



Pedagogical Model of Legal Socialization of Future Teachers

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Article History	Abstract
Received: 06 June 2023 Revised: 09 September 2023 Accepted: 24 September 2023	<p><i>The education sector plays a pivotal role in fostering responsible citizens, and within this realm, legal socialization is an essential component. This research paper delves into the intricate landscape of legal socialization, specifically focusing on the development and implementation of a robust pedagogical model tailored for future teachers. The paper aims to present a comprehensive framework that encompasses various strategies, methodologies, and tools to effectively instill legal awareness, knowledge, and values in aspiring educators. The proposed pedagogical model integrates legal modules seamlessly into teacher training curricula, emphasizing experiential learning, collaborative approaches, and interdisciplinary connections. It aligns with the modern demands of education, fostering critical thinking, ethical decision-making, and responsible citizenship. The model also emphasizes the engagement of legal professionals in the educational process, offering valuable insights into legal practice and real-world applications. Key elements of this pedagogical model include legal case studies, moot courts, and interactive technology-driven simulations. These tools engage future teachers actively, allowing them to apply legal principles and understand the practical implications of the law. Collaborative learning methods encourage discussion and critical analysis of legal issues, fostering a deeper understanding of the legal system. This research underscores the importance of a well-defined pedagogical model for legal socialization, ensuring that future teachers possess a sound understanding of legal principles and can effectively impart this knowledge to their students. By integrating legal socialization within teacher education programs, societies can cultivate responsible citizens equipped to navigate the legal complexities of our world.</i></p>
CC License CC-BY-NC-SA 4.0	<p>Keywords: <i>Pedagogical Model, Legal Socialization, Future Teachers, Education, Experiential Learning, Interdisciplinary Approach, Collaborative Learning, Ethical Decision-Making, Responsible Citizenship, Legal Modules</i></p>

1. Introduction

Political, economic, and societal shifts occurring in Uzbekistan during this new era of development, with a primary objective to establish the foundation for a third Renaissance, are also impacting the education system. There is a growing demand for high-quality professional training of individuals. The contemporary economy necessitates altering the landscape of higher education to enhance the quality of education provided by tertiary institutions. This involves revising curricula to align with individual educational pathways focused on refining professional training, fostering creative thinking, and honing practical skills in students. Crafting educational programs that resonate with students' interests and the demands of prospective employers to enhance the graduates' competitiveness in today's world is a critical aspect. Engaging employers in shaping the qualification criteria for

graduates is part of the vision outlined in the development concept for the higher education system in the Republic of Uzbekistan until 2030 (noyotav, 2017; Rakhimova, 2017).

To strategically reform higher education, prioritize the training of highly skilled individuals equipped with contemporary knowledge and strong moral and ethical values, and modernize higher education, several significant goals and objectives have been identified. One crucial aspect is advancing the development of the social sphere and economic sectors through educational technologies. In this context, a methodological approach is required to delineate the psychological and pedagogical aspects governing the evolution of legal competence among future teachers, investigate the organizational and pedagogical conditions, and enhance the pedagogical mechanisms of legal socialization.

The goal orientation of the legal competence development system of future teachers is determined by the achievement of certain results. Clarification of the goal is carried out by focusing on a number of questions that the developed system should answer. In order to successfully solve the problem of developing legal competence in future teachers, the final result of this process should be clearly reflected. The purpose of the model was defined as the development of legal competence in students by means of socio-legal values and norms. A methodological approach to the development of legal competence in future teachers is a necessary component of the professional and pedagogical activity of legal socialization of students in higher education institutions.

Legal socialization is a unit of objective and subjective purposeful processes of assimilation and adaptation of a person who develops social and legal values in the normal social life of society, on the basis of which conscious positions are formed (Mirzakarimov, 2019; Asgari, 2009). Therefore, as an active participant in the legal policy of the state, the future teacher must strictly observe the rights of the participants of the educational process, protect their interests, understand the legal basis of regulating social relations, participate in legal relations they will have to master the positive experience of acting, understand the personal meaning of legal behavior, acquire socially important legal knowledge and skills.

2. Materials And Methods

In the field of pedagogy, the term legal competence is determined by the level of his sense of justice and the development of moral and legal norms. From a legal point of view, the main focus of legal competence is on legal education and the formation of legal culture of the teacher. First of all, the term "competence" not only expresses the traditional trinity of "knowledge, skills, ability", but also serves as continuity by combining its components. In legal literature, the concept of competence has a very specialized meaning in a narrow sense. In jurisprudence, competence is often interpreted as a set of authorized rights, duties and obligations of a certain person. In legal science, the term competence is considered as a set of strengthening the rights, responsibilities and duties of a person. Despite the analysis of the cited literature, the scope and nature of authority remain unchanged. Legal competence is the main issue in legal preparation for the personal and professional activity of a future teacher. Legal competence is a complex characteristic of a social movement in which knowledge, skills, values, personal relationships and behavioral methods are manifested in unity (Alexander, 2018; Dent, 2019).

Legal competence is a component of professional training of a specialist, and as the goal of general competence, it includes the formation of legal knowledge and skills as a theoretical basis and a legal component of a specialist in general. Read while learning it can be said that the legal competence of the teacher is the effective use of legal documents in professional activities, in addition to the desire and ability to impart legal knowledge to students, as well as valuable legal beliefs. Therefore, the process of developing the legal competence of future teachers in professional training is an integral part of educating the teacher's personal and professional qualities. Therefore, in the process of developing legal competence, the student develops in accordance with the content of the system of legal knowledge, values and norms, taking into account the internal characteristics of the person, personal interests and interests. Students acquire legal knowledge not only as a result of understanding tasks, learning strategies and methods of their application, but also develop integrative features that are the basis for forming a new level of social behavior and personal position (Chionh, 2018; Dent, 2019).

Based on the definitions of legal competence, it is possible to determine what is included in the content of legal competence of a future teacher:

- to know the basics of legal documents of the educational process in the context of modernization ideas;
- compliance with the rules and norms of protection, safety equipment;
- the ability to protect children and adolescents from the negative effects of the social environment;
- the ability to ensure the protection of life and health of students during the educational process;
- the ability to keep documents necessary for the teacher. The formation of legal competence of teachers as a necessary professional quality can be successful only under certain conditions:
- knowledge of the teacher about his legal status and the legal status of partners in educational relations (teachers, students, parents);
- the teacher's ability to exercise and protect his rights and interests, as well as to respect and protect the rights and interests of students, parents and their colleagues;
- application of theoretical knowledge of legal competence in practical educational activities. For this reason, methodological approaches to the development of legal competences in future teachers become conceptual.

Methodological approaches are a system of conceptual and methodological bases of knowledge, methods, research characterized by a certain aspect of problem solving. Within one methodological approach, there may be several different theories, views, and rules that have the same conceptual basis for research. From this point of view, the operational definition of methodology is given in the 1983 edition of the philosophical encyclopedic dictionary. This definition explains methodology as a system of principles and methods of organizing and building theoretical and practical activities, as well as a doctrine about this system. In support of N. Yakovlevi's point of view, it can be said that the approach differs from the method in the following aspects: 1) the approach is more general and less precise; 2) it expresses more formal theories and concepts, general principles and trends; 3) not one, but several methods may be suitable for each approach. The concept of "approach" in its universally recognized essence is expressed as a set of ways and methods used to influence someone, to learn something. The approach to research expresses the main principle and point of view of the researcher (Khamraev, 2018; Makhmudov, 2019; Rakhimov, 2017; Baldwin, 2017; Selman, 2019; Westheime, 2017).

The following can be included in the effective approaches to the development of legal competence of future teachers:

- the systematic-process approach is characterized by setting a problem that reflects the logic of scientific research as the general basis of research, clarifying the main and local goals, clarifying conflicting opinions and points of view, and ensures the development of a model for the development of legal competence in students;
- axiological-reflexive approaches define the directions of theoretical research as the theoretical-methodological basis of the strategy, reflect its general view. It includes the distribution of social and legal values, legal relations and legal directions as priorities. In order for students to successfully master legal values and develop legal relations, the activities of higher education institutions and teachers should be regulated on the basis of these values and legality, all subjects of the educational process should follow social and legal values, "to the other", legal norms and so on to ensure respect.
- the personal-activity-oriented approach is set as a methodological direction of research, which includes the description, explanation and design of various topics that should be scientifically considered from the point of view of the activity category.
- based on the competence-based approach, ideas about the construction of pedagogical processes are developed, which strengthens the practical direction of education, pays attention to the operational, skillful aspect of the educational result, and the organization, content, and results of the educational process to meet the needs of society coordination with provides identification of opportunities to improve the educational process by determining and justifying the appropriate composition of competences that allow a person to interact effectively.
- person-oriented: the place of man in the world is changing, the principle of "everything is for man" is gradually replacing the model of "man directed for the needs of society". The main efforts in the field of education are directed to the development of the abilities necessary for a person to achieve

success and self-realization. The interdependence of person-oriented and competency-based approaches is reflected in the formation of the student's individual educational trajectory, where the first approach is a goal, and the second is a means of achieving this process.

In the research process, the methodological approach was widely used to develop the legal competence of future teachers. This made it possible to imagine the pedagogical phenomenon under study as a whole in terms of the structures, components, functional relationship and their management occurring in each block of the model. It is based on the synthesis of the methodological approach that characterizes the objective and complete picture of the studied problem with step-by-step, controllability and results. The growth of students' independence and responsibility for educational results, their new role and new functions in the educational process, the understanding and relevance of educational goals to the individual needs of students, as well as the acquisition of life skills and qualities, the unity of all participants in the process.

Respectful attitude towards each other is an important effect of moderation that ensures the achievement of modern educational goals. In the field of education, one can hear more and more concepts such as interaction, communication, visualization, motivation, observation and reflection of the learning process. Most of them, if not all, are familiar to every teacher, but not everyone knows what these concepts have in common. The answer is simple: they are all basic processes of moderation technology. The organization of educational processes based on the moderation technology leads to an increase in the motivation of students to acquire legal knowledge, values and legal norms, to stimulate their knowledge activity and creativity, to open and develop abilities in all aspects. Legal knowledge is meaningful scientific ideas that reproduce the objective nature of the real processes of legal reality in thinking and clearly express their legal quality. Legal values are interrelated elements of the existence of law that ensures justice, freedom and equality, before which all legal values are equal. Concepts of legal values in a broad sense are the achievements of regulatory culture, representing the positive potential of the law, its "contribution" to ensuring social regulation that meets the needs of social development.

Legal norm is a generally imperative rule, recognized and provided for by the state, from which flow the rights, duties and responsibilities of participants in social relations, whose actions are aimed at regulating this rule as a model, standard, sphere of behavior. Based on the features of moderation technology, the system of legal knowledge, value and legal norms of students, the organization of mastering the requirements of higher education curriculum, program, lesson topic and level on them, based on the amount of new knowledge necessary to achieve the intended result based on ensuring legal socialization participants in the educational process, was determined within the subject "Social pedagogy". Social pedagogy is a field of pedagogy aimed at studying the patterns of socialization of the individual, developing technologies for effective methods of social and pedagogical activity in order to solve social problems of society and their application. The reason for this is that psychology (in particular, developmental and social), ethnology, sociology and many other areas of knowledge about man and society have received significant development, and their information has significantly expanded the understanding of objective processes and laws of human development in society (Phillips, 2018; Zevin, 2019).

The purpose of teaching science is to prepare students for social and pedagogical activities. Reflecting the real needs of social pedagogy as a science today, acquiring knowledge and skills related to current problems of social and pedagogical practice, they help the future specialist to effectively solve these problems, to be able to apply the content and methods of socially necessary qualities. It is to create. The task of science is to master scientific facts, socio-pedagogical concepts, ideas, to explain and explain to them not only the problems of life in the future, but also to predict their further development. Cover the features of social-pedagogical activities and their humanistic basis, know and be able to use the basic methods and forms of conducting social-pedagogical activities with children of different categories. It consists of applying methods for analyzing social and pedagogical processes in students, developing social and methodological literacy and pedagogical and psychological training. Social pedagogy, solving its specific problems, can be effectively implemented only by combining information from other areas of the humanities and social sciences.

Social pedagogy as a science studies social and pedagogical phenomena in society and solves the following problems:

- implementation of social and pedagogical assessment (examination) of the activities of the state, public organizations, movements, parties, as well as institutions and communities;
- study of the influence of environmental factors on a growing person, group;
- study of the influence of individual factors (for example, family, media) on a person, etc.

3. Results and Discussion

Therefore, the legal socialization of future teachers in the educational process of the higher education system requires the humanization of pedagogical relations between teachers and students. Because any pedagogical technology used without humanizing relationships in the educational process will not give the expected results. Based on theoretical, methodological and discursive analysis, the goal of introducing moderation technology into a qualitative organization and effective management of the educational process. The positive effect of moderation is to reduce the energy consumption of teachers and students, create a comfortable creative environment in the classroom, create a comfortable psychological environment in the classroom and, as a result, significantly increase the effectiveness of teaching and the quality of learning. educational process.

The effectiveness of moderating techniques, methods and forms of organizing cognitive activity is aimed at strengthening the analytical and reflective activity of students, developing research and design skills, developing communication skills and teamwork skills. The purpose of moderation is to effectively manage the audience during the lesson, to involve all students in the learning process as much as possible. Is it possible to organize the active participation of all students in the team in discussing the topic, completing assignments, and presenting the results of independent work? Moderation effectively solves this complex problem by organizing the work of student groups. Such classes can be conducted in pairs, mini-teams, mini-groups or the whole audience.

The process of collaboration, organized with the help of moderation techniques and methods, helps to eliminate communication barriers, creates conditions for the development of creative thinking and non-standard decision-making, and forms and develops skills in joint activities. Legal socialization of future teachers based on moderation technology. The principle of mastering the system of legal knowledge, values and norms through the subject "Social Pedagogy" is directly expressed. Each lesson determines that students will achieve learning, development, and socialization goals in the subject matter.

The didactic goal of using moderation technology in the educational process for the legal socialization of future teachers is formulated as follows:

- the ability to develop a strategy for achieving goals and plan specific actions, as well as learn to find opportunities and resources to solve problems;
- developing the ability of future teachers to solve independent and responsible tasks, including developing the ability to analyze data, identify and evaluate problems related to the topics of the "Social-pedagogical" curriculum in legal socialization;
- development of the ability to negotiate and discuss (listen to peers, convince and make collective decisions);
- development of responsibility for accepting personal responsibility for the execution of decisions made.

Based on a general description of moderation technology, the legal socialization of future teachers, based on the implementation of the goals and objectives of the science "Social Pedagogy", was formalized in the form of the following stages (Fig. 1).

Each stage and principle is a full part of the educational process. The size and content of a department are determined by its objectives. Logically connected and complementary departments ensure the integrity and consistency of the educational process. Gives the ultimate look for working in or out of the classroom. The most important thing is that active learning methods and well-known methods of solving problems and finding optimal solutions are most suitable for moderation - brainstorming, clustering, morphological analysis, mental maps, six hats of thinking, synectics, etc.

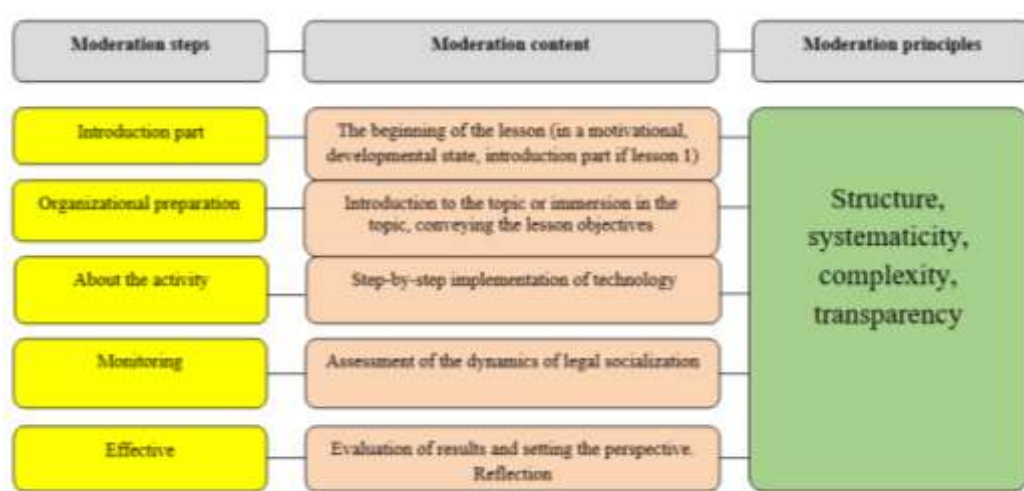


Fig 1: Stages of legal socialization of future teachers in the scope of topics of social pedagogy

The stages of legal socialization of future teachers are based on the basic principles of structure, consistency, complexity and transparency of moderation technology in order to ensure the effectiveness of managing the educational process and guaranteed achievement of the planned lesson goals.

- structure (the entire content of the lesson is rationally divided into clearly defined parts);
- systematicity (individual parts of the lesson are interconnected);
- complexity (all parts of the lesson are aimed at training, education, development and socialization of students);
- transparency (the course of the educational process and the activities of each student are organized, assessed and reflected in a manner visible to the teacher).

Achieving the effectiveness and quality of the educational process using moderation technology, obtaining planned educational results, professional training, development and socialization of students was ensured through the organization of the following main processes.

1. Effective interaction (interaction) of participants in the group process;
2. Orderly exchange of information (communication) between all participants in the educational process;
3. Ensuring visibility of the lesson process and the results of the learning process (visualization);
4. Motivation of all participants in the educational process (motivation);
5. Monitoring of the educational process;
6. Analysis of the participants' activities and evaluation of results (results and evaluation);
7. Reflection of teachers and students.

4. Conclusion

Consequently, focusing on instilling legal awareness in prospective educators, incorporating legal knowledge, values, and norms into their training necessitates a detailed and authorized planning approach for each subject under the "Social Pedagogy" curriculum within higher education institutions. This planning should be grounded in moderation technology and followed by meticulous methodological implementation. The thorough integration of fundamental moderation processes ensures rigorous training and optimal absorption of novel knowledge by students. It also contributes to the cultivation and enhancement of academic-subject expertise, specialized skills, and legal acumen among future educators, fostering their legal socialization and underscoring the importance of societal well-being in imparting essential values. Additionally, it bolsters ethical conduct and universal human capabilities. Undoubtedly, employing this approach allows the harmonization of moderation with contemporary and effective educational methodologies, aligning with the requisites of state educational standards.

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