

**FUNDAMENTALS OF THE DEVELOPMENT OF PROFESSIONAL
COMPETENCE OF STUDENTS OF LAW PEDAGOGICS**

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The article analyzes the foundations of the formation of professional competence of students of legal educators. The problems and shortcomings in the development of professional competence of students and ways to overcome them are studied. At the end of the article, conclusions are given about the foundations for the formation of professional competence of students of legal educators.

Keywords: professional competence, teacher, specialist, jurisprudence, higher education, student, offense, pedagogical education, theoretical knowledge.

Introduction

The education of legal culture, the constant improvement of its legal awareness and literacy of young people is one of the important tasks facing the pedagogical sciences. The implementation of this task requires paying attention, on the one hand, to international experience, universal values, worldly principles, and, on the other hand, to the age-old traditions and advanced features of the national self-consciousness of the multinational people of Uzbekistan.

As a result of the development of modern information technology tools, the way has been opened for the effective use of Internet networks by each student. Optimization of the education system for students, improvement of personality-oriented education, ensuring that they become comprehensively developed people are important tasks for the state and society. In such conditions, the increase in the pedagogical competence of future teachers is of particular importance.

Material and Methods

Professional competence is a concept that expresses the totality of theoretical and practical training of a specialist in the implementation of activities related to his profession. Many scientists have conducted research on this subject, and they enrich this concept in every possible way.

The current era of globalization makes clear demands on the teaching staff. Also, the requirements for improving the professional competence of future personnel are increasing. All this stimulates the research of professional competence of students.

The scientific conclusions of A.K. Markova, N.V. Kuzmina, V.N. Vvedensky, A.I. Shcherbakov about professional competence deserve attention among foreign scientists. They



recommended their remarkable conclusions about the professional competence of the teacher. The problems of motivating students and enhancing their professional competence by building their self-confidence were studied by such scientists as M.G. Yaroshevsky, A.N. Leontiev, V.I. Ignatiev, A.V. Petrovsky, V.S. Kuzin, V.S. Rubenstein, N.N. Rostovtsev, A.I. Sevostyanov and others[1].

On the issues of professional training of future specialists studying in the higher education system, such scientists as V.P. Bepalko, A.A. Abdugadirov, R. Gasanov, N. Saidakhmedov, S.S., A.R. Khodjaboev.

O. Musurmonova, M. Makhmudova, U. Begimkulov, L. T. Akhmedova, R. Mavlonova, M. Todzhiev, S. T. Turgunov, R. Kh. Juraev, E. Ishankulov, B. Kh. Khodzhaev, K. Riskulova and others. They have done extensive research. Scientists have conducted a number of studies on the use of new innovative pedagogical technologies in the training of teachers. They showed their importance in increasing professional competence. Their scientific findings serve to expand knowledge on this issue.

This article uses such methods as dialectics, consistency, comparative analysis, consistency, systematization.

Results

Based on the standards, the term "competence" is used to refer to specialists with general competencies. In this regard, competence appears as a term that allows you to think correctly in a certain area. Based on this aspect, a specialist with professional competence constantly improves his knowledge. Understanding well the requirements of the time, he constantly acquires new knowledge and information. At the same time, he can put the information into practice.

The concept of "competence" expresses the ability of a future specialist to solve problems that arise in ordinary life situations, and the ability to mobilize his knowledge, life experience, interests.

Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for professional development, and their application at a high level [2]. Professional competence involves not only the acquisition of knowledge and skills by a specialist, but also the acquisition of integrative knowledge in each area. Competence requires regular enrichment of their knowledge, obtaining new information and applying it in their activities.

The use by a specialist of his professional competence is manifested in the performance of ambiguous tasks that arise in certain situations, in the ability to distinguish between complex and mutually exclusive information, in the ability to make the right decision in unforeseen situations [6].

There are many factors that cause problems in the professional competence of future legal educators. They may include:

- lack of consistency in the enrichment of knowledge due to lack of familiarization with new information;
- insufficient search for the necessary knowledge in global networks;
- be limited to information in textbooks and manuals;



- non-use of new innovative technologies in the educational process;
- insufficient formation of skills for solving problem situations related to jurisprudence;
- insufficient knowledge of interrelated aspects of legal sciences, etc.

Problems of professional competence have a negative impact on the activities of a legal teacher, the quality and effectiveness of education. A specialist with the competence of self-development draws conclusions from mistakes in exchange for constant work on himself.

Research is carried out by scientists to determine the content of professional competence and determine the pedagogical, psychological and social conditions for its formation. Despite some different aspects, scientists consider competence: 1) theoretical; 2) practical; 3) recognize the existence of personal levels. Based on different principles, they identified different facets of competence. N. M. Boritko, A. Slastenin, O. A. Solomennikov and others presented a classification of pedagogical competence. They gave their definition of the problem. Each of them explained the specific characteristics of competence [9].

Discussion

Summarizing the comments, definitions and descriptions of professional competence, we can say that the lowest and highest levels of professional competence are not limited to one indicator. The development of social relations imposes new requirements and criteria on the teacher. The teacher must meet these requirements. The adaptability of a teacher working in the education system to the requirements of the time largely depends on the availability of sufficient knowledge, skills and qualifications in the higher education system.

Students studying in the higher education system, gaining knowledge during lectures, seminars, laboratory classes, should regularly work on themselves, acquire skills and abilities. The following qualities will help with this:

- form a holistic picture of science,
- clearly distinguish the subject, object, goals and objectives of sciences;
- know the place of science in the system of other sciences, its dialectical connection with them;
- study of the methods of science, understanding of the laws of development;
- creative comprehension of normative relations of science;
- be able to distinguish between categories, concepts and features of science;
- the desire to find the right solution to problem situations;
- independent work on topics;
- conducting educational and research work and others.

It is appropriate to pay attention to these aspects when developing the professional competence of students on the basis of jurisprudence. Students will be introduced to other social sciences and acquire certain legal concepts and skills before they begin studying criminal law [8].

A number of factors have a great influence on the development of professional competence of students of legal specialties:

- increase in the volume of educational information in the updated conditions;
- limited time allotted for training;
- problems of professional training of the teaching staff;



- problems in the connection of theoretical and practical knowledge.

Let's analyze these factors one by one. After all, it is necessary to critically study the essence of the issue in order to better understand the role of jurisprudence in the development of students' professional competence. The teacher is obliged to perform other tasks in the educational process. In particular, one of them is the development of critical thinking skills in students. "Working in small groups is very effective for developing critical thinking by monitoring the learning activities of students in the learning process" [3]. This, of course, requires raising the methodological preparation of the teacher to a higher level.

Since the formation of independent legislation in the Republic of Uzbekistan, there have been significant changes in the legislation. In particular, punishments for many offenses have been liberalized in some codes. Instead of imprisonment, the number of economic penalties increased. Some punishments, including the death penalty, confiscation of property and imprisonment, were removed and replaced by restriction of freedom, forced community service. Increased penalties for crimes under some other articles. Great changes have also taken place in the branches of criminal procedure, penal law, which are part of the system of criminal law sciences. All of them provided a sharp increase in the amount of information in the network. This causes certain problems for students in the assimilation of such educational information.

In the system of factors influencing the development of students' professional competence, the limitation of the time allotted for training is the reason for the inability to acquire most of the knowledge that should be mastered in the legal sciences. For comparison, criminal law is taught in military universities for one or even two years. Teachers should interpret in detail the legal provisions provided for in each article. In addition, other training courses from the criminal law sciences, such as criminal justice, penal law, criminology, criminology, evidence theory, forensic accounting, forensic psychiatry, forensic science, serve to consolidate the acquired knowledge in the field of criminal law [7]. The situation is different in the system of teacher education, where none of these subjects is taught. After all, "a person who has received a higher education not only becomes a specialist, but also grows rich with its help, but also increases his personal capital" [4].

A few hours dedicated to the subject of jurisprudence will force you to use the lessons effectively. Even then, the teacher manages to convey the most necessary part of the issues related to jurisprudence. In the course of conversations with teachers teaching jurisprudence, it turned out that the topics of the general part of jurisprudence are covered in the allotted hours, and the lessons on specific topics of the special part are not fully covered. The main reason for this was the need to acquaint students with at least the theoretical part of jurisprudence.

If we talk about teachers teaching in the system of teacher education, then one trend is noticeable. However, this is mainly due to the fact that legal science classes are entrusted to teachers with a legal specialization. At first glance, everything seems to be in order, but the problem is that teachers of all legal sciences do not have a legal specialty. In addition to lawyers, other teachers with a master's degree in pedagogical education work at the departments. Of course, it is safe to say that such teachers will not have the knowledge of a professional lawyer. For example, they do not know the entire process of law enforcement,



such as criminal justice, inquiry and investigation. It is the lack of legal knowledge within the framework of other sciences that destroys the acquisition of knowledge in jurisprudence. In order to overcome the problem associated with the teaching staff, it would be advisable to transfer all classes in legal subjects to teachers with a legal specialization.

The problems of combining theoretical and practical knowledge have a great influence on the development of professional competence of legal educators. In the field of teacher education, professors can provide theoretical knowledge, but their lessons will not be enough to improve the professional competence of students. After all, if theoretical knowledge is not supported by practical skills, they are poorly absorbed by the student. Jurisprudence is no exception.

Students and cadets of the Tashkent State Law University, the Academy of the Ministry of Internal Affairs, the University of Public Security and other military universities are practicing in the law enforcement system. In particular, they get acquainted with criminal law practice in the system of advocacy, notaries, courts, prosecutors, internal affairs bodies and other law enforcement agencies [10]. Professional skills are improved on the basis of theoretical and practical knowledge gained in the law enforcement system. There are no such opportunities in the system of teacher education. It's connected with:

- training of specialists working in the field of education in institutions based on pedagogical education;
- professors and teachers working in the field of education are mainly engaged in scientific and pedagogical activities;
- Relatively fewer hours are devoted to legal subjects in the field of teacher education;
- the amount of theoretical knowledge that needs to be learned in practice is small;
- the mechanisms for passing practice in the system of internal affairs bodies in pedagogical educational institutions are not being improved;
- meetings with law enforcement agencies are not systematically arranged.

Improving the professional competence of future legal educators requires a combination of theoretical and practical knowledge. Therefore, it is advisable to develop correct plans, draw critical conclusions on the work performed and consider measures to eliminate existing shortcomings in the performance of work in this direction.

Conclusion

Since interest in the subject of jurisprudence is always in the center of attention of students, the possibility of increasing their competence in the subject increases. All this means that one of the urgent tasks is to study the theoretical and practical foundations of legal science in the development of students' professional competence. In the process of pedagogical education, work with the science of jurisprudence will have its results:



Before	Later
Students with a low level of knowledge about crime	competence is formed in expressing one's opinion about the crime.
Students with confused ideas and unstable opinions	develops speech competence based on the free expression of one's views.
Students who do not know the concept of legal facts	Increase your competence in applying legal norms to events and incidents.
Those who cannot qualify the offenses	Will be able to increase competence in the application of legal technologies.
Students with low theoretical knowledge	The competence of educational and research activities is determined.
For students prone to legal nihilism	The competence of intolerance to crime develops.

Acknowledgment

Working on themselves in legal education, students improve the following aspects of professional competence:

- competence to give a legal assessment of legal facts;
- the ability to understand the objective and subjective signs of a crime;
- legitimacy of qualification of the crime;
- competence to explain crimes by their qualification;
- ability to work in pedagogical cooperation;
- innovative and creative competence, etc.

In our time, when information technologies are developing rapidly, it becomes more and more important to develop one's own knowledge, quickly assimilate news, regularly keep abreast of legislation, and use it in the educational process. Therefore, a wide range of knowledge, skills, competencies, curiosity, striving for a specific goal and the need for personal activity are the basis for the formation of the creative abilities of future specialists.

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