

Legal Education - A Mandatory Condition Development Of Legal Consciousness And Legal Culture

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ABSTRACT: The article examines the concept, goals, principles, forms and methods of legal education. About how legal education is a constant influence on the consciousness and behavior of an individual in order to realize certain views, values, and the formation of guidelines that ensure the purposeful activity of the state, public organizations and individual citizens to exchange legal experience: observance, application of legal norms and the use of them. Legal education is also considered as an integral part of the legal mechanism and can also be considered as a tool that affects the morality and legal consciousness of the subjects of legal relations.

KEYWORDS: Legal education, legal propaganda, legal education, legal protection, legal practice, self-education, legal awareness, legal culture.

Legal education is the process of assimilating knowledge about law through a constant purposeful impact on the culture of behavior and the consciousness of members of society.

Legal education is an important tool for the formation and change of legal consciousness and legal culture. Legal education consists of legal and other legal aspects in the life of a person and society in order to disseminate legal knowledge, the importance and value of correct behavior, their acceptance and subsequent acquisition.

Legal education as an integral part of the legal mechanism can also be considered as a tool that affects the morality and legal consciousness of the subjects of legal relations. The use of all of the above tools involves the implementation of legal awareness, which includes the transfer, receipt, modification and use of legal information and its implementation.

The forms of legal education are legal education, legal protection and propaganda, legal practice, self-education.

Legal advocacy, legal education, legal practice and self-education are some of the tools of legal education.

It should be noted that the social significance of legal education today is complex and multifaceted. As noted by U. T. Tadjikhanov and A. Kh. Saidov, "legal education is a complex and multifaceted phenomenon; it cannot be described as a single meaning. Its definition depends on what moment of this process we should investigate: the general social aspect as a system for protecting social rights or the role of the state as an element of social management, crime prevention, and so on."¹

The modern theory of legal education can be understood in two ways: broad and narrow. This opinion is also supported by A.V. Malko. He notes that legal education can be understood in a narrow and broad sense. In a narrow sense, legal education is associated with the implementation of the legal educational function. Legal education in the broadest sense (in the pedagogical and legal sense) should be understood as an organizational process regulated by special subjects in special educational forms and institutions by legal means.²

A broad understanding of legal education includes the general process of forming the legal consciousness and legal culture of members of society and the influence of the socio-economic order, political regimes, ideological activity, ethical environment, legal system and other factors on this process. Legal education in the broad sense of the word is legal knowledge acquired by a person through legal education, training, self-enrichment of his legal knowledge and independent work in general on himself in the family and educational institutions. It is important to note that the textbooks provide a more detailed description of the concept of legal education: "Legal education is the process of forming in the minds of citizens of deep and stable legal knowledge, beliefs, values, behavior, habits that comply with the law, using forms, means and methods legal education aimed at influencing the consciousness and mood of citizens".³

¹ Tadjixanov U., Saidov A. Theory of legal culture. Volume 2 –Tashkent: Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, 1998. –B. 189.

² Malko A. V. Theory of state and law. - M.: Knorus, 2009. –P.305.

³ Saidov A.X., Tadjixanov U.T. Theory of state and law. Volume 2 - Tashkent: Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, 2001. - P.188.

A narrow understanding of legal education implies that it is interpreted as the activity of public bodies and public organizations (which is manifested in their intended purpose) to educate legal culture and educate law-abiding citizens. It emphasizes the theoretical and methodological aspects of legal education and describes the goal, objectives and essence of legal education. In addition, forms and methods of legal education are studied, as well as methods for determining its effectiveness.

In this context, the definition of legal education by Z.M. Islamov is an example of a narrow understanding of equal education. According to him, "legal education is a purposeful activity of the state, public organizations and individual citizens to exchange legal experience: constant influence on the mind and behavior of a person in order to understand certain positive ideas, views, values, formulate instructions that ensure compliance with legal norms, their implementation and application of these norms".⁴

Kh.T. Odilkoriev, analyzing the comments on legal education, describes it as follows: "Legal education is a special activity of state bodies, non-governmental bodies, officials and certain groups of persons, aimed at increasing the legal awareness and culture of the population."⁵

It should be noted that the study of the content and essence of legal education requires an understanding of the goals, principles, forms, means and methods of legal education.

The goals of legal education. It is well known that the system of legal education includes not only the factors that make up a certain system, but also the goals of legal education. However, the effectiveness and programming of the educational process depends on the accuracy and reality of the goals and objectives.

The purpose of legal education is, first of all, to improve legal culture. At the same time, at present, proposals are being put forward on the need to recognize the formation of a socially active person as the goal of legal education.⁶

The initial goal of legal education is to raise the level of legal awareness of citizens. In legal literature, the concept of legal consciousness implies the level of acceptance and awareness of legal information expressed in views, visions, conclusions and understanding of the law, its institutions and institutions that determine the interests of the individual.

Legal awareness is one of the most important prerequisites for socially active human behavior in the legal field, and although it may not provide a sufficiently stable factor for compliance with one's own legal norms, it is the basis for fostering deep respect for the law and the formation of developed legal thinking.

At the same time, the goal of legal education is not only to provide legal information to citizens, but also, above all, to educate citizens in the spirit of respect for law and law, as well as their conscious and voluntary observance. In turn, respect is impossible without a moral assessment of law, law, acceptance and approval of it through moral feelings and experiences.

The goal of legal education can be approached from a periodic point of view. In particular, according to I.V. Leskova, the following three-level hierarchy of goals of legal education in the theory and methodology of legal education should be noted: 1) the short-term goal is to form a system of legal knowledge; 2) the medium-term goal is the formation of legal trust; 3) the ultimate goal is to form motives and habits of legal socially active behavior.⁷

Principles of legal education. Parenting principles are the foundation of any parenting theory. Consequently, the system of principles of the theory of education implements the conceptual functions of education and, in turn, determines the approaches to the choice of content, forms and technologies of legal education.

The first principle of legal education is expediency. For this, it is necessary that all legal educational activities be aimed at the main goal - to form a legally competent and socially active person and, ultimately, to create a comprehensively developed personality, a person with a legal culture. The influence of legal education on the upbringing of such a person should be well organized, planned and conscious.

The implementation of this principle requires a clear and concise understanding of the goals and objectives of legal educational work, which makes it possible to correctly determine the main directions in which legal education should be carried out, and to clarify the content, forms and methods of legal education. This implies another important principle of legal education - the unity of goals, content, forms and methods.

The next principle is the principle of the relationship between legal education and practice. This principle requires a broader awareness of the pupils about the life of society, legal reality and their active participation in the legal life of society. Social life is an important factor in the upbringing of a new person.

⁴ Islamov Z.M. General problems of state and law: understanding of law, legal consciousness and law creativity. - Tashkent: TSU, 2005. - p. 154.

⁵ Odilqoriev H.T., Tulteev I.T. and others. Theory of state and law. -Tashkent: Sharq, 2009. - P.305.

⁶ Tadjixanov U., Saidov A. Theory of legal culture. Volume 2. - Tashkent: Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, 1998. - p. 206.

⁷ I.V. Leskova Sociocultural identity and legal education of the individual // State and Law. -Moscow, 2007. No. 4. -p. 98.

The task of the subjects of legal education (individual, social group) is to teach a person to live with time, to feel the intense flow of real life, to see the future of the surrounding world, to comply with the rules and norms of behavior.

It is also worth noting the principle of reliance on the positive qualities of students. Actions in accordance with this principle will contribute to increasing self-awareness, building self-confidence and seeing prospects for further improvement and development.

No words can give such a clear idea of how a person should behave, about the behavior and actions of the people around him. As a result, the principle of using the example of others or the principle of legal education in society is most appropriate. Education is not limited to the personal influence of the educator in relation to the pupil. Only in the community are conditions created for the all-round development of the individual, including legal development. If we take the younger generation as an example, then young people will have a sense of responsibility, teamwork and mutual support. The richer and wider the practice of communicating with a young man, the more knowledge and skills he has. The team will study the rules of behavior in a particular society, acquire skills for interacting with other people and combine personal interests with social benefits.

However, it is important to remember that the influence of the team can be both positive and negative. Therefore, for the subject of legal education, it is necessary, first of all, to create a high level of moral and emotional well-being in society, which is achieved by creating an atmosphere of goodwill and mutual support in society and eliminating group morality. Team education and the formation of education through a team, of course, does not exclude individual educational influence, but requires it. These are just two aspects of the activity, and they must always be consistent.

Legal education should be systematic, consistent and continuous. The next principle is based on the continuity of legal education, relying on the knowledge gained, on established beliefs, on the gradual complication of the content and forms of legal education. Legal education should not be carried out periodically, but continuously, consistently, from day to day.

There is also a tendency to take into account the age and individual differences of the pupils. The content, forms and methods of legal education vary depending on the age of the students. In the process of legal education, it is desirable to take into account not only age characteristics, but also the individual level of development, type of client, character, needs and aspirations. However, consideration of individual characteristics is not an adaptation to them, but rather an active search for appropriate forms and methods of legal influence.

Finally, the final principle is the principle of harmonization of legal education, carried out by all subjects of legal education. Only thanks to concerted efforts, efforts and a single path of all participants in the process of legal education, it will acquire purposefulness and efficiency.

The forms of legal education should be understood as the external expression of the activities of subjects of legal education in the field of respect for law and law, their strict implementation, a high level of legal consciousness, socially active behavior, as well as ways to create a high legal culture.

Forms and tools of legal education. First of all, it should be noted that there are different approaches to the study of the forms of legal education. There are different definitions of forms of legal education, which indicate one or more signs of this reality. The optimal understanding of the form of legal education was given by V.P. Zenin, whom the scientist considers a way of expressing the current reality. With their help, the subjects of legal education are working to educate citizens in the spirit of respect for the law, its strict observance, which will help develop the skills of high legal consciousness and legal behavior and increase the social and legal activity of the individual.⁸

Speaking about the form of education, it should be noted that it is an organizational aspect of the system of legal education. Therefore, it should be noted the importance of classifying all its forms without the task of analyzing them.

The first form of upbringing combines such interrelated forms in education that the object of upbringing can form an inextricable link between the acquisition of knowledge, skills, skill, experience of creative activity, the creation of emotional relations with the outside world, with each other, with the material being learned. The most common of these forms belongs to the first system of upbringing - education in the educational process.

The second type of upbringing includes the commonly used forms of terms known as the "upbringing system." Despite the current critical assessment of the system, it should be noted that this is a set of measures that, to a certain extent, correspond to educational goals and objectives. Such activities may include the creation of such forms of high educational opportunities as additional activities, employment (development of self-government, team work, etc.). The system of educational work cannot be objectively good or bad, since it has its

⁸ Bura N.A., Burlai E.V., Golovchenko V.V., Zenin V.P., et al. Legal education of youth / Otv. ed. : Kozyubra N.I. - Kiev: Nauk.dumka, 1985. - pp. 97-106.

own capabilities and special limitations. Its quality depends on the quality of the practical work of educators and pupils.

The third type of upbringing forms consists of forms that are considered as natural forms of interconnection in the daily life and activities of people.

Thus, when educating a person, it is important not to oppose one form to another, not to deny their capabilities, if possible, to meet the requirements of the principles of education, to ensure the conditions for efficiency, as well as the harmony of the functions of the forms of education, i.e. organizational function of education.

In general, anything that can have a purposeful impact on the mind, will and behavior of people and provide information about rights and laws, about various events or factors that can affect the formation of an active legal position of individuals, can be a legal education and a means of education.

It should be noted that among scientists there is no consensus in explaining the concept of means of legal education. Consequently, the legal literature shows that the tools of education are considered in a narrow and broad sense. In the narrow sense, the means of legal education are books, films, works of art used in the process of education, and in a broader sense, the means of education include education, socially useful work and initiative. The literature also presents a different view on the concept of education tools, according to which the tools include technical tools and adaptations used in the process of legal education.

This understanding of the means makes it possible to differentiate them from the forms of education, but cannot cover all the technical and material means of education. The material tools used in the process of legal education are radio broadcasting and television, cinemas, clubs, palaces and other buildings, as well as technical means, publishing houses, newspapers and magazines, books, films, posters, stands, visual agitation. Some authors also introduced the means of moral (rational and emotional) influence on the pupil into the means of legal education. These effects include the method of transferring material, the environment in which the activity is carried out.

It should be noted that the tools of legal education serve as a way to convey the ideological content of educational activities. At the same time, one of the tools of legal education can be viewed as a form of activity for educational purposes.

Legal education and all the tools of education in general are of a psychological and pedagogical nature. Despite the fact that legal education as an independent section is studied in the theory of state and law, this does not lead to giving a legal shade to the study of this issue. It is often found in textbooks that the concept of upbringing has a specific object, subject and purpose.⁹ The legality of the content of the educational process depends on objective law, since it is not only the primary basis of the educational process, but also its main material and source.

Methods of legal education. Various combinations of methods, techniques and tools can be used to achieve the goals and objectives of the educational process. The study of methods of education, along with the tools and forms of legal education, as well as scientifically based recommendations for their application, is of great importance in developing the theory of legal education.

According to T.N. Leontieva, the method of legal education is a set of methods and ways of its implementation. L.M. Kormienko refers to the method of legal education as a method of legal activity aimed at the formation of legal consciousness in the individual.

V.N. Zenin describes the method of legal education as a set of methods and ways of influencing the consciousness and behavior of people in order to educate them in the spirit of respect for the laws, strict observance of them, ensuring a high level of legal consciousness, instilling in them the skills of legal behavior and improving their social legal activity.

In all definitions, the method of legal education without any exceptions is, first of all, the ways with which one can influence the consciousness and behavior of a person and, finally, the principles of influence. The way to do this, as mentioned earlier, is a form of legal education.

A number of methods of legal education are listed in the legal literature. For example, H. T. Odilkariyev emphasizes that a number of methods of legal education can be used to increase legal awareness and legal culture, highlighting such types of them as persuasion, prevention, encouragement, coercion and punishment.¹⁰

Basic and additional methods of legal education are differentiated in legal science. At the same time, in addition to persuasion in basic methods, they include teaching by example and adaptation, and additional

⁹ Watch: Malko A.V. Theory of State and Law. - M.: Knorus, 2009. -- 400 p.; Alekseev S.S. General theory of law. - M.: Prospect, 2009. - 526 p.; Vengerov A.B. Theory of State and Law. - M., 1996; V.V. Lazarev Theory of State and Law. - M.: Jurist, 2002. -- 520 s; General theory of state and law. Academic course in 2 volumes / Ed. M. Ya. Marchenko. - M., 1998; General Theory of Law and State / Ed. V.V. Lazarev. 2nd ed. - M., 1996; Spiridonov L.I. Theory of State and Law. - M., 1995.

¹⁰ Odilqoriev H.T., Tulteev I.T. and others. Theory of state and law. -Tashkent: Sharq, 2009. - P.308.

methods include methods of stimulation, the main task of which is to increase the movement and influence of the basic methods. Incentive methods include reward and punishment.

Persuasion is one of the methods of legal education. Its essence is to exert a comprehensive influence on the thinking, feelings and will of the pupil in order to form the necessary life qualities in him. The object of influence is chosen in accordance with the emerging qualities, i.e. an influence on a person's thinking is exerted, convincing a person to be realistic with the help of logic; feelings of personality are addressed in the formation of love for the Motherland, loved ones and beauty. As a method, persuasion is achieved through dialogues, discussions, and examples from life or fiction.

Training is the next method of legal education. This requires the formation of rational behavior and organizational efforts to develop positive habits. Learning is achieved through a system of exercises based on the teacher's demonstration of a certain process and imitation on the part of the pupil. However, the exercise can be viewed as a repetition only in the initial stages. And then it is seen as a step towards excellence. This method allows the pupil to self-organize and penetrates into all spheres of his activity.

The methods of incentive and punishment can be studied separately. However, incentives are designed to emotionally reward actions and ethical practices that are successful as a learning method, and to encourage new ones. The satisfaction of the advanced pupil leads to increased strength, accompanied by a high level of diligence and efficiency. However, the main effect of stimulation is to develop a strong desire to experience as much satisfaction as possible. The relevance of the incentive increases for those who lack self-confidence. At the same time, the incentive should not be too frequent to expect little success. The types of incentives can vary: praise, reward, responsibility, forgiveness.

Since ancient times, punishment has been used as one of the methods of upbringing aimed at curbing negative human behavior, forcing the pupil to think about his behavior and actions, calling for the correction of his behavior, as well as creating the desire and need to change his behavior. Since then, punishment and brutality have come to be seen as a means of enforcing the law, and violence has become legal. In fact, even today, most citizens do not want to break the law, not because they respect it, but because they are afraid of it. In this case, the punishment is unlikely to have an educational impact on the image of our society. Fear of reprisals does not entail recognition or respect for rights and laws. If in the country the law proclaims truth, justice and freedom in a solemn way, but does not come into force, it shows its uselessness, since people fulfill their duties out of fear of being punished, but they do not understand their importance from the inside and do not recognize them.

Thus, the unity of goals, principles, forms, means and methods of legal education is determined: first, by the formation of an inalienable unity of rights and morality that underlie the system of regulation and control of behavior; secondly, the unity of the mechanism for the implementation of legal norms; thirdly, the fact that at the level of regulation, the difference between ethical and legal regulators is conditional, and the question of the difference between legal and moral forms loses its practical significance; and fourthly, the unity of the goals of legal education.