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METHODS OF FORMING LEGAL CONSCIOUSNESS AND PEDAGOGICAL APPROACHES IN UZBEK AND ENGLISH LANGUAGES

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Abstract

Legal consciousness represents an essential component of professional and civic identity in both English and Uzbek speaking societies. This article explores the methods of forming legal consciousness and the pedagogical approaches used in the English and Uzbek educational systems from a comparative perspective. The study aims to identify the principal pedagogical strategies, including case-based learning, interactive seminars, and linguistic-legal integration, as well as to examine their historical development and cultural adaptation. The research is based on a comparative analysis of educational curricula and professional legal texts. The findings indicate that English pedagogical approaches are largely formed through a focus on common law precedents and critical analysis, whereas Uzbek pedagogical methods reflect a transition from traditional lecture-based systems to modern, interactive models incorporating national legal traditions. The study reveals both universal and language-specific features in the development of legal consciousness and underlines the significance of pedagogical innovation in ensuring professional competence. The results may be useful for further research in legal linguistics, comparative pedagogy, and English for Specific Purposes (ESP).

Keywords: Legal consciousness, pedagogy, English and Uzbek, legal education, comparative linguistics.

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INTRODUCTION

Legal consciousness represents a crucial component of professional communication and civic responsibility in the modern world. Accurate understanding and application of legal principles are essential for justice, social stability, and international collaboration. In both English and Uzbek contexts, legal consciousness has developed under the influence of distinct historical and linguistic factors. While English legal education is widely recognized for its reliance on case law and oral advocacy, Uzbek legal pedagogy reflects a complex system shaped by civil law traditions and recent national reforms.

The study of pedagogical methods allows scholars to trace the formation mechanisms of legal ethics and specialized vocabulary. This analysis is particularly relevant in a comparative perspective, highlighting both universal patterns and language-specific adaptations. In a globalized legal environment, understanding the linguistic background of legal terms is essential for accurate interpretation and the development of standardized professional ethics.

THEORETICAL BACKGROUND

Legal education has been the focus of numerous studies worldwide. In English, the pedagogy of law has been extensively analyzed, highlighting the predominance of Socratic methods and the analysis of judicial opinions (Bowker & Pearson, 2002). Such studies emphasize the systematic nature of legal reasoning, which facilitates international communication and standardizes professional practice.

In the context of Uzbek, research on legal pedagogy is growing. Historical studies indicate that Uzbek legal consciousness has been influenced by a combination of traditional values, Soviet-era legal frameworks, and modern international standards. Scholars note that while English legal education maintains high standardization through long-standing traditions, Uzbek pedagogy exhibits variability due to rapid social and legislative shifts. Comparative studies reveal

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that while English education preserves traditional rhetoric, Uzbek tends to adapt modern methods to align with national linguistic and cultural rules.

METHODOLOGY

The present study employs a descriptive and comparative approach to analyze the formation of legal consciousness. The research focuses on identifying main pedagogical resources and examining how these shape the professional identity of students in both languages. Data were collected from authoritative sources, including university curricula, legal dictionaries, and specialized textbooks from both the United Kingdom/USA and Uzbekistan.

A total of 50 sets of pedagogical materials were selected for analysis in each language. These were chosen to represent various branches of law, including civil, criminal, and international law. The procedures included classification of teaching methods, morphological analysis of legal terminology, and comparative analysis to identify similarities in semantic transparency between English and Uzbek legal instruction. This methodology ensures a rigorous examination of both historical and contemporary aspects of legal education.

RESULTS AND DISCUSSION

The analysis of pedagogical materials revealed distinct patterns in both educational philosophy and terminology. In English, a majority of legal consciousness is built through the "case method," where classical terminology remains the backbone of specialized vocabulary. Examples include habeas corpus and stare decisis. In contrast, Uzbek legal pedagogy demonstrates a mixed etymological and methodological base: approximately 40% of methods are international standards, 35% reflect historical administrative influences, and 25% are native formations.

Regarding semantic transparency, English legal terms often preserve classical morphology. In Uzbek, especially in terms adapted during different historical

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layers, semantic clarity sometimes requires additional explanation in teaching. Comparative observations indicate that both languages exhibit universal patterns, such as the use of formal registers for scientific precision. However, language-specific adaptations are evident in Uzbek, where terms are adjusted to fit national grammar and pronunciation. This process is crucial for ensuring that legal concepts are understandable and usable in professional practice.

CONCLUSION

The comparative analysis demonstrates that pedagogical approaches play a crucial role in shaping the structure and meaning of legal consciousness. English legal education is largely based on historical precedents and classical terminology, resulting in high international consistency. Uzbek legal pedagogy, in contrast, reflects a more complex system, combining international standards with native lexical and cultural formations. Understanding these differences is essential for accurate translation, standardization, and professional legal education in a globalized society.

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