



Apply case-study and modular teaching methods in law education

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Abstract

The present article analyzes the scientific and pedagogical questions associated with the improvement of theory and methodology of legal education in non-legal education institutions. The model of legal education at the undergraduate level has been developed and a teaching and methodical support is created. The improvement of legal training process based on the innovative technologies and development of legal competence of professionals have been revealed. In addition, the model of legal education at the undergraduate level of non-legal institutions has been worked out and a teaching and methodical support is created. As a result, the theory of legal education and methodology for bachelor students of non-legal higher institutions has been improved.

Keywords: legal knowledge, educational technologies, interactive learning, legal education system, theory of legal education, “street law” project, legal awareness, legal culture

Introduction

As noted in Article 14 of the Law of the Republic of Uzbekistan "On Education", Higher education provides training of highly qualified specialists. Training of specialists with higher education is provided on the basis of secondary special and vocational education in higher educational institutions (universities, academies, institutes and other higher educational institutions) ^[1].

Particular attention should be paid to interactive teaching methods in higher education institutions. One of the most commonly used methods in the educational process today is the method “Case Study” which helps improve the quality and effectiveness of education.

The method “Case study” is a case study, a method of situational analysis, a technique for developing students' specific skills using descriptions of real economic, social, and business situations ^[2]. Another source states, "The case is a complementary information, including audio, video and electronic transmitters, and educational and methodical materials that guide learners in finding a more appropriate solution ^[3].

In our practical experience it is found that one of the methods providing fruitful legal education among cases is the Case Study. Although the case study method is currently used in economic education, it is also possible to achieve the same goal by applying it in the legal education process.

The place where the Case Study approach is developed is Harvard University (USA). The first case was used in the

educational process of Harvard Law School in 1870 ^[4].

In the legal education the concept of case is also used. The legal encyclopedia of Uzbekistan states that in the case law: 1) an event that occurs regardless of the person's will and therefore cannot be predicted under certain circumstances. 2) an accidental occurrence of the offender (as opposed to intentional or careless act) but without any element of guilt and therefore without legal liability. It is necessary to differentiate between the notion of force and the power of the Case. Force majeure is an event that occurs in extreme and unavoidable conditions (for example, a natural disaster) ^[5].

Problems can be created using case studies in education. Particular attention should be paid to how these situations relate to real life.

The relevance of their legal situations to the realities that can be encountered in real life causes students to be interested in science and the question of the situation.

Case study can be used in the course of legal education in the following situations. The following principles should be taken into account when applying the case study method to legal situations:

- Submission of a short question to students in writing which reflects the legal situation;
- Independent study of the legal situation by students and discussion of the legal situation;
- -analysis of the legal situation under the guidance of a teacher;
- -basing of legal situations on the real legal situations and the creation of problematic situations.

The challenge of introducing the Case Study approach into the education system as one of the most urgent tasks of today has occurred on the basis of two ideas:

-the first is the general development of education, the

¹“Таълим тўрисида”ги Ўзбекистон Республикаси қонуни. Олий таълим. Меъёрий –ҳуқуқий ва услубий ҳуқуқий ҳужжатлар тўплами. Т.: Истиклол. Б. 5.

² Абдуқодиров А.А., Астанова Ф.А., Абдуқодирова Ф.А. “Case-study” услуби: назария, амалиёт ва тажриба. – Т.: “Tafakkur qanoti”, 2012. - Б. 6.

¹¹ Ибодова М. Таълим жараёнида кейс-стади усулидан фойдаланиш/ Uzluksiz ta’lim. Илмий-услубий журнал. 2013 йил, 4-сон, - Б. 38.

⁴ Абдуқодиров А.А., Астанова Ф.А., Абдуқодирова Ф.А. “Case-study” услуби: назария, амалиёт ва тажриба. – Т.: “Tafakkur qanoti”, 2012. - Б. 7.

⁵ Ўзбекистон юридик энциклопедияси. Т.: Адолат, 2010.- Б. 236.

purpose of which is not only to provide accurate knowledge, but also to develop professional competence, mental activity, skills and abilities of the individual, including the ability to teach, to change the thinking paradigm, to the ability to process large amounts of information.

-the second is that, in addition to meeting the requirements of the first idea, there is an increase in the requirements for the quality of a specialist, who must have alternative behavior in different situations, to be systematic and effective in responding to crises.

Thus, Case Study is a situational analysis technique that is based on real-world situations to acquire the skills to search for solutions in the United States.

The logic of solving it:

-acquaintance with the description of the organizational problem (understanding of what is presented to identify and solve the main problems of the case; access to the situational context of the case, identifying its main forms of action, providing the necessary evidence and documentation for analysis);

-independent analysis of the situation (the formation and analysis of problems in the case, making the necessary calculations, choosing analytical methods for processing information);

-diagnosis of the problem (making personal conclusions according to the case information, drawing up the necessary documents on the meaning and content of the case, approximate formulation of the situation, determining whether the analysis evidence is consistent with previously identified problems, conclusions, methods);

-to present their findings and solutions in discussions with other students (compare the conclusions of the case with the conclusions of other students, distinguish them from other students, try to substantiate their own results, and develop and present case materials that represent case solutions) ^[6].

M. Ibodova points out the relevance of the learning situation:

1. The concrete situation provides education related to life: case study enables students to model the situation, to formulate hypotheses, to identify problems, to collect additional information, to develop hypotheses and to design specific steps to solve problems.
2. The case gives students the freedom to analyze and solve problems.
3. In reviewing the case, the trainees will have a chance to exchange real feedback.

In the course of legal education, it is desirable that the teacher of the university provide the texts of the case to the students in the course of study (seminars and workshops) on CDs and CDs for pre-study purposes.

When providing legal situations (assignments, case studies), the teacher should provide recommendations on how to analyze the situation and how to solve the problem. The recommendation states that the case is written by a teacher, there are different options for students discussion, and the use of legal literature to address the problem.

According to Abdukadirov A.A., Astanova F.A.,

Abdukadirova F.A. multimedia features of case presentation provide the advantage of textual information and interactive video. The case is the only information set. It can be of three types: a) *published case* (includes graphics, tables, diagrams, illustrations); b) *multimedia case* (most recent but depends on technical equipment of the educational institution) and c) *video game* (which can include film, audio and video materials. The downside - limited visibility → distortion of information and errors) ^[7].

All of these cases can be used in legal education. However, which of these uses is best suited to the learning process?

Expression forms: paper cases, video files, multimedia cases.

By size: full cases (on average 20-25 pages) are designed to work in a team for several days and usually focus on presentation of their solutions in teamwork; short cases (pages 3-5) are designed to work directly in the classroom and are considered a general discussion. Mini cases (1-2) pages are intended for discussion in the classroom as short case studies and are used as part of a demonstration of the theory presented in the classroom ^[8].

According to our observations, the effectiveness of education was achieved through the use of short and mini-cases in the teaching of constitutional law, labor law, and criminal law. Short cases were used as independent work for students, and mini-cases (i.e. assignments with legal situations) were used as discussion and debate.

In our opinion, in the case of legal education, the goal is to reflect a clear legal situation, to analyze the problem during the training and to find a solution. The nature of this method is expressed through the provision of educational materials that are relevant to the realities of life and to be learned and applied in the educational process.

Improvement of pedagogical competence of students on the basis of modular training in legal education and advocacy.

In pedagogy, a number of concepts related to modular learning are used.

The module is a concept that represents the components that make up the pedagogical technology. These parts, that is, the modules, are made up of smaller pieces and their different collections.

It consists of subdividing the smallest component of the module into the smallest module and the other into the modules according to how many modules it contains.

The module is the basis for the introduction of modular education technology. It allows you to explore the sources you need to digest. It is widely used in the development and implementation of modular learning technologies.

The systematic application of innovative educational technologies in the creation and implementation of new pedagogical and information technologies can be achieved.

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⁷Абдукодилов А.А., Астанова Ф.А., Абдукодилова Ф.А. "Case-study" услуби: назария, амалиёт ва тажриба. – Т.: "Tafakkur qanoti", 2012. - Б. 14-15.

⁸Абдукодилов А.А., Астанова Ф.А., Абдукодилова Ф.А. "Case-study" услуби: назария, амалиёт ва тажриба. – Т.: "Tafakkur qanoti", 2012. - Б. 17.

⁶ Абдукодилов А.А., Астанова Ф.А., Абдукодилова Ф.А. "Case-study" услуби: назария, амалиёт ва тажриба. – Т.: "Tafakkur qanoti", 2012. - Б. 10-11.

different collections. These are called modules of the corresponding degree, depending on how many such smallest modules the smallest component can contain.

The smallest modules of pedagogical technology are the basic concepts, as they are supposedly the parts that make up the pedagogical technology. It uses the notion of a small module, module package, primary module, and module level.

Module level is an indicator of how many modules the original modules have in their content, chosen according to the scope of the description of pedagogical technology.

The information module is a systematic and complete piece of the content of the course, which is based on the interdisciplinary and interdisciplinary approach, and which is based on the interdisciplinary and interdisciplinary approach of learning objectives and intended outcomes.

The primary module is the initial module in describing pedagogical technology at some level, and one or more sub-modules represent the smallest unit of pedagogical technology. In practice, it is considered impossible to divide this subsystem into other sub-modules that make up the subsystem^[9].

The effectiveness of modular training is achieved through the interpretation of key concepts and legal terms in the legal education process.

The use of programs in legal education is achieved through unconventional teaching methods, unlike traditional teaching.

One of the ways that didactics and practice illustrate the achievement of learning objectives more clearly and easily can be checked by using test tasks.

The test was first published in 1864 in the United Kingdom. It was used by J. Fisher to test the students' knowledge level. The theoretical foundations of the tests were later developed by the English psychologist F. Gamelton. Testing was initially developed in the fields of psychology and pedagogy. At the beginning of the 20th century, psychological and pedagogical orientations in the development of testing began to separate. For the first time psychological testing were worked out by an American psychologist E. Torndike. With the development of tests in psychology and pedagogy, mathematical techniques also began to be used. These techniques, in turn, had a positive impact on the development of tests^[10].

Test - (English - testing) tasks which are aimed at gaining a certain level of knowledge for carrying out any activity. For each test, an expert method is developed to measure and evaluate the accuracy of the test.

Testing method - is a way of fast testing of the intellectual potential of a person or its specific area (direction), where tests are as uniform as possible.

Theoretically and empirically analyzed tests are of great scientific and practical value to the researcher^[11].

The test results are expressed in the results of training. In

order to control the legal knowledge of students in the direction "National idea, fundamentals of spirituality and law education" it is desirable to create test questions for each subject with the help of a computer. Creating more selective tests using a computer is a much more efficient way. It is also possible to configure it during the test. You can customize the number of questions to ask, the procedure for asking the questions, the procedure for answering the questions, and the evaluation system. The test teacher also determines the timing and the display of test results. However, it must comply with the evaluation criteria.

Multimedia is the use of a personal computer not only for text, but also for sound, drawing, animation and video.

Multimedia gives a chance to use a computer as a convenient tool in a new way, for instance, to save not only large-sized text information, but also sounds, high quality images and videos. It should be taken into consideration, the level of the work and quality depends on the high requirements of rapid movement of computer memory, sound peculiarities and additional equipment, particularly, CD-ROM.

Application multimedia is a scientifically complicated and the most expensive product, as in order to work out that product it is necessary to use the strength this sphere specialists, teachers, lawyers and programmers^[12].

The use of multimedia capabilities in higher education institutions is an important consideration.

It is emphasized that training sessions should use information and communication technologies, e-learning resources and multimedia presentations, including presentations created by MS Power Point.

In this regard, pedagogical technology for the development of slide presentation will be important.

Slide presentation method - presenting oral material with slides.

The use of slides does not imply large data storage capacity. The information provided on the slide should be structured and developed based on visualization rules^[13].

In recent years, the role of the global network in the educational process has been increasing.

Global network

(English: global network, Rus: глобальная сеть) A network created in several countries and combining regional networks that are designed to provide network services and resources to a large number of users. Due to its large size, each global network provides its user with thousands of databases, transcontinental e-mail, and training in practically voluntary specialties. Such a network is the Internet^[14].

Internet 1

The World Wide Web. It is based on IP protocol, combining public, educational, commercial, military and corporate

⁹ Ҳасанбоев Ж, Тўрақулов Х., Ҳайдаров М., Ҳасанбоева О. Педагогика фанидан изоҳли луғат. Т., «Fan va texnologiya», 2008. - Б. 33, 58, 235-236. (480 б.)

¹⁰ Камолдинов М., Вахобжонов Б. Инновацион педагогик технология асослари, саволлар, жавоблар: Касб-хунар таълими муассасалари учун ўқув қўлланма. – Т.: "Talqin", 2010. – Б. 35-36. (128 б.)
20 Ҳасанбоев Ж, Тўрақулов Х., Ҳайдаров М., Ҳасанбоева О. Педагогика фанидан изоҳли луғат. Т., «Fan va texnologiya», 2008. - Б. 340-341.

¹² Певцова Е. А. Актуальные вопросы методики преподавания юриспруденции: Учебное пособие. — М.: Издательство Международного юридического института, 2010. С. 112.

¹³ Файзуллаева Д.М., Ганиева М.А. Замонавий ўқитиш воситаларининг педагогик технологиялари тўплами. Методик қўлланма – Т.: ТДИУ, 2013 й. – Б. 8.

¹⁴ Ахборот-коммуникация технологиялари изоҳли луғати. – Т.: БМТТДнинг Ўзбекистондаги ваколатхонаси, 2010. Б.63.

networks. 2. A global information system that provides high-quality communications, either publicly or privately. Its parts are interconnected through a unique IP address based on IP protocol. 3. A set of interconnected computer networks covering the globe. The Internet provides access to computers, emails, databases and discussion groups all using IP protocols^[15].

The Internet provides great opportunity for information recipients in the course of legal education. Taking into account the changes in legal information, it is possible to have uninterrupted access to the Internet and state-owned networks.

We recommend you get legal information at www.lex.uz. As, one of the tasks for teachers is to bring continuously legislative reforms to students on a regular basis.

However, it is not advisable to use information obtained through any internet-based network.

Information and Communication Technology is a new technical universal didactic tool to improve students' knowledge, skills and competencies in a particular area. It broadens and deepens the learner's practical thinking, giving them a high level of knowledge, skills and abilities in a particular area^[16].

Because of the shortage of legal and scientific methodical literature in non-legal education institutions the teaching staff working there can use the literature intended for legal higher educational institutions. For instance, there is necessity to use the textbooks or explanatory dictionaries of legal terms, created for scientific researchers and master level students by A.F.Kolotov, I.B. Skuratov^[17].

One of the components of the teacher's professional skills is legal competence. Legal competence is an important means in the process of realizing state policy on high level development of legal culture, and also in the formation of citizen's respect for the law.

The introduction of innovation in education, including legal education, will move the society forward. It is necessary to introduce continuous and consistent system of innovation in legal education. Legal education should be extended from pre-school to higher education, and, by extension, by means of outreach activities, taking into account the needs of each family. There is a need for innovation when there is a conflict between traditional teaching and modern requirements. The news that introduced in one institution may be already in place at another institution, or what one professor perceives to be welcome news can be a normal situation for another professor.

Conclusions

The introduction of innovations in the legal education process is linked to interactive teaching methods and the possibilities of modern information technology.

The model of methodology of legal education at the undergraduate level of non-legal higher educational

institutions has been developed, criteria for increasing the effectiveness of legal education have been identified and educational and methodical support is established.

In the context of innovative education the need for the use of the following active and interactive methods (the Socrates method, Case Study, Discussion, Legal Approach in various situations) was justified within the legal education process of the higher educational institutions.

One of the ways to increase the effectiveness of legal education in non-governmental higher education institutions was the need to develop the legal competence of teachers and to develop appropriate recommendations.

Methodical recommendations on the subject "National Ideas, Spiritual Bases and Methods of Teaching Law", "Labor Law" and "Criminal Law" were developed.

In order to increase the effectiveness of legal education in non-legal higher educational institutions, the opportunities of using information technologies in the legal education process were demonstrated, seminar -trainings were held, an explanatory dictionary of terms on "Lbor law" was created, and a program for electronic computers was created.

Forms, methods and means have been developed to improve the legal knowledge and culture of students of non- legal higher education institutions on the direction "National idea, basics of spirituality and law education".

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