



INTENSIVE APPROACHES TO DEVELOPING LEGAL CONSCIOUSNESS IN PUPILS

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ABSTRACT

In this article, attention was drawn to three aspects of the development of the school, the development of the personality, the focus of the school. The school should, first of all, provide a full life for the child, stimulate his development at every age stage. It also examines the conditions of education at school, using pedagogical technologies, the formation of civil society and the rule of law.

KEYWORDS:- School, child, age characteristics, ideology, development of society, modular training, innovative technologies.

INTRODUCTION

Legal education in modern society is a national task that affects the development of the country, especially for the development of a State governed by the rule of law. Enhancing legal awareness and culture in society is an important condition for ensuring the rule of law and strengthening the rule of law. In recent years, significant efforts have been made to overhaul the national legal system, develop a culture of the rule of law in society and train qualified legal personnel.

At the same time, there are still a number of problems and shortcomings that prevent the formation of a respectful attitude to human rights and freedoms, the raising of the legal awareness and legal culture of the population and the level of legal literacy of citizens in society. [1.2]

Proper education and education of each

individual leads to the emergence of a cultural, socially active and law-abiding society. The positive attitude towards the law increases as individuals develop a legal awareness. An important attribute of legal education in modern society is the school. The key point is the idea of the new school's development - ideology. The three main facets of this idea are: the continuous development of education, its transformation into a mechanism for the development of the individual and a real factor for the development of society. The long period of extensive evolution of the school fully reflected the nature of the processes taking place in public life. The educational «shaft» was a chip of the general «shaft», not so much expressing, but imitating development. Accordingly, the criteria were predominantly quantitative. The qualitative criteria were mainly in the form of mythological problems to ideologues: general education and others.

Extensive approaches have exhausted



themselves. A society that has embarked on a path of intensive development needs an intensely developing school. Using new pedagogical and innovative technologies for the child's self-development.

The first aspect of the idea of development is the constantly evolving school. It eliminates many of the pressing problems, in particular the current unnatural situation of anomalies in teacher creativity and pedagogical innovation. Search becomes an organic component and a factor in accelerating school development. Dynamism and many variants of this development are provided by a wide network of experimental sites - from pilot, «author» schools to experimental districts and regions.

Research is coordinated and promoted within the framework of the Permanent Educational Renewal System. It is designed to keep abreast of promising trends in school development, to serve as a support for pedagogical experimentation, and to provide a driving belt that transmits all new and advanced school practices. This system spares the school and society from the traditional «volcanism» of school reforms, makes smooth movement of the school on the steps of qualitative renewal.

The second aspect of the idea of development is the decisive role of the school in the formation and development of the child's personality.

The current school, which is dedicated to the comprehensive and harmonious development of the individual, by its authoritarian structure and its didactic centrism of the content, forms and methods of education, essentially rules out the very importance of student development. Intellectual development is replaced by the acquisition of so-called ZUVs - knowledge, skills and skills. Emotional and primitive, knowledge of art, culture. Instead of developing capacity and readiness for work, there is a persistent alienation-natural consequence of servitude,

randomness and lack of systematism of narrowly understood educational work, and the impersonality of its results. The state of physical development is increasingly a matter of medical concern.

The areas of child development are even more narrowed due to artificial school-centerism of children's life, due to the desire to cover the whole life of the child within the school framework, to turn the school into a «storage room» of children. The inevitable result of this school fixation is a massive movement of young informal workers.

No less significant obstacle to the child's development is the predominant understanding of the purpose of the school only as «preparation for life». It isolates the school life of the child from the whole process of his or her life, and it takes school away from life and away from other factors of the child's development, often of greater importance, especially in adolescence and adolescence, in the family environment, in self-education, sports clubs.

The primary task of the new school is to remove the dams that impede the child's development and to build a pedagogical system that can stimulate this development.

Finally, the third aspect of the idea of development is the focus of the school as a sociocultural institution on the further development of civil society and the rule of law, rather than on the reproduction of entrenched forms of society.

In this new function, education is a fundamental factor in economic and social progress and spiritual renewal; it is a condition for dynamism and the acceleration of transformative processes in various spheres of social life; as a mechanism for the formation of an educational society in which the process of education is individual and socially meaningful, is continuous.



With the emergence of civil society and a democratic State based on the rule of law, there is a growing need to prepare the younger generation for a conscious choice. Modern society has set certain goals and objectives for schoolchildren, which require many skills, including the ability to defend and defend their rights and interests. Such competencies can be developed in law classes as well as in extracurricular activities. The State educational standards for second-generation education are based on a system-oriented approach.

This means that the learning process is understood not only as the acquisition of knowledge, skills and skills, but also as the nurturing and development of personal qualities that meet the requirements of the information society, the innovation economy, the building of civil society, Tolerance, intercultural dialogue and respect for the multi-ethnic, multicultural and multi-religious composition of Uzbek society. A person's legal culture is the general level of knowledge and society's objective attitude to the law; the body of legal knowledge takes the form of norms, beliefs and attitudes that are created in the course of his or her life and that regulate the rules governing interaction between individuals and between them and the social and ethnic groups; Professional groups, societies, the State and legislation. It manifests itself in the work, communication and behaviour of the subjects of interaction. The results of the school's teaching of humanities, in particular the raising of pupils' legal awareness, will be adjusted when teachers, through modular application of knowledge and innovative technologies, can bring the child to self-development.

Modular teaching, that is, the ability to teach science only in the first half of school education, and in the second half of humanities, to improve the performance of adolescents. Thus, taking into account the age-specific characteristics of the

child, the teachers of the school will be able to achieve the achievements of the teenagers, as they will be trained only in mathematics, physics, chemistry, etc. in the first half of the week, and in the second, on the basis of history, law, physical culture and work. This will greatly improve the quality of learning and the performance of students.

The formation of civic identity in the process of learning can be described as pedagogical technologies such as communicative, game, social activity.

Communicative technologies (heuristic conversation, discussion, panel discussions, interactive, informational, almanac, debate), game technologies (quest, role play, business game, simulation game), social activities (social proofing technology, laptop, enterprise marathon, collective creativity, case technology, project technology). Communicative technologies are a mechanism for introducing pupils to the norms and values of civil society, allowing them to adapt to modern realities that require the ability to compete, to engage in polemics and to defend their point of view.

In order to learn how to acquire knowledge, it is possible to apply the techniques of critical thinking development technology - composing a synchwein, a cluster, filling the table XU (know-want to know-know). Game technology creates a positive attitude in pupils towards the basic values of our society and towards social reality as a whole. It is possible to find a solution to the problem defined by the game script and to fully live the roles of the participants of the game, which is very important for forming the attitude to the problem. Social testing and collective creativity technologies are more suitable for use in extracurricular activities, and project technology and case technology are very well integrated into level and extracurricular work.

When using socially productive technologies,



students see the social value of the results of their activities and the opportunity to assess their effectiveness. The emergence of a legal culture is manifested in:

1. Within the framework of the cognitive component in shaping the image of the social and political structure of Uzbekistan; knowledge of the provisions of the Constitution and fundamental rights and duties; orientation in the system of moral norms and values; formation of socio-critical thinking.

2. Within the framework of an emotional and valuable component in the development of civic patriotism; respect for the values of the family; tolerance.

3. Under the action component: participation in self-government; knowledge and use of students' rights; ability to engage in dialogue; and constructive conflict resolution. The interest of students is the writing of the draft of the section «Rights and duties of students» in the School Charter. Later, the section is compared to the existing one. Heuristic methods not only develop the ability to think creatively, but also promote active socialization. To develop communication and creativity in children, effective use of role play [2].

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