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A DIFFERENTIATED APPROACH TO THE USE OF HYBRID TECHNOLOGY IN THE PROCESS OF LEGAL EDUCATION

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Abstract. In the process of legal education technology “Hybrid” students not only learn simple 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 infringe the law

Keywords: legal education, technology “Hybrid”, “Young environmentalists”, “brainstorming”, interactive methods, “The skeleton of fish”, scheme “Why?”, scheme “lily flower”, the project “Security Environment”, the method of “Wheel”.

I. INTRODUCTION

Raising the legal awareness and legal culture of the society is one of the most important conditions for ensuring the rule of law and strengthening the rule of law. In recent years, significant work has been done to radically reform the national legal system, to form a legal culture in society and to train qualified legal personnel.

At the same time, a number of problems and shortcomings remain that hinder the formation of respect for human rights and freedoms, raising the legal awareness and legal culture of the population, increasing the level of legal literacy of citizens in society. In particular, in raising the legal culture, first of all, the work on legal education and upbringing is not carried out systematically and organically. the work of inculcating intolerance towards offenses has not been approached in a comprehensive manner. [1]

The policy pursued by the President to radically improve the system of raising legal awareness and legal culture in society is aimed at improving the legal culture, legal literacy of young people, inculcating in the minds of the younger generation the concepts of law and duty, honesty and purity.

II. LITERATURE REVIEW

“Knowledge of rights determines the fidelity of obligations,” says Franklin. The goal of all learning processes is to achieve effective results. In particular, innovative technologies, game lessons reflect the active method of education used in the modeling of legal relations in the process of legal education. Differential education is education that takes into account the individual characteristics, abilities and capabilities of children. In the context of globalization, this is the most popular technology because it focuses on the personality of the reader.

Features of differentiated education include the division of students into groups according to the following criteria:

- level of intellectual development;
- ability to think;
- temperament;
- Interests and inclinations.

During the lesson, the teacher diagnoses the students based on the above criteria. According to psychologist M.Vakhidov, “Play activities prepare children for an active form of human social experience, i.e. educational activity. This can be achieved only through play”[2].

The period in which academic lyceum students are experiencing adolescence, that is, the peculiarity of their psychology, is that they perceive the present, the present, and the future in terms of the future, in terms of the future. It is at this time that the teenager becomes interested in different professions, beginning to imagine who he will be in the future. So, separating oneself from a professional point of view, imagining, is the most important novelty of adolescence. E.A. Klimov (1996) distinguishes the main stages of professional

development, defines a separate stage of “potation” (Latin: ortatio - desire, choice) and recognizes that its characteristic feature is the choice of the stage of professional development by man. The optimization phase covers the developmental period from 11–12 years to 14–18 years [3]. It is during this period that the psychological changes in the child: the formation of interest and professional orientation can be formed by following the rules of didactic games.

Through games, students move on to other types of activities (work, learning resources). As a result, their vital imagination expands and their creative activity grows. Playful active activities increase students’ creative potential and help develop their legal thinking. Through games, students become active participants in specific legal relationships. Didactic games affect the content and essence of cognitive activity, the emotional and aesthetic aspects of students’ perception of the content of the learning material. Such a task is interesting for the game participant, in which it creates motivation for cognitive activity.

Hybrid technology (Latin word “hybrid”, “hybrid” - a mixture) is a mixture of several methods and innovative technologies, which means to move away from uniformity in the learning process. As a result of the use of “hybrid” technology in law education, students do not simply acquire knowledge of law. He observes this knowledge and sets out to understand and treat the law correctly. If the student correctly assesses the essence and significance of the law and respects its requirements, he will try not to break the law.

III. DISCUSSION

Experiments conducted in academic lyceums - in the course of experimental work in the seminar on “Environmental Offenses and Legal Liability” on the subject “Law” was used “Hybrid” technology, the organization of training is as follows:

Topic: Environmental offenses and legal liability.

Plan: 1. The concept of environmental offense.

2. Liability for violation of nature protection laws.

Course Objectives:

- to inform students about the concept of environmental offenses;
- Systematize the knowledge acquired during the lesson;
- to create an understanding of liability for violations of environmental laws.

Must know:

Basic concepts: ecology, environmental law, environmental offense, environmental responsibility, international environmental organizations.

Must understand:

- The content of the concept of environmental offenses;
- The essence of the concept of environmental responsibility;
- Systematize knowledge about the types of environmental penalties;
- Understand the importance of environmental laws.

Uses:

Applies the knowledge gained during the course to life. The rule of “pollution of nature is against the law.”

Teaching methods: “Young ecologists” training: “Brainstorming”, “Fish skeleton” methods, “Why” and “Lily of the valley” drawing; “Environmental safety” project: “Charkhpalak” method.

Forms of teaching: teamwork.

Teaching aids: lecture notes, textbooks, felt-tip pens, training and project materials.

The course.

Preparation stage:

Teacher: identifies the topic, prepares training materials, adapts the audience to the training lesson.

Divides students into groups.

Student: Prepares for the topic, is divided into groups, and takes their places.

Introduction phase (7 minutes).

Teacher: introduces students to the topic and its plans, provides information about the terms and conditions of the training “Young ecologists”.

Students: listen, write, comment.

Main stage: (65 minutes).

Groups: 1) Ecologists; 2) Lawyers; 3) Naturalists; 4) Experts;

Training “Young ecologists”.

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

Purpose:

- Formation of ecological culture in students;
- Prevention of environmental violations;
- Teach independent thinking.

The game is the course of training.

1. The same tasks are distributed to the groups. Completion time - 2 minutes. At the end of the time, the answer sheets are rotated clockwise;

2. The answers are given to the teacher and the second assignment is distributed. It goes on like this.

Task 1: “Brainstorming” method.

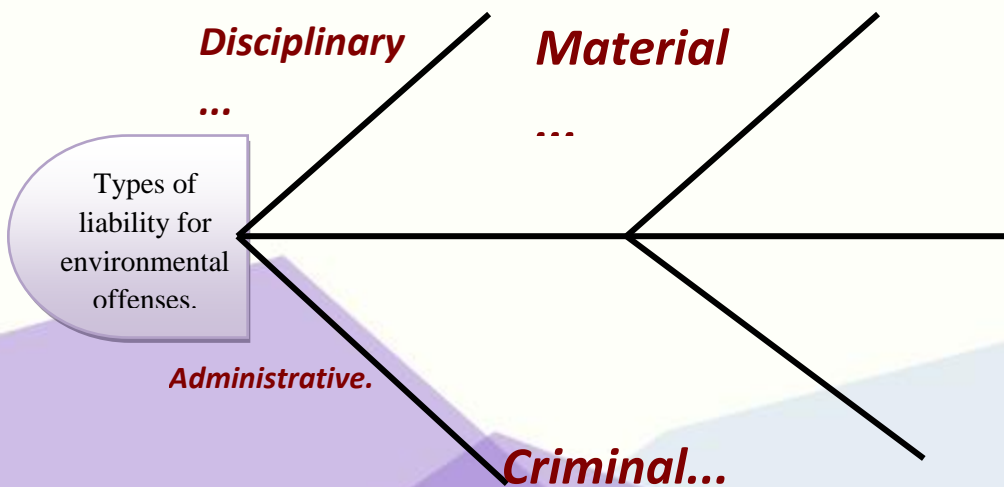
Questions.

1. What is the meaning of the word ecology?
2. What do you mean by sources of environmental law?
3. Is there a need for international cooperation in the field of nature protection?
4. What international organizations do you know?
5. What is environmental responsibility?

Answer Procedure: Students answer the questions and are presented by all participants in the group.

Task 2: “Fish skeleton” method.

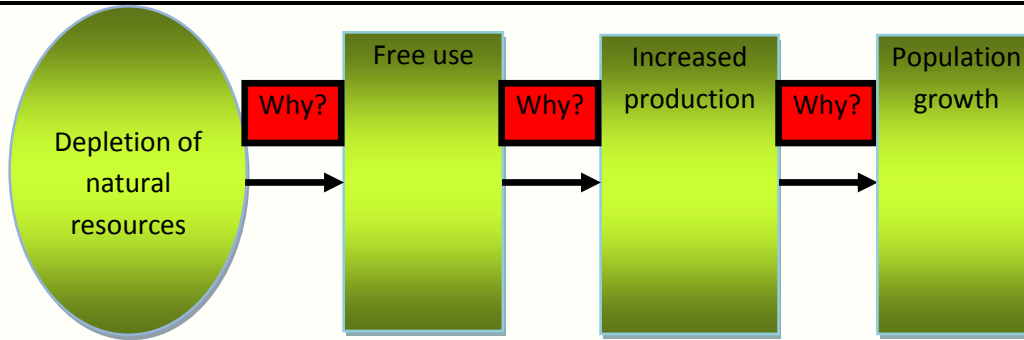
Question - What penalties do you know for environmental offenses?



Response procedure: Types of liability for environmental violations are written and explained, in the form of a presentation.

Task 3, “Why” scheme.

Question - Systematize the causes of depletion of natural resources.



Answer procedure: The group writes a series about the causes and consequences of the depletion of natural resources and prepares for the presentation.

Task 4, drawing “Lily of the Valley”.

In this way: Question - Link the following environmental offenses and penalties, as well as the articles.

Violation of environmental safety standards and regulations	Violation of the terms of use of land, subsoil resources ...	Violation of the conditions of use of water and water basins			
Failure to take measures to mitigate the effects of environmental pollution	Pollution of the environment	Violation of the order of specially protected areas and facilities			
In case of non-compliance with the requirements of the state	Violation of the state's right to own natural resources	Arbitrary use of natural resources			
193 - Article	?	197 - Article	Punishment	Punishment	Punishment
?	195 – Article	203 – Article	Punishment	Punishment	Punishment
?	?	196 – Article	Punishment	Punishment	Punishment

The first of 3 columns, consisting of 9 cells, contains articles on environmental offenses, the second - penalties and the third - articles. It must be connected in series.

Answer Procedure: Answer sheets are completed and answered as shown in the example above.

Listening groups can analyze and complete the answers, as well as have the right to correct deficiencies.

Environmental Security Project.

Each group prepares to defend the project “Environmental Security” on the following topics, using the method of “Charkhpalak”. Problem topics are distributed to the groups and they find a solution to the problem within the allotted time (3 minutes). Then, the assignments are moved clockwise from group to group, just like a wheelbarrow. This situation continues until the first task arrives in his group. The assignments are as follows:

- “Condition and protection of atmospheric air”;
- “Status and protection of water resources”;
- “Status and protection of land resources”;
- “State and protection of flora”.

Answer procedure:

- a) first of all explain the tasks with real-life examples;
- b) systematize protection factors;
- c) justify the expected results of the project.

Phase 2.

Solve the following issues.

Situation 1. Many industrial enterprises cause significant damage to the environment during the production process. For example, the Gazalkent marble factory once discharged industrial water into a canal that flows into the Chirchik River.

- 1) What negative consequences can such actions have on the environment and public health?

Situation 2. Defending their right to health care, the townspeople filed a lawsuit against the glass factory management. In the statement of claim, they pointed out that the smoke, blackberries and dryness generated during the glass production process have an adverse effect on human health and the environment.

1) What measures could the glass factory management take to protect human health and the environment?

2) Are the claims of the townspeople to compensate for the damage caused to their health and to close the plant legal?

- 3) What do you think the court will decide?

Final stage (5 minutes).

The teacher counts the incentive sticks to identify and evaluate the winning group.

Students express their opinions.

Homework: Write down your impressions of today’s lesson.

VI. CONCLUSION

To increase the effectiveness of the lesson, each educator can be well-prepared and use other methods relevant to the topic in addition to the methods we recommend.

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