increase the effectiveness of legal education in non-governmental higher education institutions was the need to develop the legal competence of teachers and to develop appropriate recommendations.

Methodical recommendations on the subject "National Ideas, Spiritual Bases and Methods of Teaching Law", "Labor Law" and "Criminal Law" were developed.

In order to increase the effectiveness of legal education in non-legal higher educational institutions, the opportunities of using information technologies in the legal education process were demonstrated, seminar - trainings were held, an explanatory dictionary of terms on "Lbor law" was created, and a program for electronic computers was created.

Forms, methods and means have been developed to improve the legal knowledge and culture of students of non- legal higher education institutions on the direction "National idea, basics of spirituality and law education".

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