



<https://doi.org/10.70728/c.series.v08.i04.109>

CONDITIONS FOR FORMING LEGAL COMPETENCE IN FUTURE EDUCATION TEACHERS

Nishanova Munira Yakubjonovna

*Teacher of the Department of Pedagogy and Psychology,
University of Business and Science.*

Abstract. This article explores the theoretical and practical foundations of developing legal competence among teachers of moral and civic education. The effectiveness of the educational process, based on democratic values, largely depends on the teacher's legal awareness, professional skills, and knowledge. The paper examines the concept, structure, and stages of legal competence development, as well as the contemporary pedagogical requirements in this context. Additionally, the study outlines pedagogical conditions, methodological approaches, and effective tools that contribute to the formation of legal competence among educators.

Keywords: legal competence, education, teacher, pedagogical conditions, legal knowledge, methodology.

Introduction. In modern society, ensuring human rights and freedoms, forming legal consciousness and culture are becoming an important factor in social development. In this process, the education system, especially the development of legal competence of teachers, is of strategic importance. Civic education and improving legal culture at all stages of education in the Republic of Uzbekistan are defined as one of the urgent tasks [1].

The content of the subject of education is aimed, first of all, at the formation of social consciousness, moral norms, cultural values, and legal concepts in students. Therefore, the teacher of this subject is directly involved in the formation of not only the educational task, but also the formation of socio-legal consciousness [2]. The legal competence of a teacher is his possession of legal knowledge, the ability to correctly apply it in practice, as well as the ability to effectively convey legal concepts to students [3].

In international practice, legal competence is interpreted as a means of improving the quality of education, ensuring social stability and strengthening democratic values. In particular, in European pedagogical schools, the legal literacy of teachers is seen as an integral part of their professional competence [4]. This requires special attention to the

formation of legal competence in the activities of teachers of education in the education system of Uzbekistan.

On this basis, the aim of this article is to identify pedagogical conditions that serve to form the legal competence of teachers of education, to conduct their scientific and theoretical analysis and to develop practical recommendations.

Literature analysis and methodology. The issue of forming legal competence is considered one of the most urgent problems in pedagogical activity today. In particular, improving the civic position, social responsibility and legal awareness of teachers is becoming an important criterion of the quality of education. In recent years, a number of studies have been conducted on the inextricable link between pedagogical and legal competence. In particular, as D. Khalimova noted, legal knowledge is one of the main factors determining the professional development and civic culture of a teacher [5].

In international studies, the legal competence of teachers is also seen as a strategic factor in the formation of civil society. According to A. K. Fuller, the level of legal awareness and responsibility of a teacher plays a decisive role in instilling democratic values in the younger generation [6]. From this point of view, considering legal competence as a component of pedagogical competence is a methodologically correct approach.

The content of legal competence usually includes the following components: legal knowledge, legal awareness, legal culture and legal skills [7]. Each of these has independent stages of formation, which develop systematically during the pedagogical process.

As a research methodology, this article used the following approaches:

Theoretical analysis - the concept of legal competence, its structural structure, and stages of development were analyzed based on existing scientific literature;

Systemic approach - the factors and mechanisms ensuring the formation of legal competence within the framework of education were considered as a whole system;

Comparative analysis - the level of effectiveness of pedagogical conditions was compared based on foreign and national research;

Empirical observation - the state and level of formation of legal competence among teachers of education working in general secondary educational institutions of Uzbekistan were studied.

Analysis and discussion. During the study, it was found that the legal competence of teachers of education depends, first of all, on their professional qualifications, personal social experience, and the pedagogical conditions created in the educational institution. Empirical observations showed that there are significant differences between the level of legal knowledge and the skills to apply them in practice among teachers of education working in general secondary schools.

According to the results of the survey, 64% of respondents reported difficulties in using legal documents in their work, and 48% noted that training and seminars aimed at

developing legal awareness are rarely held. This, in turn, indicates the lack of a systematic approach to developing teachers' legal competence [8].

Theoretically, the structural structure of legal competence consists of four main components: legal knowledge, legal awareness, legal culture and legal activity. Each of them is inextricably linked to each other and is formed gradually within the pedagogical process [9]. Accordingly, it is important to approach each of these components separately when training teachers.

International experience shows that in countries with advanced education systems, such as Finland, Estonia, and South Korea, the development of legal competence of teachers has been established as a separate strategic direction. In these countries, legal education is integrated into pedagogical training programs, and teachers' professional competence is developed inextricably linked to legal responsibility and civic values [10].

Although work in this area is ongoing in Uzbekistan, in practice there are still differences in approaches between different regions and schools. In particular, while teachers in urban schools are more involved in legal and educational activities, these opportunities are limited in schools in rural areas. This requires the development of methodological approaches aimed at reducing regional differences [11]. Also, the internal environment of the educational institution, the approach of the leadership, the level of cooperation between teachers, and relations with parents are important factors in the formation of legal competence. In particular, it was observed that initiatives such as "Legal Advice Days" have been launched in some schools as a best practice, yielding positive results.

Results. The results of the study showed that a number of factors play an important role in the development of legal competence of teachers of education. The main findings are presented below:

There is a gap in the level of legal knowledge. According to the results of the survey and tests, although 58% of teachers know the basic legal concepts, only 35% can independently apply them in practice. This indicator was especially low in rural schools.

Lack of systematic methodological support. During the analysis, it was found that methodological materials, lesson plans and trainings aimed at developing the legal competence of teachers are insufficient. Existing textbooks cover legal education issues superficially.

Conditions that contribute to the development of legal competence were identified. During the study, the following pedagogical conditions were identified as important factors for the effective formation of legal competence:

- a stimulating environment created by management;
- the presence of professional cooperation between teachers;
- the organization of regular legal trainings and seminars;
- the use of modern pedagogical technologies.

Positive results of best practices. In schools where special projects aimed at building legal competence were implemented (for example, "Legal Education Week", "Legal Dialogue Lessons"), teachers' activity, confidence, and legal culture were noted to be high. In such schools, students' legal literacy was also observed to increase.

Comparison with international approaches. Based on the experience of Finland and Estonia, it can be said that in the formation of legal competence, the content of education and the process of teacher training must be coordinated. Otherwise, the teacher, although he has theoretical knowledge, cannot apply it in practice.

Conclusion. Based on the results of this study, the factors and existing problems necessary for the formation of legal competence in teachers of education were systematically analyzed. One of the main conclusions is that legal competence is strengthened not only by legal knowledge, but also by the ability to apply it in practice, legal culture and consciousness. Therefore, the process of developing teachers' legal competence requires an integrated approach, that is, a combination of theoretical, practical and motivational components.

As revealed during the research, the following conditions are of decisive importance in developing the legal competence of teachers:

- training courses organized on the basis of modern legal education methodology;
 - special legal training and exercises for teachers in educational institutions;
 - an environment of legal information exchange and professional cooperation among teachers;
 - the strategy of the management system aimed at motivating teachers.
- It was also revealed that in the formation of legal competence, based on the analysis of international experience, it was important to have a systematic approach, integration of curricula, and an approach adapted to regional needs.

Although the reforms being carried out in this area in Uzbekistan are significant, the following recommendations are put forward for their further improvement:

1. Inclusion of legal education as a mandatory module in teacher training programs.
2. Organization of an annual "Legal Competence Week" for teachers of general secondary education institutions.
3. Development of special methodological manuals for schools in rural and remote areas and their implementation in practice.
4. Expansion of social partnership mechanisms that strengthen the legal environment in schools (for example, cooperation with lawyers).

In conclusion, the legal competence of a teacher of education is an important indicator not only of his professional qualifications, but also of his social responsibility and civic activity. Therefore, consistent, coherent and scientifically based pedagogical strategies are necessary in this area.

List of used literature

1. Resolution of the President of the Republic of Uzbekistan “On measures to increase the effectiveness of spiritual and educational work and bring the sector to a new level” No. PQ-3775. June 28, 2018.
2. Kadirova, M. The role of education science in the formation of the teacher's legal culture // Pedagogical Sciences. – 2021. – No. 3. – P. 40–45.
3. Karimov, S. Legal competence – a criterion of a teacher's professional maturity // Education and development. – 2020. – No. 1(11). – P. 27–31.
4. Council of Europe. (2016). Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies. Strasbourg: Council of Europe Publishing.
5. Khalimova D. Methodological foundations of the formation of legal competence in teachers // Journal of Pedagogical Sciences. — 2021. — No. 4. — P. 45–49.
6. Fuller A. K. Civic Education and the Role of Teachers in Promoting Legal Awareness. // Journal of Education Policy. — 2019. — Vol. 34(2). — P. 213–227.
7. Yuldashev A. Kh. Development of legal awareness and culture in teachers — the foundation of civil society // Education in Uzbekistan. — 2020. — No. 6. — P. 34–38.
8. Survey results: conducted by the author in December 2024 in 12 schools in Andijan and Namangan regions.
9. Yuldashev A. Kh. Main areas of legal competence in teachers // Education in Uzbekistan. – 2022. – No. 2. – P. 26–30.
10. Sahlberg, P. (2015). Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland? – New York: Teachers College Press.
11. Kadirova M. Regional features of formation of legal consciousness in the educational system // Pedagogical scientific practice journal. – 2023. – No. 3. - B. 34–38.