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ENHANCING THE LEGAL CULTURE OF STUDENTS: THE INTEGRATION OF INTERACTIVE METHODS AND LEGAL EDUCATION

Uzakbergenova Gulshat Jangabergenovna
Xallibekov Murat Maxsetovich
Srajatdinov Aybek Djumabaevich
Law Teachers, Karakalpak Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan

Qarlibayeva Raziya Bazarbaevna
Seytmamutov Izumrud G‘aybulla ugli
History Teachers, Karakalpak Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan

Abstract:
This article explores the theoretical and practical aspects of using modern interactive methods to enhance the legal culture and legal awareness of academic lyceum students. It examines mechanisms for ensuring the close integration of legal education and legal upbringing, as well as the role and scientific and practical significance of pedagogical technologies in preventing juvenile delinquency.

Keywords: Legal culture, legal awareness, legal upbringing, interactive methods, academic lyceum, prevention, case study, legal education.

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Introduction

One of the priority areas in building a democratic state governed by the rule of law and a civil society in our country is to enhance the legal culture and legal literacy of all members of society, particularly the younger generation. The revised Constitution of the Republic of Uzbekistan and regulatory legal documents related to the education sector place particular emphasis not only on providing young people with education and upbringing but also on shaping them into well-rounded individuals who have a profound understanding of their rights and responsibilities.

Academic lyceums, particularly those operating within the system of the Ministry of Internal Affairs of the Republic of Uzbekistan, play an important role in developing not only students' general educational knowledge but also their sound legal knowledge and professional discipline. Since academic lyceum students are generally at the stages of adolescence and early youth, traditional lecture-based teaching methods do not always produce the expected results. Therefore, the widespread implementation of interactive methods in teaching legal subjects and ensuring continuity in the process of legal education and upbringing have become pressing tasks of contemporary pedagogy.

Legal culture is not limited merely to knowing and obeying the law. Rather, it encompasses the legal knowledge of members of society, their respect for the law, recognition of legal values, and ability to apply them in their everyday activities. The development of an individual's legal culture is a long-term pedagogical and socialisation process, at the core of which lies legal upbringing. Although the concepts of legal education and legal upbringing are closely interrelated, they have their own distinctive characteristics:

Legal education is the process of providing students with systematic theoretical knowledge about laws, regulatory legal acts, and the legal system. *Legal upbringing* is a system of practical, moral, and educational influences aimed at

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developing a positive attitude towards the law, intolerance towards legal violations, and a responsible civic position.

If the continuity of these two processes is not ensured, *legal nihilism* (the denial of laws or a dismissive attitude towards them) may emerge. A situation in which students know legal provisions by heart but lack the skills to comply with them in practice indicates a gap between education and upbringing. Therefore, the teaching of legal subjects in academic lyceums should be carried out in close integration with the process of legal upbringing.

In the current era of advanced pedagogical technologies, interactive methods enable learners to transform from passive listeners into active participants in the learning process. Legal subjects are characterised by their logical structure and the extensive use of legal provisions and terminology. Rote memorisation of such material often reduces students' interest in the subject.

Interactive methods, however, help students understand legal concepts through real-life situations (case studies) and develop decision-making skills. The following methods have demonstrated considerable effectiveness in teaching legal subjects:

1. Case Study or Analysis of Practical Situations. Students are presented with a real-life or hypothetical legal problem (case). They analyse the situation based on the provisions of applicable legislation, such as the Civil Code, Criminal Code, or Code of Administrative Liability, identify the rights and obligations of the parties involved, and propose possible solutions.

Pedagogical outcome: This method develops students' ability to apply theoretical knowledge in practice and enhances their skills in working with regulatory legal documents.

2. Role-Playing and Simulation Games ("Court Hearing", "Investigative Proceedings"). Simulated court proceedings are organised among academic lyceum students. Students assume different roles, including judge, prosecutor, defence attorney, witness, and defendant.

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Pedagogical outcome: This method provides students with practical insight into the activities of law enforcement and judicial authorities while developing their communication skills, public speaking abilities, and logical thinking.

3. Brainstorming and the Cluster Method. These methods are used to collect students' ideas and organise them graphically when introducing new legal concepts, such as "Human Rights", "Legal Liability", and "Constitutional Duties".

Pedagogical outcome: These methods stimulate students' creative and critical thinking and enhance their ability to work collaboratively.

Interactive methods not only provide students with knowledge but also serve as an indirect means of legal upbringing. The skills developed through classroom interaction, compliance with rules, and respect for others' opinions form the foundation of legal culture.

Group Work and Debates:

1. Skill developed: Supporting one's opinions with legal sources.

2. Educational impact: Developing respect for others' opinions, tolerance, and a culture of lawful communication.

Problem-Based Situations (Case Studies):

3. Skill developed: Assessing the legal consequences of unlawful acts.

4. Educational impact: Fostering a sense of responsibility and developing an awareness of the importance of refraining from prohibited conduct.

Debates and Discussions:

5. Skill developed: Developing logical argumentation, questioning, answering, and refutation skills.

6. Educational impact: Fostering recognition of human rights and freedoms as fundamental values.

Ensuring the continuity of legal upbringing requires the integration of classroom instruction and extracurricular activities. Competitions such as "Legal Knowledge Champion" and "Constitutional Knowledge Champion", meetings

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with law enforcement officers, and preventive discussions organised in academic lyceums should serve as a logical continuation of interactive classroom lessons.

In academic lyceums operating within the system of the Ministry of Internal Affairs, discipline and the supremacy of law hold a particularly important position. Therefore, rather than simply requiring students to memorise legal provisions, it is essential to instil in them the practical conviction that *"Obeying the law is not a sign of weakness, but an indication of a high level of culture and a guarantee of security."*

Several practical challenges and methodological gaps can be observed in ensuring the integration of legal education and legal upbringing and in applying interactive methods:

1. The gap between theory and practice: The complex and formal language used to present legal provisions in textbooks makes them difficult for students to understand and comprehend.
2. Information threats and the influence of the Internet: Nowadays, young people are exposed to various forms of unreliable or unlawful information through social media, which can lead to confusion in their legal understanding and perceptions.
3. The use of interactive methods merely as a form of entertainment: In some cases, interactive methods are implemented in lessons only in terms of their form rather than their actual content, without sufficient attention being paid to achieving the expected educational and legal outcomes.

The following solutions are proposed to address these challenges:

- Incorporating interactive case study collections containing more contemporary and real-life examples into legal subject teaching materials;
- Improving students' digital legal literacy by providing practical instruction on how to use official government portals such as Lex.uz and My.gov.uz during lessons;
- Using interactive pedagogical diagnostic tools in legal upbringing while taking into account students' individual psychological characteristics.

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In conclusion, enhancing the legal culture of academic lyceum students is a complex and continuous pedagogical process based on the integration of education and upbringing. Moving beyond traditional teaching methods and making wider use of interactive approaches, simulated learning activities, and practical case studies in teaching legal subjects will contribute to students' deeper and more meaningful understanding of legal knowledge and its application in everyday life.

The following scientific and methodological recommendations are proposed to further improve the quality of legal education and legal upbringing at the Karakalpak Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan:

1. Creating a bank of interactive lesson plans: Legal subject teachers should develop a collection of ready-to-use interactive case studies and situational tasks for each topic in the academic lyceum curriculum.
2. An integrated approach to legal education: Strengthening interdisciplinary integration between legal subjects and other academic disciplines, particularly history, social studies, and information technology.
3. Practical preventive activities: Regularly organising interactive debates and round-table discussions on the topic "Consequences and Responsibility" to prevent legal violations among students.
4. Introducing digital technologies: Encouraging students to improve their legal knowledge outside classroom hours through legal quizzes and mobile testing applications.

The implementation of these proposals and methodological approaches in the educational process will contribute to enhancing the legal culture of students, fostering respect for the law, and developing a responsible civic position.

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