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Research Article

ORGANIZATION OF EXPERIMENTAL WORK AND ANALYSIS OF RESULTS ON THE IMPROVEMENT OF TECHNOLOGIES FOR IMPROVING THE EFFECTIVENESS OF LEGAL EDUCATION AND TRAINING OF SCHOOLCHILDREN

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Satvoldiyev Fakhridin Akbarali O'g'li

Teacher Of Namangan State University, Uzbekistan

ABSTRACT

The article analyzes the essence of the concept of legal education and upbringing of schoolchildren, the approaches of various scientists. Ways, methods and means of further improving the legal education and upbringing of schoolchildren, the importance of experimental testing and implementation of technologies that meet today's requirements are explained. In addition, the results of experimental tests and their analysis on the improvement of technologies for improving the effectiveness of legal education and upbringing of schoolchildren will be discussed.

KEYWORDS

Legal education, morality, school, technology, method, obligation, experiment.

INTRODUCTION

The changes taking place in the world clearly show that education of citizens with developed legal culture has become one of the urgent problems of today for any strong country. In

order to develop the legal culture of citizens, it is necessary to strengthen legal education and upbringing. The most suitable place for this is the school. Since the school covers a large number of

young people and is a place of education, the implementation of this task in this place will give good results. Legal education and training is a complex process that requires a unique approach. Legal education and upbringing have been given in schools since independence until now. But unfortunately, the legal literacy of our citizens in this field is not satisfactory. Why is that? It begins in schools from the 8th grade and continues until graduation. Organization of law classes once a week reduces the sphere of influence of this subject. In the second place, legal education is not organized in a complex manner. Comprehensive organization of legal education and training requires a unique approach.

Literature analysis and methodology. The opinions of scientists are given in many literatures regarding legal education and training, and all of them serve to reveal the essence of this concept. Legal scientist, professor V. K. Babayev also expressed his opinion on legal education: legal education is a set of planned, managed, organized, organized, systematic and goal-oriented various methods and tools aimed at forming deep legal knowledge in citizens, which help to form legal behavior in the mind of a person. This scientist also emphasized that the basis of legal education is legal knowledge and that this process is systematic, purposeful, and needs to be implemented with various methods and tools.[1]

Uzbek legal scholars A. Saidov and U. Tajikhanov approach the concept of legal education as follows: emphasized that legal education is a process of pedagogic influence shown to the legal consciousness of individuals and social groups, directed to a specific goal, planned and carried out by means of special legal education methods.[2] Another of our legal scholars, O. Karimova, in her works said that: legal education

is an action that is carried out regularly in an organized manner, aims at a specific goal and can influence an individual (group of individuals) and creates in them the qualities of legal consciousness, legal knowledge, and compliance with laws.[3]

E. A. Pevtsova, referring to the purpose of legal education: The goal of legal education is to form legal consciousness and legal theoretical foundations, to ensure the necessary level of systematization of knowledge about culture and character, to develop legal interests, feelings, legal thinking and scientific legal views. The research scientist managed to describe the purpose of legal education in a short but meaningful way.[4] In this definition, it is emphasized that legal knowledge, legal consciousness, legal culture, and legal thinking are all achieved through legal education.

Discussion. We considered the approaches of scientists to the content of legal education and training. Now the problem is to find an answer to the question of how to improve the effectiveness of legal education and nature. Today, the fact that modern methods and technologies are not used in the organization of law classes indicates that the work in this field is not effective enough. On the question of how to organize legal education and upbringing, U. Tadjikhanov and A. Saidov's book entitled "Theory of Legal Culture" "Legal education and training should be carried out in a planned and efficient manner, taking into account the characteristics of different social groups, and not in the company style, but with a specific goal in mind." [5] In the course of our research, we studied the technologies used in schools and tested some of them in practice, improving them and those that are suitable for us from foreign experience. In particular, we are improving the textbook technology by renaming it as "Textbook-

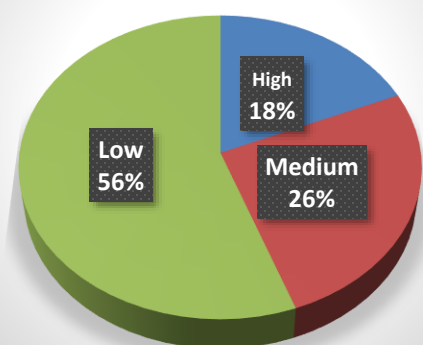
speed", and the technology of working with tables in the Russian education system has also been improved and tested in practice. Using the method of role-playing games effectively, students' active participation was ensured by allocating a certain time in each lesson. VAK-teaching, which was learned from abroad, was also used effectively.

The VAK teaching method was introduced in the 1920s to help children with dyslexia (speech disorder). However, its influence is more effective in modern times. In the age of the Internet, watching and learning videos has become a popular new teaching tool. Students understand material faster when they see, hear, or feel it instead of reading it. Also, the learner is not limited to any one of the media as they can even use all three teaching tools.[6] The experimental tests carried out gave good results and were put into practice in the regions where the experiment was conducted.

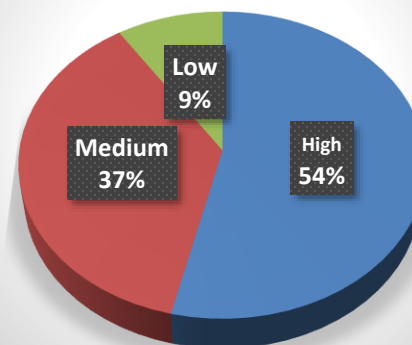
Results. One city and one district school each in Andijan, Fergana, and Namangan regions were selected as test sites. Our new methods and technologies were tested through the subject "Basics of the State and Law of Uzbekistan" taught to 8th grade students in schools. Experimental and control groups were selected at the experimental sites.[7] According to it, lessons were conducted using newly developed technologies in the experimental groups, and regular, traditional lesson processes were organized in the control groups. Before the experiment, the level of knowledge of students in the experimental and control groups was checked through questionnaires and tests to check the level of legal education and upbringing.[8] At the end of the experiment, the results of the experimental and control groups were compared. Below is a diagram illustrating the results:

Pre-and post-experience status of the experimental group in the province of Andijon.

Experimental group pre-experimental status

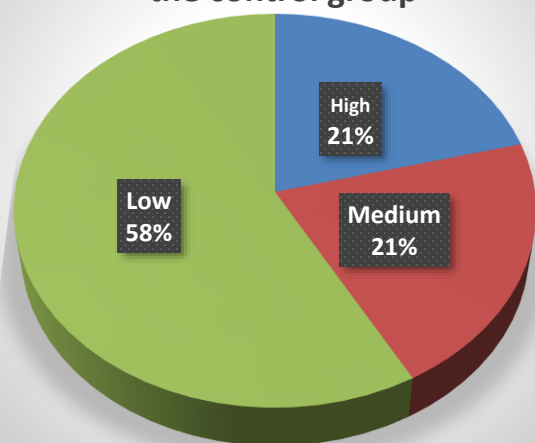


Post-experimental condition of the experimental group

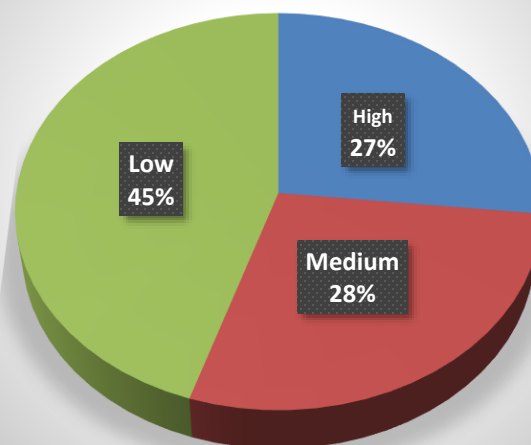


Pre-experienced and post-experienced state of the control group in the province of Andijon

Pre-experimental status of the control group

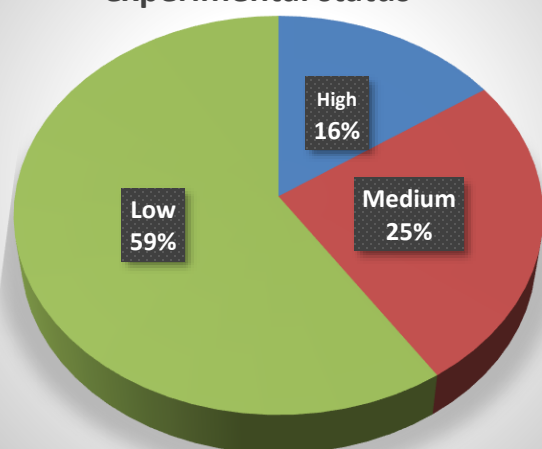


Status of the control group after the experiment

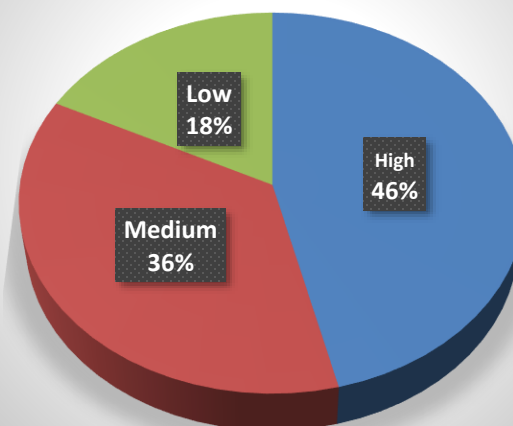


Pre-experience and post-experience status of the experimental group in the Fergana region

Experimental group pre-experimental status

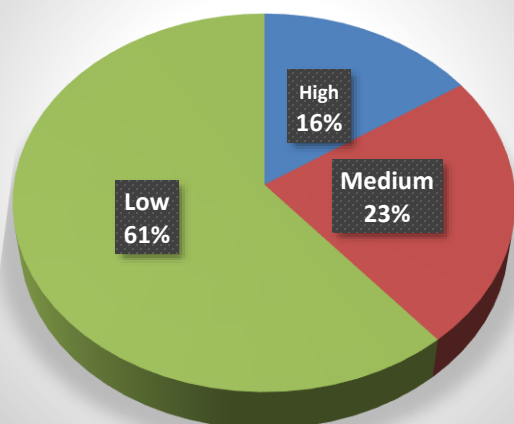


Post-experimental condition of the experimental group

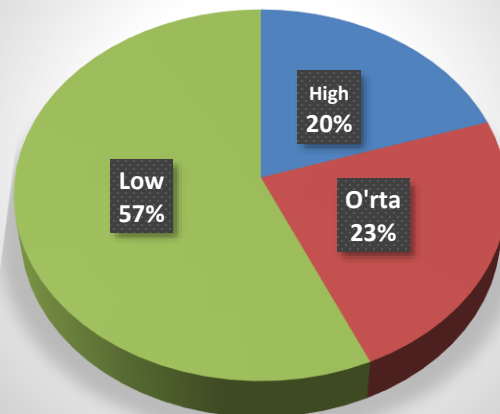


Pre-experience and post-experience status of the supervisory group in the Fergana region

Pre-experimental status of the control group

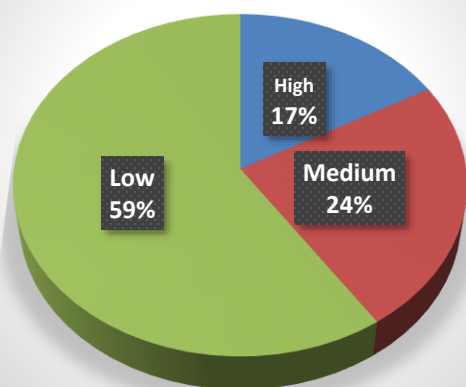


Status of the control group after the experiment

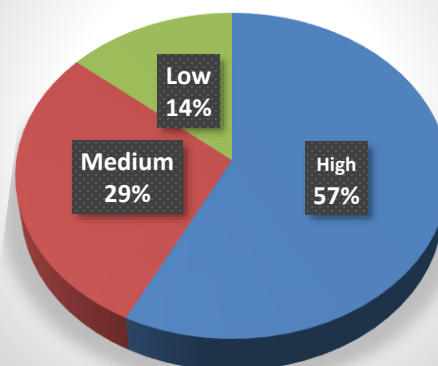


Pre-and post-experience status of the experimental group in the province of Namangan

Experimental group pre-experimental status

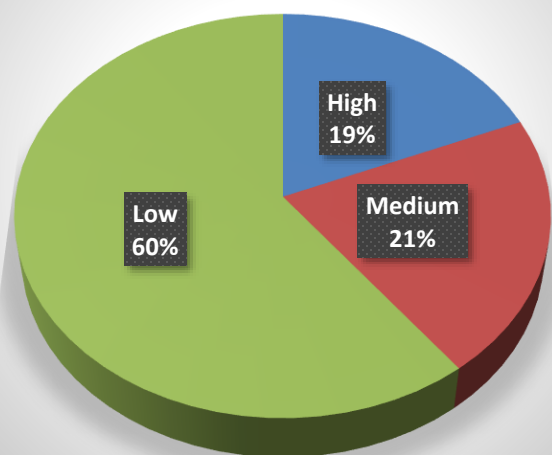


Post-experimental condition of the experimental group

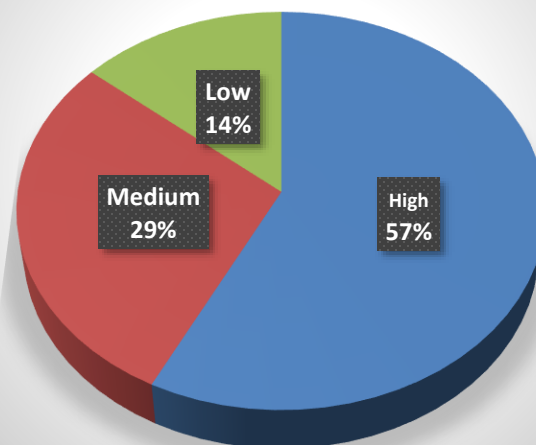


Pre-experience and post-experience status of the naz orat group in the province Namangan

Pre-experimental status of the control group

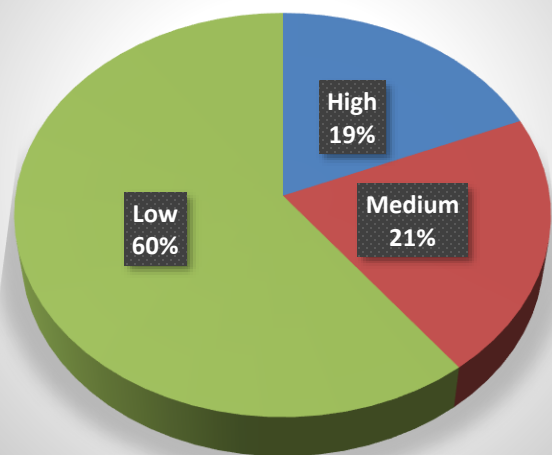


Post-experimental condition of the experimental group

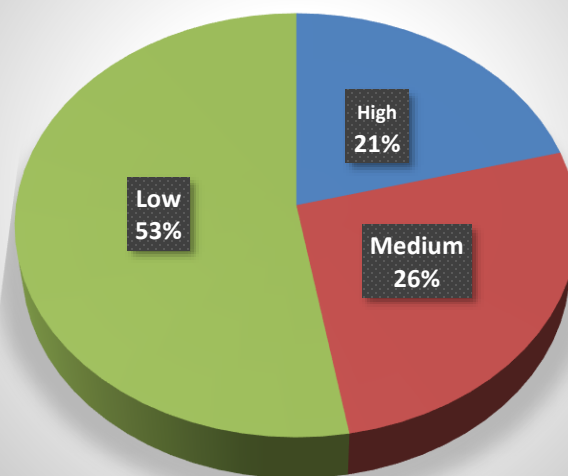


Pre-experience and post-experience status of the naz orat group in the province Namangan

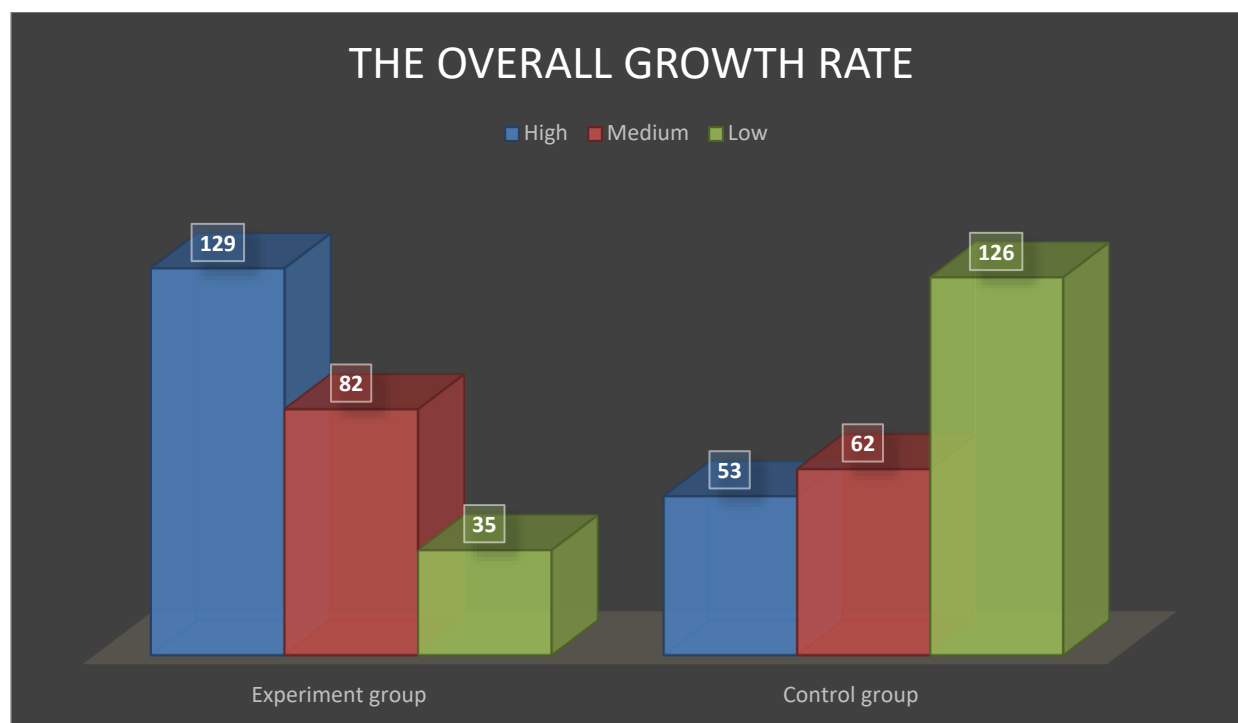
Pre-experimental status of the control group



Status of the control group after the experiment



The other chart below shows an overview of the experimental test results.



As the above results show, there was a significant increase in experimental groups in the area where the experiment was conducted. And in control groups, divisiveness to experimental groups is at a much lower level. Analyzing the results is the basis for saying that schoolchildren are effective in improving the effectiveness of legal education and training.

CONCLUSION

Instead, it can be said that legal education and training are one of the main criteria for building a prosperous life in society and building a democratic democracy. A more serious burning of the issue of legal education and training provided in schools, the refusal to teach traditional lessons, and the use of modern methods will lead to a greater efficiency in what is being done in this area. From conducting experimental testing, it became clear that a fan teacher would increase

students' interest in science. Organizing classes in a constantly homogeneous state can cause students to get bored quickly. Today, when modern technologies are advanced, students also require a modern approach to the classroom. Thus, efforts to improve the technologies of improving the efficiency of legal education and training have paid off, and this can be recommended to all regional secondary schools.

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