

LEGAL COMPETENCY OF STUDENTS' PRINCIPLES OF DEVELOPMENT

Tlewov Erkinbay Muratbaevich
Nukus State Pedagogical Institute named after Ajiniyaz

ABSTRACT

The article deals with the principles of student legal competence development.

Keywords: Axiological, active, meaningful and personalized approaches, interactive approach, innovative approach, social partnership, problematic and creative, reflexive-correctional approaches, webinar, virtual counseling, virtual tutorial, teamwork of creative tasks, kouching, sparring - Partnership, "Tree of Decisions", portfolio, mini-lecture;

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Hence, in the conditions of market relations, it has been forgotten that the legal relationship has been formed over the centuries and is based on one's trust or in the testimony of the three persons, the neglect of the national value, the implication of some unlawful acts as a human trafficking, and the growing number of evidence-based evidence points out the relevance of legal competence development in students is reported.

Axiological, functional, meaningful and personalized approaches serve as a methodological basis for the development of students' legal competence (prioritized principles). As a result of the research, it was determined that the following principles would contribute to the development of legal competence in students (see Figure 1.2.1) based on the theoretical analysis, the study of the legal and social norms and the essence of the educational process, and the pedagogical observation of student activities:

Priority principals	
Axiological approach	Active approach
Meaningful approach	Personality-oriented approach
Interactive approach	Innovative approach
Problematic approach	Creative approach
Reflective-correlation approach	Social approach
Professional approach	

Here is a brief overview of the content, theoretical and practical significance of these principles.

Axiological approach

This approach means that the principles of the legislation of the Republic of Uzbekistan and the norms of international law are accepted by students as value. Consequently, the human factor is worthwhile, and it is logical to approach the national and international legal norms, which guarantee the rights and freedoms of the person. Moreover, every law, based on legal and social norms, regulates the social relationships of a particular nation based on ethical considerations. This, in turn, means that an ethically-valued approach to the basis of the individual's relationship with legal issues and laws is established. In developing the legal competence of students, it is necessary to formulate the notion that initially the human factor,

their rights, freedoms and interests are valued as the basis of ethical principles. As a result, students are aware not only of their rights and freedoms, but also of the need to not violate the interests of others and the community, to disrespect them, to avoid the honor, honor, dignity and reputation of every citizen. Because religious-Islamic ideals suggest that it is wrong to damage the honor, honor, dignity or reputation of a person, it is only a moral (collective) model of universal principles. Students should learn to stand in the position that in every socio-legal issue their rights and freedoms will end in the 'rights and freedoms of others'.

An Effective Approach

Involvement of students in consistent, active participation in legal situations, allowing independent decision-making on legal issues ensures the effective development of legal competence. Theoretically, laws can not only provide a comprehension of the essence of socio-legal norms. This can be achieved by turning the theory and practice unit into an active participant in legal situations. In educational process or spiritual-enlightenment activities, students are trained to carry out vocational training in real-life, case-based key assignments, training for creative and practical projects on legal and socially significant issues.

A meaningful approach

Creation of methodological information on legal science, formation of information and graphic information on each topic, achievement of their fullness ensures a thorough study of both legal and theoretical legal knowledge by students. It is important to have a variety of classroom exercises, such as lectures, seminars and practical exercises, as well as the acquisition of the knowledge gained by the students in the process of independent study. Teachers should have the ability to clearly define the learning objective for each subject based on their professionalism, competence, ability to accurately define the educational objectives that enable them to achieve full competence, and the ability to translate educational materials into training tasks at the level of development and competence. Only then will the goal be achieved.

Person-oriented approach

Providing educational materials with different complexity, taking into account the young, psychological capacities, personal qualities, interests and needs of the students in the spiritual and educational activities of the training, guarantees that volunteering is a priority, not necessarily in the learning process. Teachers need to prepare their students with a pre-evaluative study of the teaching materials and teaching assignments that they provide for the full realization of their internal abilities. Students' identities make it difficult or impossible to achieve the educational objective that is expected to be neglected by their distinctive features.

Interactive approach

In modern education, the tradition of relying on the principle of intercultural communication has emerged. Interfaith is a combination of theoretical and practical knowledge of students in pairs, in small and large groups, in interaction. Practically speaking, the individual learning of the teaching materials is a bit of a loss for students. On the basis of interactive content, the exchange of views on learning materials, advancement of various proposals for solutions, justification of their authenticity, joint discussion of solutions, and joint decision making are achieved. This leads to an interesting, intensive, active process of learning. It is well-known from the world of experience that students have to work together, to work more effectively than individual learners.

Technological application of interactive methods such as interactive methods of decision-making, cluster, Venn diagram, morphological box, fish skeleton, and logical chains in the

process of teaching and spiritual-enlightenment work by pedagogues the expected result in the development of students' legal competence.

Innovative approach

The use of innovations in the current situation, the creation of new innovations has become a topical issue not only in the field of education, but also in all aspects of society. The practical application of the concept of innovation, which means "innovation" in English, is determined by the achievement of a new level of quality and effectiveness through the creation of specific innovations in the field. As in all areas, innovation in the educational practice can be achieved in three ways: 1) the acquisition of foreign innovation; 2) their improvement; 3) through the creation of new innovations.

At present, the national education system is often used by foreign educational innovation, and local teachers are not actively involved in their creation and implementation. As a result of theoretical analysis, pedagogical observations, there are several reasons for this: readiness of pedagogues to adopt new approaches; failure to organize pedagogical activities in accordance with modern requirements; insufficient professional experience; It is difficult to adapt to the needs of young people; Knowledge of innovations in education; insufficient information to meet the current requirements and so on.

Of course, it is important to have interactive learning elements in the learning process, to be active in creating innovative ideas for teachers, and to work effectively with student learning materials. We believe that the shortcomings in deciding the interactive approach will be eliminated. Until then, it is possible to achieve the most popular interactive form of interactive methods.

Today, pedagogues are increasingly accustomed to introducing innovative educational technologies such as webinar, virtual consulting, virtual tutorial, collective solutions for creative assignments, tactical training, sparring collaboration, "Tree of Resolutions", portfolios, mini-lectures in our country, effective in educational and spiritual enlightenment. The students will be able to master the knowledge of legal knowledge, make the right decisions in legal and social situations, and apply the knowledge gained in practice.

Problematic approach

Usually, individuals, especially young people, are afraid of problems. In fact, problems and the desire to find solutions help the individual to grow up intellectually and culturally. After all, working on these issues can enhance the ability and ability to think in a person, to think more effectively, to strive to find a wise solution. Their evolutionary abilities develop. Therefore, it is pedagogically appropriate to involve students in addressing problematic issues in the legal process of developing their legal competence. At the same time it is desirable to use technologies such as key stores, "Decision Making Techniques", "Fish Skeleton", "Cluster", and "Tree of Resolutions" in organizing educational and spiritual-enlightenment activities. Therefore, these technologies help students to analyze problem situations, propagate several solutions, and find the most reasonable solution behind them.

Creative Approach

Demand for modern education is to educate learners about independent, logical, critical, creative, and creative thinking. Whenever a person has an idea, he develops intellectually, develops thinking ability, and broadens his worldview. In short, maturity is attainable. The concept of "creativity" serves a new approach to addressing a specific issue, problem, or issue

by the individual, by using effective methods and tools, and ultimately providing specific, original solutions.

Many people consider “creative” as synonymous with the term “creativity”. But in essence, they are not exactly the same concepts. If the rising of the creative thinking is based on the awakening of emotions, creativity is associated with a certain level of intellectual intelligence. In other words, it will be able to put forward unique, original solutions to any problem in extremely difficult situations.

In developing students' legal competence, it is expedient to encourage students to focus on researching problem-solving tasks, providing them with an opportunity to focus on problem-solving, skills and expertise in solving one problem, problem solving. The problem is that the problem is complicated, involving the involvement of students in pairs, in small groups or in large groups of educational, practical and creative tasks, and involvement in project preparation.

Reflexive-correctional approach

In dictionary terms, the notion of "reflexive" means "analytical study", "reversing, activity analysis" and "correction" as "correction", "correction". Independent assessment of the legal competence of the students through their legal knowledge, skills, skill-based learning, in particular the understanding of the essence of the teaching materials, and the analysis of the results of the educational assignments, are essentially reflexive. Achievements and shortcomings in this process are identified.

As we know, according to the reflexive analysis, a person develops a plan for enriching the achievements or eliminating deficiencies. Developing a plan to address defects committed by the individual means that it is corrupted by its activities. Based on a reflexive-correctional approach, students will also be able to independently evaluate individual actions designed to promote legal competence.

Social partnership

The process of developing students' legal competence is the pedagogical activity that is being organized for this purpose mainly within the framework of the University. However, the involvement of legal entities - individuals and legal entities in this process will further enhance the effectiveness of this process.

Representatives of the Supreme Court of the Republic of Uzbekistan, representatives of the judiciary, justice agencies, prosecutors, law enforcement agencies, National Security Service, tax authorities, customs authorities, law enforcement agencies, legal services, Interpol and the National Center for Human Rights attracting students to the legal competence of the students. Their great vital and professional experiences in solving legal issues serve as a practical school for students. In addition, cooperation between the primary institutions of the university under the leadership of the Public Movement "Kamolot" also creates the necessary conditions for the organization of a series of legal events. It is therefore desirable to introduce the principles of cooperation with social organizations on the basis of pedagogical activities aimed at developing the legal competence of students at the Higher Education Institution.

Professional orientation

It is well-known that today, regardless of the degree of activity, specializations, all subjects of the Republican Law are taught in law. The teaching of these subjects is aimed at the effective preparation of students to future professional activities. That is, within the framework of the Law Sciences, students acquire the relevant knowledge from a general and specialist point of

view. Therefore, this is taken into account in the process of the development of students' legal competence at the Higher Educational Institution of the Higher School of Higher Education, and students will be able to become acquainted with the general principles of relevant knowledge in the field of law and prepare them to practice the legal principles that are crucial to solving professional problems. The practical ability to prepare students for professional activity provides students with theoretical analysis of the essence of socio-normative documents, solving problem solving situations, achieving the intended purpose of skills development, ability to make wise decisions on existing issues.

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