

The use of a differentiated approach to teaching law in academic high schools as a social necessity. (For example in didactic games)

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ABSTRACT

The article provides information on the purpose, advantages and consequences of using a differentiated approach (in the example of didactic games) in the teaching of law in academic lyceums.

Keywords: stratified education, academic lyceum, vocational college, jurisprudence, stratified approach, didactic game, game.

1. INTRODUCTION

The introduction of modern educational technologies is becoming a prerequisite for the introduction of a new generation of educational standards. The basis of the state educational standard is the competency requirements of graduates of educational institutions. For instance, A1, A2, A2 +; V1, V2, V2 + competence levels. In this case, the demand for the use of differentiated educational technologies in science education is increasing.

The structure of qualification requirements for academic lyceums in the field of education is an integral part of the state standard of vocational education [paragraph 1.8, paragraph 1.4]. Institutions of secondary special, vocational education are organized taking into account the demographic, socio-economic and geographical conditions of the regions, the demand for specialists in the relevant labor market and their accommodation closest to the main place of residence of students. As much as possible, dormitories are organized in academic lyceums and professional colleges, providing them with sufficient housing and living conditions for their families.

Training in academic lyceums and professional colleges is carried out on a full-time basis for three years.

The Ministry of Higher and secondary special education of the Republic of Uzbekistan develops and approves the relevant qualification requirements on the basis of the structure of qualification requirements for academic lyceums and the Qualification Structure of Vocational Colleges. [Paragraph 1.3.1.18.].

2. LITERATURE REVIEW

The academic lyceum provides secondary special education in accordance with state educational standards, provides intensive intellectual development in the humanities and natural sciences, and highly specialized training in the field. These skills can be further enhanced by certain institutions of higher education or implemented in their employment. [6.19-20]

Teaching in academic lyceums is aimed at forming a potential contingent of undergraduate students.

When entering academic lyceums, students voluntarily choose to study humanities or natural sciences and courses based on their abilities and interests. Academic lyceums are educational spheres that accelerate the mental development of students, formulate professionally oriented knowledge, skills and qualifications in a particular field, allowing them to continue their education or work in higher education. [Chapter 1.4, § 3, Paragraph 19, p. 13]

The relations between the state academic lyceums with the aim of increasing the continuity of secondary special, professional and higher education are united to the higher educational institutions of the sphere and regulated by their statutes and legislation.

For a thorough, differentiated education in the field of higher education institutions can conduct patronage over the academic lyceum.

The following are the qualifying requirements for graduates of law education institutions in academic lyceum educational institutions:

- Competence of legal awareness A1; A2; A2 +; At level V1;
- Competence of Law Enforcement A1; A2; A2 +; Must be at level B1. [1 Chapter 4 § 6].

The purpose of the national program of Personnel training is to drastically reform the sphere of education, eliminate it from the ideological ideas and empires of the past and create a national system of highly qualified personnel that meets the highest moral and moral standards. It states that it is necessary for the formation of a new system and content of general secondary education "...advanced pedagogical technologies, creation of modern educational and methodological complexes and didactic provision of the educational process" [2.19].

In his speech at the solemn ceremony dedicated to the 27th anniversary of the Constitution of the Republic of Uzbekistan, the President of the Republic of Uzbekistan Shavkat Mirziyoyev demanded disciplined education. The changes that are taking place require a deeper understanding of the nature of the legal system and the state, a study of the fundamentals of law, respect for the law, unconditional observance of the law, and knowledge of its rights and obligations.

The role and importance of "Jurisprudence" in the formation of a high legal culture, which is taught in schools, secondary special, academic lyceums and professional educational institutions, as well as in higher educational institutions, cannot be overemphasized.

The total number of hours in the curriculum for academic lyceums is 56 hours, including 24 hours for lectures, 16 hours for seminars, and 16 hours for independent work. The general level of study of law is determined by the standard B1 for graduates of secondary special, vocational education institutions [1. § 6, page 33].

Lecture classes are conducted in a traditional way. During the lesson, the teacher tries to give the students an understanding of the essence of the subject. It's no secret that seminars are also traditionally held. The teacher tries to convey the essence of the subject to his students. After all, in the national program of Personnel Training "...emphasizes the need to create advanced educational technologies, modern educational and methodological complexes and didactic provision of the educational process" [2.19-20].

The introduction of modern educational technologies is becoming a prerequisite for the introduction of a new generation of educational standards.

The main goal of teaching the discipline of "Jurisprudence" in academic lyceums is to provide young people with a deeper understanding of the legal system and the essence of law, to study the basics of law, to respect the law, to comply with the law and to be aware of their rights and responsibilities. The successful implementation of this goal in many respects involves the organization and conduct of a differentiated approach to law education.

The accumulated experience and research in the field of jurisprudence shows that in order to form a legal culture, it is not enough to have legal knowledge. When legal knowledge becomes a system of activity, one can talk about its effectiveness. A differentiated approach to the use of innovative educational technologies, interactive methods and didactic gaming is an important tool in combining legal knowledge with legal activity.

The use of a non-traditional approach in the organization of seminars, that is, leadership in the traditional teaching process, requires all the attention to it from beginning to end. In contrast to the traditional teaching process, students are becoming more active in leadership. Innovative educational technologies, interactive methods and didactic games used in the lessons reflect the active teaching method used in modeling legal relations in "Jurisprudence" classes.

The stratified approach, the differential approach, is that in Latin, "differentiation" means division of the whole body into different parts, shapes, stages. Classification is a form of organization of students' learning activities that takes into account their tendencies, interests, and skills.

Differentiation of Education offers different methods of work: frontal, grouped and individual.

A differentiated approach is the basis of an individualized learning curve, which makes it possible to take into account the individual characteristics of the student and develop his potential.

For example, an active game can increase the creative abilities of students and develop their legal thinking. Through games, students become active participants in certain legal relationships. Didactic games influence the content and substance of cognitive activity, the emotional-aesthetic aspects of the perception of students' perception of the content of instructional material. This task will be interesting for the participant of the game and will create motivation for knowing activities. In practical work, teachers use didactic games. However, not understanding the methodological guidelines for their application does not always allow waiting for the educational and developmental tasks of didactic games.

One of the important conditions for didactic maintenance of the educational process is the creation and use of game situations.

It is known that the activities of individuals vary according to their needs and interests. This activity can be divided into three main types: work, study and play. Any game is a form of socialization, culturing or a leader in the study of community living rules [3].

"Gaming and life are inseparable. The games are like a love for children, as long as the technology of pedagogical Labor does not harmonize with the organization of hard work and patience in the children's community" [4.139].

In their games, children reflect almost every aspect of adult life, even if the games are strongly associated with the socio-cultural development of each nation. After all, the most important national features are transferred to children through the game.

3. DISCUSSION

The roots of the games go back a long way.

The world-famous thinker and scientists Mahmud Kashgari, Abu Rayhon Beruni, Abu Ali Ibn Sina are also known in the game. In particular, interesting information about the types and directions of the Games is presented in Mahmud Kashgari's works "Devonu - logotit turk". According to him, games are a means of transmitting cultural and educational values from one generation to the next generation.

Since ancient times, various games have been effectively used in educating young people and bringing the rich experiences our ancestors have gained to the next generation. Because the game is a leading activity in the life of children. Through the game, the psychology of the child develops and gives opportunities for a gradual transition to other activities. The role and importance of didactic games in this regard cannot be overemphasized.

It is known that the peculiarity of didactic games is that they deal with educational and educational issues in a game-based way, in addition to education, lessons and classes. That is why psychologists of the past and the present have paid serious attention to the use of didactic games in their studies.

Despite the fact that psychologists and educators are so highly rated by students instead of didactic games in the game, there is no general agreement on how to use these games.

Pedagogical research has different approaches to didactic games. The main reason for this is the complexity and versatility of the games.

While some authors view didactic games as an independent educational activity of students, others believe that the method is applied as a method; the third is a form of education.

In the Explanatory Dictionary of the Uzbek language it is written that "a game is a free activity or exercise for leisure activities. Exercise with certain rules to compete with others" [6.139]. The encyclopedic dictionary states that "it is necessary for the upbringing, education and development of children as a means of preparing them for the future of psychology" [7.134]. These are general descriptions of the game, without having an idea of the essence of didactic games.

Didactic games are noteworthy: "Teaching didactic games is one of the factors to motivate students to learn, expand their knowledge, instill in them responsibility, because the student is active in thinking and feeling creative freedom" [8.152-156].

4. CONCLUSION

The use of didactic matches requires the following methodological requirements:

1. Games can be used both in class and in extracurricular classes. To do this, it is necessary to choose games that will interest students and will suit their age.
2. During classes, the whole lesson can be divided into one game - you know what?.. (15-20) minutes while summarizing and repeating large topics in sections.
3. Before each game, it must be thoroughly prepared for it, and the content of the course material must be closely connected.

During the game, students compete and present their tasks. Students who actively participated in the game and fulfilled their conditions will be encouraged, that is, they will be evaluated in the class and will be awarded in extracurricular work.

A game is an activity that is absorbed in the bones of children. These activities reflect reality, life depending on the type of game. Didactic game is a learning tool that achieves specific learning goals, that is, strengthens and deepens the learning material learned.

Didactic games motivate the individual to be creative. Because every game and every repetition requires a new approach to the task, and the need to solve it creates a creative quest.

In didactic games, the most important willpower qualities such as diligence, perseverance and finishing work are trained.

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