



PROSPECTS FOR IMPROVING THE TECHNOLOGIES OF DEVELOPING LEGAL THINKING FOR SCHOOLCHILDREN (ON THE EXAMPLE OF THE PROVINCE OF NAMANGAN)

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ABSTRACT

The reforms in education today are aimed at raising a mature and perfect generation in all respects. Educating young people in a spirit of passion, knowing their rights, freedoms and duties, and teaching others to respect their rights and freedoms is one of the most basic conditions for building a civil society. Using modern methods and tools to accomplish this task, as required by time, will help to make this work more effective.

KEYWORDS

Legal thinking, school, education, technology, methodology, tools, reform, skills, qualifications.

INTRODUCTION

It is not a secret to any of us that the goal of the reforms carried out in our country in recent years is to bring up a mature generation and raise them to be healthy and mature in all aspects. The attention given to education helps our youth to become patriotic individuals who will serve the development of our country in the future. In addition to increasing the

knowledge and level of our youth, the work being done in this regard is also one of the important tasks of raising their legal awareness and culture. In order to educate individuals with mature high legal culture who know their rights and freedoms and obligations, and respect the rights of others, we must first of all shape their legal thinking.



The concept of thinking is the main object of study in many fields of science. Thinking is the highest form of human mental activity, the process of reflection of objective reality in the mind... Thinking is the object of research in many fields of science (philosophy, logic, sociology, pedagogy, physiology, cybernetics, biology) [1]. Including in jurisprudence, the concept of legal thinking is one of the widely studied fields. Formation of legal thinking of schoolchildren is one of the most important aspects that should be implemented in the process of teaching legal sciences. The concept of legal thinking has been studied by many scientists and opinions in this field have been enriched.

Legal thinking is not only a phenomenon related to the mind and thinking of a person, but it is also directly related to his inner world and spiritual world. That is, by improving the legal thinking of people, it is possible to achieve the formation of the spiritual world. Russian scientist A. I. Ovchinnikov defined legal thinking as a phenomenon in the spiritual world of a person, a process of understanding the social and legal reality surrounding a person, the result of which, on the one hand, is desirable and positive legality [2].

There are also specific functions of legal thinking, which serve as an important factor in the process of improving legal knowledge and skills in the minds of students. The main functions of legal thinking are to understand, explain and interpret legal instructions and factual situations of legal significance, one's own and others' actions, predict the interpretation of situations, typify and categorize legal reality, protect and legitimize law. includes [3]. In his definition, this scientist tried to comprehensively explain the concept of legal thinking. That is, by forming the legal thinking of schoolchildren, they will first of all understand the legal consequences of their actions, and at the same time, they will have the ability to make a legal assessment of the events happening around them.

The famous Russian scientist P. P. Baranov defined the following as the structural elements of legal thinking: The first element - cognitive legal thinking occurs through the mental activity of a person. The second element - procedural or procedural - can be described as evaluative, because legal thinking acts as an intellectual process to transform legal knowledge and socio-legal experience into practical methods of their application, as well as theoretical generalizations and conclusions of the nature of evaluation. The third element is behavior, because the results of legal thinking are inevitably manifested in human behavior [4]. By forming the above-mentioned structural elements of legal thinking in the minds of students, it is possible to achieve further formation of their legal consciousness and culture.

The concept of legal thinking has been analyzed not only by legal scholars, but also by philosophers. One of them, A. Y. Mardovtsev, in his researches stated that several appeals of modern authors to the study of legal thinking as a holistic and self-sustaining phenomenon are mainly a review of the formal-logical aspects of professional-doctrinal thinking. is limited to and therefore completely abstracted from legal thinking, spiritual-anthropological, cultural commitment, and clarity of legal thinking, conjugation with a wide range of legal phenomena. [5] (introduction to each other).

In order to improve the technologies of forming the legal thinking of schoolchildren, we have studied the existing legal studies held in schools. During the research, textbooks on legal sciences, methods and technologies used in schools today, issues of provision of specialist personnel were studied and relevant suggestions and comments were put forward.[6] During the research, we studied the technologies used by school teachers, reworked them and improved them, and organized experimental tests in schools. Similar experimental classes were conducted in the



27th school in the city of Namangan, Namangan region, and in the 52nd school in Davlatobod district.

We conducted experimental tests on the subject "Basics of the state and law of Uzbekistan" for the 8th grade pupils studying in the 27th school of Namangan Shahar. According to it, 136 students, i.e. four classes, were selected, of which 8 "A" classes were 36, 8 "V" classes were 33 experimental groups, 8 "B" There were 34 and 8 "D" class 33 control groups. In the control groups, lessons continued to be held in the traditional way, and in the experimental groups, lessons were held according to the program we developed. According to him, the technology of working with textbooks was improved and the technology "Textbook - speed" was created and put into practice. In addition, we used the "VAK-teaching" method, which serves to form the legal thinking of students.[7] In addition, in order to organize lessons more interestingly and to form legal education in students, we slightly improved role-playing games and used them widely. According to the survey and test results of the students, the quality indicator of the experimental group was 26% compared to the control group.[8]

We conducted the same experimental work in the 52nd Makab of Davlatobod district. 56 8th graders studying here were involved. 32 of them served as the experimental group, 8 of the "J" class, and 24 of the 8 "E" class as the control group. In this school, lessons were organized based on the same program as in 27 schools, and as a result, the experimental group recorded a quality indicator of 24% compared to the control group.

In conclusion, it can be said that forming the legal thinking of schoolchildren is one of the most urgent issues of today, and it is necessary to approach this work with new methods and tools. Nowadays, the

growing generation is more interested in classes organized with the help of new technologies than the old ones. [9]

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