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The Technology of Developing Legal Competence of Students In "Tarbiya" Lessons (Grades 7-9)

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Abstract: The technology for developing the legal competence of students in "Tarbiya" lessons for grades 7-9 is aimed at forming students' understanding of the fundamentals of law, the rights and duties of individuals, and the importance of legal consciousness in society. This technology involves various methods and forms of work, such as practical tasks, analysis of legal situations, discussion of legal cases, and the role of pedagogical support. The goal is to develop students' skills in legal thinking, understanding of laws and norms, and the ability to apply legal knowledge in real life.

Keywords: Legal competence, "Tarbiya" lessons, grades 7-9, legal consciousness, legal knowledge, teaching methodology, pedagogical support, legal cases, role of the teacher, social behavior.

Introduction: The development of legal culture, the formation of legal competence, and their improvement through teaching have become increasingly important issues. Nowadays, various interactive methods related to legal education are widely applied in practice. There is a growing need to develop students' legal competencies on an integrative basis. In developed foreign countries, the scientific literature on the teaching of law emphasizes respect for the law and legal compliance, starting from elementary school. Interactive methods are efficiently used in the educational process. In global practice, legal literacy sessions do not end with one topic or subject. In general secondary education, especially in the textbooks of vocational subjects, tasks and cases presented in the curriculum lead to the easy formation of proper life skills. Our President Sh. Mirziyoyev has emphasized,

"We will mobilize all the power and resources of our state and society to ensure that our youth think independently, possess high intellectual and spiritual potential, and grow into individuals who will not be idle in any field worldwide and will be happy" [1]. This is not without reason. As is known, the "Tarbiya" subject was introduced in general secondary education institutions of the Republic of Uzbekistan beginning with the 2020-2021 academic year through the initiative of the President of Uzbekistan. The "Tarbiya" subject, as part of the concept of continuous spiritual education, aims to instill the idea of "From national revival to national development," to prepare students for a successful social life, cultivate active civic positions, responsibility, duty, legal consciousness, and culture, a deep worldview, healthy beliefs, enlightenment, and tolerance.

METHODS

The use of didactic games and interactive methods in the teaching of "Tarbiya" plays a significant role in the educational process, contributing to the teaching, upbringing, and personal development of students. Didactics is the theory of education. Didactic games enhance students' creative activities, help to focus their voluntary attention, and also improve memory. During the didactic game process, students unconsciously perform many actions, exercises, and solve various problems. In pedagogical literature, the term "Tarbiya" is used in both broad and narrow senses. In the broad sense, upbringing refers to all the influences, activities, movements, and efforts aimed at developing a person's personality and ensuring their active participation in social, cultural, and educational life. This concept of upbringing includes not only educational work in families, schools, and youth organizations but also the entire social system, its leading ideas, and all forms of art. Moreover, the broad concept of upbringing also encompasses education and information. In the narrow sense, upbringing refers to pedagogical activity aimed at the physical development, worldview, moral and ethical formation, and aesthetic taste of the individual, carried out by families, educational institutions, and public organizations. Nowadays, it is essential to study, assimilate, and apply these experiences in practical activities when educating students. Therefore, teaching the subject "Tarbiya" and studying the educational practices of different nations, along with developing the methodology for this subject, is an urgent issue. This is particularly true as contemporary international educational programs and requirements are based on the pedagogical experiences of nations from Europe, Asia, and the Americas. For example, the teacher-student experience in Eastern pedagogies has

been applied to the upbringing process in countries worldwide. Literacy can be the foundation of further human development. It allows individuals to access the repository of human knowledge and thought. However, literacy can also serve as a means of promoting certain ideologies within society. The role of literacy depends on the educational framework of each country. Raising the level of legal literacy in society is crucial for ensuring the bright future of modern society. In the current stage of social development, knowledge of legal norms is necessary for individuals and citizens to fully exercise their rights and freedoms. Today, many citizens lack even minimal knowledge in this area. Therefore, informing citizens about their rights, explaining legal changes, and addressing legal issues is a vital task.

Analysis of Literary and Methodological Sources. Today, improving the legal literacy of the population can be accomplished through various topics:

- By the state (through government bodies and mass media);
- By public organizations;
- Through higher education institutions in Uzbekistan;
- Through additional education.

All of these organizations use various tools for legal education. There are several forms of legal competence, including social and legal competence, which refers to knowledge related to educational and legal norms, particularly documents concerning its modernization, labor protection, and safety standards, as well as knowledge about protecting children and adolescents from social vices and ensuring the safety of students' lives and health during the educational process. To improve students' legal literacy, it is necessary to focus on developing a high level of legal culture in society, fostering direct respect for the law, establishing legal supremacy, overcoming legal nihilism, and promoting a culture of law.

For youth, as well as for adults—parents—legal illiteracy has always been an issue. The lack of knowledge of rights and duties, insufficient basic knowledge about constitutional rights, and the inability to protect them directly leads to negative situations, such as legal nihilism, distrust in authority, and more. The concept of "competence" arises from the need for a new approach to human resources in response to rapidly changing life conditions. The concept of "competence," as emphasized by A.V. Khutorsky, enables students to solve problems and tackle issues in situations they find challenging by mastering theoretical knowledge in educational practice. Legal literacy is a necessary form of literacy for a person living in the world of modern

relationships. Legal competence refers to the application of legal knowledge and skills to engage in social and legal activities effectively and enables individuals to mobilize and perform these activities effectively. Legal culture is a value-normative system related to legal reality, law-making, legal existence, and law enforcement, aimed at fostering humanism, law supremacy, and understanding of fundamental human rights.

DISCUSSION

Legal education in the world is based on a competence-based approach, where the development of these competencies leads to the enhancement of legal literacy. It should be noted that while the goals of teaching law in foreign countries and in our country may differ in certain ways, the levels set for studying human rights are implemented universally across nations. The development of constitutional knowledge and understanding the laws, as well as the ability to write and express one's understanding of them, are key components of legal education. Creative approaches in legal studies can lead to more effective education. In developed countries, legal education is often taught on an integrated basis, focusing on assignments, case studies, and special tasks. As a result, legal competencies are more effectively developed. Researcher I.A. Zimnyaya identified three stages in the development of competence-based approaches: the first stage (1960-1970) introduced the term "competence" into scientific terminology; the second stage (1970-1990) utilized the concepts of "competence" and "competency" in language education, management, and other fields; and the third stage (1990-2001) marked the active use of these concepts in education. In Uzbekistan, from the 1990s, competence-based approaches became increasingly necessary to address the shortcomings in the educational system and align education with the actual needs of society.

The concept of competence-based education has been integrated into the development of national and universal human values. It emphasizes the importance of enhancing moral and ethical content in school education and increasing patriotism and national pride. The concept of legal literacy among youth is crucial for the formation of a society with a well-understood legal structure. The development of legal culture must be based on understanding and respect for the law, which ultimately leads to a society governed by legal norms and protected by law.

CONCLUSION

One of the main goals of teaching "Tarbiya" is to improve the development of legal competence among

students using innovative approaches. The following tasks can be derived from this goal:

- Developing a legal competence system, including interdisciplinary connections and integration of subjects, with the teacher being the organizer and participant in the learning environment.
- Improving the design model of legal competence development based on a pragmatic approach and prioritizing principles of educational process design.
- Enhancing the process of developing students' legal competence through reflective, cognitive, informative, communicative, and social core competencies.
- Expanding methodological possibilities in explaining concepts related to legal literacy and enhancing the application of case studies and assignments.

In conclusion, when teaching "Tarbiya," the development of students' legal literacy requires addressing specific tasks, and designing mechanisms to implement these tasks is a central aspect of modern educational practice. It should be noted that there is an opportunity to teach legal knowledge and skills in grades 5-6, but this is limited in higher grades. Therefore, increasing the volume of legal literacy content in textbooks for grades 7-11 is recommended.

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