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# A new approach to teaching the subject “law” in the system of continuing education (on the example of the system of secondary special education)

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**Abstract:** During the training in the use of didactical game, students not only learn plain jurisprudence. This method requires the concept of the word “Law”, but in the correct way forward his ideas. If a student understands and respects their demands, he will try not to break the law. Education in the field of law for a teacher is the basic document for the planning of didactic games. Management plan of the traditional lesson plan differs focused and teachable students. Didactical game is a creative activity of children which has a pedagogical orientation and interrelation with other types of study of pupils where training influence renders a didactic material, game actions send activity of pupils to a certain course of educational process, and game examples and situations act as a stimulant of pupils to study.

**Keywords:** education of law, pedagogical technology, training, interactive methods, planning, didactical games, the legal culture, e-learning, punishment, work in group, design, problematical situation, to bring.

## I. INTRODUCTION

Every legal educator sets a clear goal and chooses methods and techniques to achieve that goal, based on which he or she stands out from the rest. We all know that the main purpose of legal knowledge is to form a legal concept in the individual, in the group and to achieve legal education on its basis.

In the process of legal education, students must be able to know the laws, use them, apply them in life, learn their rights and freedoms perfectly, and learn the obligation to obey the law. In legal education related to legal knowledge, individuals should be educated not to commit offenses, to act within the law, to respect themselves and others, and not to violate the rules established by the state, society, and family [1.7 p.]

## II. LITERATURE REVIEW

Decree of the President of the Republic of Uzbekistan dated May 28, 2012 №PP-1761 “On measures to further improve the system of training qualified teachers and the provision of secondary special vocational education institutions with such personnel” mentions that “... advanced pedagogical methods and technologies in education (Case study, project method, collaborative learning, practical game,

interactive learning method, etc.), in-depth and comprehensive study of foreign experience in the use of information and communication technologies, *e-learning* resources and multimedia presentations” [1.] Based on this decision, the interest in the use of advanced methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. By studying and analyzing the world pedagogical experience, adapting it to the education system and mentality of the republic and applying it to the teaching process, students are taught to search for knowledge, study and analyze independently, and even draw their own conclusions. In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual, and at the same time acts as a manager, a guide. In the learning process, the student becomes the main figure.

### III. DISCUSSION

Based on the above, we have developed a lesson plan that uses didactic game technology in teaching the subject of “Law” in the process of secondary special education of the third stage of the system of non-formal education. It is advisable to use this project in practical classes.

Topic: Concepts and types of agreements and contracts.

Plan:

1. The concept and types of transactions.
2. The concept and types of contracts.
3. Claim period.

Course Objectives:

- Introduce students to the concepts of agreement and contract;
- Systematize knowledge of types of agreements and contracts;
- Knowledge of the duration of the claim;
- He should acquire the knowledge.

Basic concepts: agreement, contract, types of agreement, types of agreement, concept of parties, duration of treatment, termination of contract, one-way and multilateral agreements.

What you need to understand:

- Students learn the meaning of the concept of agreement;
- The essence of the concept of contract;
- Types of agreements and contracts;
- It is necessary to understand the concept of the claim, the concept of the term of the claim.

Uses:

Students need to gain confidence to be able to apply the knowledge they have acquired in life.

Teaching methods: advanced pedagogical methods, "Network" and "Presentation" technology, "One step at a time" training.

Forms of teaching: group work.

Teaching kits: lecture text, textbook, notebook, contract materials.

Course:

Preparation phase: (10 minutes)

Teacher:

➤ Identifies the topic, defines the learning goal and predicts the expected outcomes.

➤ Develops educational tasks in accordance with the established educational goals. Develops a standard for evaluating results.

➤ Create a game-friendly environment in the audience. Divides students into microgroups.

Student: Divide into groups and take their places.

Introduction phase: (10 minutes)

Teacher: Introduces the topic of the lesson, its plans, goals and expected outcomes. It also introduces the basic concepts. Divides students into groups.

Students: Divide into groups.

Main phase: (60 minutes)

Question-answer method.

Each group will be given a training assignment, the groups will choose their own questions and provide answers within the allotted time.

The first stage (time for thinking - 3 minutes).

Assignment 1.

Question: Define the concept of transaction. Explain the types of transactions. Oral and written agreements.

Procedure: Groups receive assignments on cards. Answer sheets should be distributed in advance by the teacher:

Assignment 2.

Question: Explain the types of transactions and give examples (the example should be vital).

Procedure: Answer sheets are distributed to the groups and questions are answered.

Assignment 3.

Question: What do you mean by a claim period, what types of claim periods are there?

Procedure:

Explains the concept of claim term and lists the types of claim term and analyzes them with examples.

#### Assignment 4.

Question: What is a contract? Describe the types of contracts and explain with examples.

Procedure: Defines the concept of contract and explains its types with examples. It can use the "Network" method.

At the end of the allotted time, the groups present their answers, which the rest of the participants can complete. Listening groups correct their mistakes and have the right to have incentive sticks.

#### *The second phase.*

One step to the conclusion training (time for thinking - 3 minutes)

Training is a short-term training, in which the theoretical training is shortened, the main focus is on improving the effectiveness of the professional activities of the participants, the formation of specific skills and abilities that are strictly limited in the training program.

One step to the conclusion training - students are divided into microgroups: "Lawyers", "Prosecutors", "Investigators", "Criminologists", based on the names of the group (in terms of professional activity) to find a solution to the problem.

#### *Purpose:*

- Teach students to think professionally;
- Develop the skills of a critical, comprehensive approach to the problem.

The course of the game.

*Case:* Citizen T. bought a packaged refined sugar pack from the store. When he opened it at home, he saw finely ground salt instead of sugar. The customer returned to the store, showed the check and the opened package, and demanded a refund. However, the seller refused to return the money, saying it was not the store's fault.

In this case, did the seller violate consumer rights? If so, T. how to protect their rights.

#### *Answer procedure:*

The "investigators" approach the situation from the perspective of the investigative profession. Identifies and systematically substantiates all culprits who violate rights.

The Procurators' Group oversees the lawful conduct of the profession. He must substantiate the parties to the case in violation of the law.

The "Lawyers" team - identifies the victims and the guilty parties in the case and protects both parties.

When protecting the customer:

- the buyer is first and foremost a consumer;
- consumer rights are protected and guaranteed by the state;

- Consumers have the right to consume clean, pure, quality, guaranteed products. And so on.

When protecting the vendor:

- lack of opportunity to inspect all products during the acceptance process;
- The seller can also be the consumer.

The group of “criminologists” - identifies and substantiates the existence of a criminal in the situation.

Teacher: Sets time, controls discipline, gives directions in places the groups don't understand.

Students: find a solution to a problem and generalize ideas.

At the end of a certain time, the groups present their answers. Groups that answer correctly will be rewarded with incentive sticks.

Expected result:

- students learn to think independently;
- develops critical thinking, the ability to solve situations as representatives of a particular profession;
- There is a sense of responsibility.

*The final phase*

At the end of the training, the winning team will be identified and evaluated. Students express their opinions about the lesson.

Homework: Prepare for the next topic.

## VI. CONCLUSION

In conclusion, it is recommended that all teaching staff teaching law use this method. Through this method, every teacher can see the effective result of their work. Students also learn knowledge with interest in a voluntary and compulsory, unfamiliar setting, corresponding to the formation of group work skills, the ability to express and justify their opinions.

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