

## THE PEDAGOGICAL SYSTEM FOR ENHANCING LEGAL CONSCIOUSNESS AND LEGAL CULTURE AMONG STUDENTS

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### ABSTRACT

This article emphasizes the necessity of expressing the conditions for enhancing students' legal consciousness and legal culture within the framework of social partnership agreements. It suggests including provisions related to social partnership at the legislative level, such as the content of agreements and conditions related to social partnerships. In this regard, it is proposed to include rules that support the improvement of legal consciousness and legal culture. These rules may involve presenting legal norms as mandatory conditions for the parties involved in the partnership, conducting surveys aimed at assessing legal knowledge, and organizing events. These steps would align with the goal of improving legal awareness and legal culture among students.

**Keywords:** Legal awareness, legal culture, educational process, social partnership, legal education.

### INTRODUCTION

The improvement of legal consciousness and culture in students requires trust, respect, and cooperation between educators and students, following the principles of social partnership in the educational process. This, in turn, underscores the need for forming pedagogical ethics. This ethics is not only about the role of the educator but also includes personal communication, mutual support, recognition of human dignity, and trust. In educational communication, the priority is given to personal interaction, exchange of ideas, sharing of impressions, and modeling of real-life situations. Specially developed scenarios and conditions for success should also involve introspection, self-assessment, and self-awareness <sup>1</sup>.

The main principles: respect for the individual, collaboration and positive relationships, trust in interactions, communication based on mutual respect, distributed leadership (professionalism, the right to choose, and responsibility for this choice, horizontal relationships), and principles of social partnership (equality of parties, voluntary obligations, and the mandatory fulfillment of agreements).

The Pedagogy of Cooperation is based on the following goals:

- teaching without coercion (Sh. Amonashvili, V. Sukhomlinsky, S. Lisenkova, V. Shatalov): This approach involves eliminating all forms of coercion from the pedagogical tools and methods. It considers the educator's personal qualities such as humanity, communication, and the respectful attitude towards the child<sup>2</sup>. Additionally, the teacher should have knowledge

<sup>1</sup> Kudryavtsev I.V. Problems of formation of legal ideology of the Republic of Uzbekistan in conditions of independence: author's abstract. dis. ... candidate of legal sciences. – Tashkent: 2009. – 16 p.

<sup>2</sup>Rytova I.V. Formation of the adaptive potential of graduates of vocational schools for labor self-realization: author's abstract. dis. ... candidate of pedagogical sciences. - M.: 2010. - 24 p.

of child psychology, humanitarian pedagogical principles, motivational strategies, and methods. It is important to recognize the supremacy of subject interaction in the educational process. This can be achieved by studying the principles of humanitarian pedagogy, observing lessons of humanitarian teachers, and participating in pedagogical activities through mutual interaction of themes and subjects. Supportive guidance (E. Ilyin, I. Ivanov, S. Lisenkova, and V. Shatalov): This goal involves ensuring that students had better understand, structure, and memorize the material, as well as assisting them in constructing their responses<sup>3</sup>. It includes providing key information such as symbols, diagrams, tables, and words. On one hand, the teacher must correctly organize and modify the information; while on the other hand, they should ensure the ability to model and represent the information effectively.

- free choice (Sh. Amonashvili, I. Volkov, S. Lisenkova, V. Shatalov): This approach is based on giving children the freedom to make choices during the educational process. That is, the student has the opportunity to choose tasks, methods of delivery, or topics to be discussed. The democratic approach to professional activity and the teacher's ability to engage with the child are key conditions for fostering this pedagogical goal<sup>4</sup>.

- advance idea (I. Volkov, S. Lisenkova, B. Nikitin, V. Shatalov): This goal involves introducing more complex material into the curriculum, organizing it into blocks, and beginning to study complex topics ahead of time. It also provides the opportunity to preview future lesson topics and establish a clear perspective for future lessons. This involves strategic planning capabilities, as well as an educator's personal qualities rooted in strategic responsibility for their pedagogical activities<sup>5</sup>.

- the goal of large blocks (I. Volkov, I. Ivanov, V. Shatalov, M. Shchetinin): This goal focuses on organizing the material in large blocks (combining 6 to 10 lessons or topics into one block), as it is easier to establish logical problems for resolution in such a format. It is based on the presence of specific qualities in the teacher: a deep understanding of the material, the ability to systematize, integrate, and apply the technology of content unification.

- the goal of the corresponding form (I. Volkov, E. Ilyin, V. Shatalov): This involves ensuring that the lesson matches the topic being taught in its form. It includes awareness, creativity, openness, the ability to effectively solve creative tasks, independent judgment, attention to creative achievements, and implementation through interactive technologies. This goal is achieved by expanding knowledge of pedagogical technologies, deepening subject knowledge, reviewing lessons with interactive technologies, and analyzing the experience of teachers.

- the intellectual idea of the class (I. Volkov, S. Lisenkova, V. Shatalov, M. Shchetinin): This goal involves developing common educational goals and values in the class, enhancing the abilities and motivation of each student, and fostering creativity in every student's activity.

- introspection (Sh. Amonashvili, E. Ilyin, I. Ivanov, V. Karakovsky, V. Shatalov, M. Shchetinin): This goal focuses on the teacher's ability to reflect, using techniques of empathy,

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<sup>3</sup> Volokhin A.V. Regional model of vocational education in the context of public-private partnership: author's abstract. dis. ... candidate of pedagogical sciences. - M.: 2010. - 26 p.

<sup>4</sup> Permyakov E.V. Development of social partnership as a factor in the modernization of the primary vocational education system: author's abstract. dis. ... candidate of pedagogical sciences. - Rostov-on-Don: 2004. - 23 p.

<sup>5</sup> Shandru D.A. Formation and development of social partnership in the Republic of Moldova at the present stage: author's abstract. dis. ... candidate of social sciences. - M.: 2011. - 22 p.

as well as the ability to analyze and understand their own actions. It also includes implementing a collective analysis and evaluation of each student's activity <sup>6</sup>.

Partnership is the highest form of cooperation that cannot be automatically acquired. In shaping a partnership, priority must be given to the pedagogical impact of the joint activity of the partners, which creates conditions for understanding what one should accept and what one should not accept in future relationships. Partnership serves as a method of personal development, teaching the child to define their own destiny, to understand themselves, and to shape their personality through genuine efforts to learn and grow<sup>7</sup>.

The proposed partnership pedagogy is based on the relationship, mutual influence, and cooperation between the teacher, students, and parents. These actors are voluntary and interested partners who are equal participants in the educational process and are responsible for the outcome. The school must start implementing new, deeper methods of engagement in constructing the educational trajectory of the child.

In pedagogical interactions, the issue of partnership is a subject of research for many scholars. N. Povyakel<sup>8</sup> analyzes the role of social partnership in the educational system through its participation in conflict resolution. V. V. Lyaudis<sup>9</sup> considers the ability to cooperate with peers and adults as the highest and most developed form of self-organization, crucial for personal development. In the context of secondary school students' entrepreneurial activity, the partnership behaviors and skills are one of the key components of personal readiness, as N. Pobirchenko's<sup>10</sup> research demonstrates. He argues that the ability of future teachers to engage in interactive mutual relationships with their students is a vital indicator of their readiness.

G. Chernyavskaya<sup>11</sup> studies the individual aspect of mutual influence in partnership: the teacher's professional and pedagogical position and the essential characteristics related to it. In higher education settings, the emergence and development of partnership are studied by O. Novozhina<sup>12</sup>, who developed an innovative model of partnership between teachers and students, which promotes dialogical interaction. According to B. Bognich, the mutual influence in the communication between educational subjects in partnership is the core of pedagogical activity, which is essential for enhancing student engagement in learning. The psychological structure of the joint educational activity of the teacher and students is analyzed in research, where partnership is considered the highest form of mutual educational interaction. O.

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<sup>6</sup> Piskunova E. V., Kondrakova I. E., Soloveikina M. P., et al. Technologies of social partnership in the field of education: Educational and methodological complex. - St. Petersburg: Publishing house of the Herzen State Pedagogical Univ., 2017. - 438 p.

<sup>7</sup> Khusainova, S.V. Types and forms of social partnership in the field of education / S.V. Khusainova, A.A. Sultanova. // Young scientist. 2020. – No. 22 (312). – pp. 570-572. – URL: <https://moluch.ru/archive/312/70979/> (access date: 12/16/2022).

<sup>8</sup> Lozhkin G.V., Povyakel N.I. Practical Psychology of Conflict. Study Guide. 2nd edition, stereotypical. – Kyiv: MAUP, 2002. – 256 p.

<sup>9</sup> Lyaudis V.Ya. Methods of Teaching Psychology: A Textbook. 3rd ed., corrected and supplemented. – M.: URAO Publishing House, 2000. – 128 p.

<sup>10</sup> Pobirchenko N.S. Educational aspect of pedagogical local history in higher educational institutions (on the example of Uman State Pedagogical University named after Pavlo Tychna) // Azimut of scientific research: pedagogy and psychology. 2013. - No. 1. - P. 34.

<sup>11</sup> Chernyavskaya V.S., Chernyavsky A.A. Psychological and pedagogical mechanisms of intercultural integration of youth in the education process: possibilities of new information cross-technologies // <https://cyberleninka.ru/search>

<sup>12</sup> Novozhenina E.V. Formation of partnership relations between teacher and students at the university: diss. ... candidate of ped. sciences: - Volgograd, 2002 218 p. RSL OD, 61:03-13/871-1

Kohanova<sup>13</sup> studies the ability of future teachers to influence each other's actions within the framework of partnership, emphasizing the importance of equality, cooperation, and shared goals in educational activities. This participation, when aligned with the required knowledge and skills, leads to the effective coordination of actions, contributing to mutual success and personal development.

The principles and goals of "partnership pedagogy" differ fundamentally from those of "cooperative pedagogy" primarily due to its humanitarian content. Here, all relationships are based on mutual respect, equality, and shared values. In many aspects, "partnership pedagogy" aligns with the core principles of pedagogy in developed European countries. One of the key principles of Dutch pedagogy is the understanding that children develop only when they feel safe. The simple and clear criterion for assessing the educational process is how safe and psychologically pure the environment is for the child. Models from Finland and similarly from Estonia are grounded in trust, openness, and the values of partnership, where competition is removed from the educational paradigm. Schools and teachers are not ranked or categorized; instead, the open sharing of successful educational and developmental experiences is strongly encouraged.

A well-rounded individual is distinguished by a deep and complex composition, with culture as the core value. The axiological perspective on understanding a person has been discussed in V. Vernadsky's research. Vernadsky argued that "a free person, an individual, requires protection and respect, which is the most valuable thing in the world and in no way can be surpassed by anything else."<sup>14</sup> Therefore, the essence of "partnership pedagogy" is a democratic and humanitarian approach towards the child, which places the child at the center. It is about respecting their natural rights, their self-identity, and understanding their desire to be themselves, rather than seeking to impose the teacher's will. The teacher should not seek the child's respect but should instead provide opportunities for the child to express themselves in accordance with their time, age, and circumstances.

For students and their parents, as well as citizens (especially in rural areas), the teacher's work is perceived as a complex intellectual endeavor that involves developing and disseminating knowledge, as well as engaging in humanitarian activities, which are recognized through intellectual abilities. The development of overall cultural values, ethics, emotions, reasoning, behavior, and responsibility for one's words and actions is fully dependent on the teacher. The teacher's friendly relationship with students and their parents naturally encourages imitation, friendship, and efforts to create better actions. Thus, friendliness, first, is the ability to think critically, to understand goodness, and to express positive intentions and emotions. Being friendly means taking joy in others' success, being accepting of children's mistakes, trusting humanity, and, most importantly, striving to do more good and useful work for people.

As emphasized by V. Sukhomlinsky<sup>15</sup>, the aspiration for kindness is inseparable from self-education. Truly compassionate individuals grow to be better than they were the previous day, and this sense of positive intention brings them happiness. Trust in relationships is essential. The teacher's professional skill level is defined by several criteria, but one of the most important is the degree of trust in relationships with students, colleagues, parents, and the community. Cooperation can only exist when there is mutual trust and understanding.

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<sup>13</sup> Kokhanova O.P. Partnership as a factor in the socialization of personality // <https://core.ac.uk/download/pdf/19667582.pdf>

<sup>14</sup> Vernadsky V. I. Scientific thought as a planetary phenomenon. – M.: Nauka, 1991. – 270 p.

<sup>15</sup> Sukhomlinsky V.A. The Wisdom of Parental Love. – M.: Young Guard, 1988.

In “partnership pedagogy”, establishing communication and recognizing it as the foundation of mutual influence is a necessary condition for creating new relationships in the educational process. Dialogues between students, teachers, and parents, as well as multifaceted communication, will, of course, transform the one-way authoritative teacher-student interaction. The teacher plays a leading role in organizing communication, as they should be interested in the results of the mutual relations with students and their parents. The balance in pedagogical communication depends on the interests of all participants, with each party aware of the other's concerns during the conversation.

The technology for organizing dialogue takes into account the communicative context (where is the dialogue taking place? Who is the collaborator? What is the goal of the dialogue?). A person entering into dialogue must seek to discover, inform, convince, or motivate others. The purpose of pedagogical dialogue can be reflected in various forms of communication: question-answer, request-acceptance (or rejection), proposal-approval (or the opposite), and so on. By adjusting to the communicative situation, the teacher plans their strategy, choosing the topic, the main objective, and the style of communication.

The use of methods to engage participants in dialogue is of great importance. From an emotional perspective, the ability to easily grasp the position of a person displaying positive emotions (such as clarity of heart, friendship, and respect) is key. Dialogical interaction is based on mutual respect, pedagogical optimism, openness, sincerity, and naturalness in communication, and aims at mutual understanding and cooperation between students, parents, and colleagues. In this process, communication is not only about knowledge exchange but also involves the exchange of personal meanings, fostering cooperation and creative collaboration in a democratic pedagogical environment.