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PROFESSIONALLY-ORIENTED APPROACH TO TEACHING THE DISCIPLINE "THEORY AND HISTORY OF STATE AND LAW" AT THE LYCEUM OF THE MINISTRY OF INTERNAL AFFAIRS

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Abstract

The article, prepared on the basis of the experience of teaching at the Academic Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan, considers the theoretical and applied aspects of the implementation of a professionally-oriented approach in the study of the discipline "Theory and

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History of State and Law". The need to transform the content of the training course is substantiated, taking into account the variety of areas of future service activities of graduates - investigation, criminal investigation, crime prevention, criminalistics, Methodological ways to ensure the connection of theoretical provisions with the practice of law enforcement in conditions when the discipline is studied in the first year in parallel with constitutional law, and branch legal disciplines begin in the second year. Particular attention is paid to promising areas for the introduction of innovative teaching methods adapted to the specifics of the educational process in the departmental lyceum.

Keywords: Professionally-oriented approach, theory and history of state and law, Lyceum of the Ministry of Internal Affairs, content of training, connection between theory and practice, innovative teaching methods, interdisciplinary connections.

Introduction

The modern system of training personnel for the internal affairs bodies of the Republic of Uzbekistan imposes qualitatively new requirements on the results of training at all its stages. Academic lyceums of the Ministry of Internal Affairs, performing the function of pre-university professional education, are designed to lay the foundation not only for theoretical knowledge, but also for the foundations of professional legal awareness, to form in students the primary skills of legal thinking necessary in various areas of law enforcement.

The discipline "Theory and History of State and Law" occupies a special place in this process, being an introductory, fundamental legal science. As it is rightly noted in the scientific literature, theoretical and legal training is of key importance for employees of internal affairs bodies, since it forms a conceptual apparatus, a categorical system of legal thinking, without which it is impossible to deeply master industry disciplines and successful practical activity.

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The specifics of teaching this discipline in the Lyceum of the Ministry of Internal Affairs are due to two important factors. Firstly, the study of the theory and history of state and law is carried out in the first year in parallel with constitutional law, while all other branch legal disciplines begin in the second year. This means that it is the theory of state and law that lays the foundation of all subsequent legal education, forms primary ideas about law, its essence, functions, and mechanisms of action. Secondly, the educational process in the Lyceum of the Ministry of Internal Affairs has its own specifics associated with regime requirements, in particular, with the restriction of the use of mobile phones and other mobile devices by students on the territory of an educational institution.

The experience of teaching at the Lyceum of the Ministry of Internal Affairs convincingly testifies that the traditional model of teaching the theory of state and law, focused mainly on memorizing definitions and reproducing classifications, does not fully meet the tasks of professional training of future employees who will have to work in various departments - investigation, criminal investigation, prevention service, forensics, psychological service. An objective contradiction arises between the fundamental nature of the discipline and the need for its practice-oriented orientation.

The purpose of this article is to summarize the experience of implementing a professionally-oriented approach to teaching the theory and history of state and law in the Lyceum of the Ministry of Internal Affairs, taking into account these features, and to identify promising areas for the introduction of innovative teaching methods adapted to the conditions of a departmental educational institution.

1. Professionally-oriented approach: concept and meaning for the system of the Ministry of Internal Affairs

A professionally-oriented approach in education is understood as a set of principles and methods of organizing the educational process that ensure the orientation of all its components to the formation of students' readiness for

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effective solution of professional problems. In relation to the system of departmental education, this approach is of particular importance, since graduates of lyceums of the Ministry of Internal Affairs should be not only carriers of legal knowledge, but also subjects of law enforcement activities, capable of applying this knowledge in typical and non-standard situations of official practice.

Practice-oriented training involves the optimal combination of theoretical and practical principles in the training of future lawyers, as well as their career guidance in choosing the direction of official activity. In the conditions of the Lyceum of the Ministry of Internal Affairs, this means that the teaching of the theory and history of state and law should be built in such a way that each section studied contributes to the formation of professional qualities that are in demand in specific types of law enforcement activities.

At the same time, it is important to understand that the professionally-oriented approach does not mean primitivizing the theoretical content or reducing it to a set of practical recommendations. On the contrary, we are talking about such a structuring of educational material and the choice of teaching methods, in which the fundamental theoretical provisions are comprehended by students through the prism of their future professional purpose. The use of activity and interactive methods in the learning process, the introduction of simulation modeling and design, as well as the technology of solving situational problems can be considered as an effective tool for the formation of professionally oriented skills in students.

Departmental specifics also require taking into account the fact that training at the Lyceum of the Ministry of Internal Affairs is only the initial stage of professionalization. Therefore, a professionally-oriented approach should be implemented taking into account the prospects for further training and official activities, creating the basis for the subsequent development of professional competencies.

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2. Content of the curriculum: reflection of the diversity of areas of service activity
The formation of the content of the academic discipline "Theory and History of State and Law" in the implementation of a professionally-oriented approach requires careful selection and structuring of the material, taking into account the needs of various areas of service activity of Lyceum graduates.

2.1. Basic theoretical component

The fundamental sections of the theory of state and law — the concept and essence of the state, the form of the state, the functions of the state, the concept and essence of law, the sources of law, legal relations, the implementation of law, legal responsibility — constitute the obligatory core of the discipline. Of particular importance is the historical component, which makes it possible to trace the genesis of state and legal institutions, to show students the patterns of the development of law, the connection of the modern legal system with historical experience.

Mastering the course of theory and history of state and law is a prerequisite for the formation of a modern specialist lawyer and a prerequisite for the successful study of branch and applied legal disciplines, which will begin in the second year. Without a deep understanding of these categories, it is impossible to provide high-quality training for either an investigator, or an operational commissioner, or an employee of the preventive service, etc.

2.2. Differentiated (profile) component

Along with the basic component, the professionally-oriented approach involves the inclusion in the content of training of materials that reflect the specifics of various areas of activity of the Department of Internal Affairs. This can be implemented through:

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variable tasks and examples focused on specific training profiles (when studying general topics, students are offered tasks that simulate situations from the relevant fields of activity);

optional modules that consider in depth theoretical aspects that are significant for certain areas;

interdisciplinary links with constitutional law, studied in parallel, which allows students to show how fundamental theoretical provisions are concretized in the norms of the Basic Law.

Table 1 presents an approximate correlation of the sections of the theory and history of state and law with the directions of future professional activity of graduates of the Lyceum of the Ministry of Internal Affairs.

Table 1 — Profile orientation of the sections of the theory and history of state and law

Section of the discipline	Areas of activity of the Department of Internal Affairs	Professionally significant aspects
The concept and essence of law	Investigation, inquiry	Understanding the social value of law, distinguishing between lawful and unlawful
Sources of law	All destinations	Skills in working with regulations, hierarchy of sources
Legal relations	Investigation, criminal investigation, prevention	Analysis of the structure of legal relations, subject composition, legal facts
Implementation of the right	All destinations	Application of law as a special form of implementation, acts of application
Interpretation of law	Investigation, forensics	Ways of clarifying the meaning of norms, overcoming gaps and collisions
Legal liability	All destinations	Grounds, types, mechanism of implementation
Legal Consciousness and Legal Culture	Prevention, psychological service	Formation of lawful behavior, prevention of offenses
History of State and Law	All destinations	Understanding of the patterns of development of law, the historical roots of modern institutions

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2.3. Taking into account regional and departmental specifics

The professionally oriented content of training in the lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan should also reflect the national characteristics of the legal system and the specifics of the organization of the activities of the internal affairs bodies. It is advisable to accompany the study of theoretical provisions by referring to specific normative legal acts of the Republic of Uzbekistan, departmental orders and instructions, which creates the basis for the formation of a holistic idea of the legal regulation of their future official activities among students. At the same time, the parallel study of constitutional law acquires special importance, which makes it possible to immediately find the constitutional foundations of the theoretical constructions under study.

3. Relationship between theory and practice: methods and forms of implementation

Ensuring an effective connection between theoretical provisions and law enforcement practice is the central task of professionally-oriented training. Given that sectoral disciplines will begin only in the second year, the use of such methods that will allow students to form an understanding of the practical significance of the theory of state and law in the first year of study is of particular importance.

3.1. Method of Modeling Law Enforcement Situations

Modeling situations typical for various areas of ATS activities allows you to overcome the abstract nature of theoretical knowledge and show students its practical significance. For example, when studying the topic "Legal Facts", it is advisable to offer students focused on investigative work to analyze the actual circumstances of a particular incident and identify legally significant circumstances. For future employees of the preventive service, the task of

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identifying the circumstances contributing to the commission of offenses will be relevant.

Simulation modeling in the form of business games is of particular value. The game form of the lesson not only arouses interest among students, but also allows them to delve deeper, immerse themselves in a real working situation. It is one thing to familiarize yourself with a theoretical scheme, and quite another to apply it when analyzing a specific situation that requires a decision.

3.2. Case method (analysis of specific situations)

The use of the case method in the study of the theory of state and law is aimed at developing students' skills of legal analysis and argumentation. Case studies can be based on adapted materials that reflect typical law enforcement problems, but do not require deep industry knowledge. For example, a case study on the topic "Implementation of Law" can be based on the analysis of situations related to the exercise by citizens of their constitutional rights and freedoms (parallel study of constitutional law creates a good basis for this).

It is important that cases are differentiated taking into account the profile focus. For future investigators, cases related to the qualification of acts are advisable; for operational officers – situations that require a quick legal assessment; for employees of preventive services - situations related to individual preventive work.

3.3. Interactive lectures and workshops with practitioners

A valuable resource for ensuring the connection between theory and practice is the involvement of employees of practical departments of the Department of Internal Affairs in conducting classes. Meetings with current employees, who show with specific examples how theoretical provisions are implemented in everyday official activities, have a significant impact on the formation of professional motivation and deepening the understanding of the educational

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material. It is especially important that such meetings allow students to get an idea of real work in various departments already in the first year, which helps in professional self-determination.

3.4. Excursions to practical units

The organization of excursions to investigative units, duty units, forensic departments allows students to see the practical implementation of the theoretical provisions studied. Observation of document flow, familiarization with samples of procedural documents, conversations with employees create a holistic idea of how theoretical knowledge about legal norms, legal relations, legal facts are embodied in specific acts of law enforcement.

3.5. Project activities

The implementation of educational projects involving the solution of theoretical and applied problems also contributes to strengthening the practical orientation of training. Students can develop drafts of simple procedural documents (taking into account the level of training), draw up analytical reports on the history of the development of individual legal institutions, prepare reports on the constitutional foundations of the activities of the Department of Internal Affairs. Such activities form research skills and prepare for independent solution of professional problems in the future.

3.6. Use of visual aids and printed materials

In the context of limited access to digital resources, the use of high-quality visual aids, diagrams, tables, and handouts is of particular importance. Well established: poster materials reflecting the main theoretical constructions (structure of legal relations, system of law, classification of legal facts); workbooks on a printed basis, containing tasks for independent work, problematic questions, situations for analysis;

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task cards for individual and group work;
albums of schemes for the main sections of the discipline.

4. Innovative teaching methods:

Promising areas of implementation, taking into account the specifics of the Lyceum of the Ministry of Internal Affairs

The current stage of education development is characterized by the active introduction of innovative technologies, but the specifics of the Lyceum of the Ministry of Internal Affairs (restriction of the use of mobile devices and access to the Internet) requires the adaptation of these technologies to the conditions of a departmental educational institution. In the practice of teaching the theory and history of state and law, the following areas seem promising.

4.1. Local Electronic Educational Resources

In the absence of access to the Internet, it is possible to effectively use local electronic resources located on computers in specialized classrooms or in the electronic library of the lyceum:

Electronic training modules installed on local computers, including theoretical material, interactive schemes, test tasks. Students can work with such modules during self-study or in classes under the guidance of a teacher.

Multimedia presentations prepared by the teacher and demonstrated with the help of a projector. Presentations can include animated diagrams illustrating the dynamics of legal relations, the processes of lawmaking and law enforcement.

Educational videos on the history of state and law, procedural activities, posted in the media library of the lyceum. Watching and subsequent discussion of such films allow students to form visual ideas about the phenomena studied.

Electronic simulators for practicing qualification skills, solving legal problems, working offline.

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4.2. Interactive whiteboards and related equipment

The use of interactive whiteboards opens up wide opportunities for activating cognitive activity:

Work with schemes and tables directly on the board (filling, correcting, supplementing).

Collective editing of texts (for example, a draft legal document) with the fixation of students' proposals.

Interactive exercises for the correlation of concepts and definitions, classification of objects, identification of errors.

Saving the results of the work for later analysis and review.

4.3. Didactic games using printed materials

Gamification of the educational process can be successfully implemented without the use of digital devices:

For example, the game "Rule of Law" can include cards with situations, task cards, a playing field. Students, moving chips, perform tasks related to the application of theoretical knowledge.

Card games for the correlation of concepts and definitions, classification of legal norms, determination of types of legal responsibility.

Quest games held in the classroom or on the territory of the lyceum. At each stage, students receive a task on the theory of state and law, the correct solution of which provides the key to move on to the next stage.

Team competitions "Legal Battle", "Legal Tournament" using specially prepared tasks on cards.

4.4. Interactive forms of classroom work

Modern techniques make it possible to make traditional classes more interactive without the use of digital devices:

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The "Aquarium" technology – several students act out the situation in a circle, the rest observe and analyze. It is applicable when studying the topics "Legal Relations", "Implementation of Rights", "Legal Conflict".

The "Take a position" method – students are distributed among the audience depending on their agreement/disagreement with a certain thesis and argue their position. It is effective when discussing debatable theoretical issues.

"Microphone" technology – each student in turn expresses his position on the problem under discussion, which allows you to activate all members of the group. Brainstorming in the search for solutions to problem situations. It is especially effective in the study of topics related to gaps and conflicts in law, interpretation of legal norms.

Work in small groups with subsequent presentation of the results. Groups can be formed according to the profile principle (future investigators, operatives, prevention officers), receiving tasks that correspond to their professional orientation.

4.5. Interdisciplinary Integrative Projects

The specificity of the curriculum (parallel study of the theory of state and law with constitutional law in the absence of other branch disciplines) determines the special importance of interdisciplinary links with constitutional law:

The project "Constitutional Foundations of the Legal Status of the Individual" involves the analysis of constitutional norms through the prism of theoretical categories: legal capacity, legal capacity, subjective right, legal obligation.

The project "Form of State in the Republic of Uzbekistan" combines theoretical knowledge about the form of government, state structure, political regime with constitutional norms that enshrine the relevant institutions.

The project "The System of Sources of Law in the National Legal System" makes it possible to show the hierarchy of normative acts enshrined in the constitution through the theoretical doctrine of the sources of law.

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The project "Lawmaking and Lawmaking Process" can be built on the analysis of constitutional norms on the procedure for adopting laws in comparison with theoretical models of the law-making process.

Such projects can be carried out both individually and in small groups, with subsequent defense at seminars or within the framework of specially organized conferences.

4.6. Innovations in methodological support

The introduction of innovative teaching methods requires appropriate methodological support:

Development of sets of handouts for interactive classes: cards with situations, document forms, playing fields, voting cards.

Creation of a bank of professionally-oriented tasks, systematized by sections of the discipline, areas of training and levels of complexity.

Preparation of methodological recommendations for teachers on the use of innovative technologies in conditions of limited access to digital resources.

Development of scenarios for business games and quests in the main sections of the discipline.

Creation of a fund of case studies based on practice materials adapted for first-year students (taking into account their lack of industry knowledge).

4.7. Using the Potential of the Library Fund

In conditions of limited access to Internet resources, working with traditional sources is of particular importance:

Organization of thematic exhibitions in the library of the Lyceum on topical problems of the theory and history of state and law.

Conducting library lessons, where students get acquainted with the system of searching for the necessary literature, reference publications, legal dictionaries.

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The use of periodicals (magazines, newspapers) for the selection of examples illustrating theoretical provisions.

Work with anthologies and collections of documents on the history of state and law.

5. Taking into account interdisciplinary links with constitutional law

A feature of the first year is the parallel study of the theory and history of state and law and constitutional law. This creates unique opportunities for an in-depth understanding of both disciplines and for students to develop a holistic view of the legal system.

5.1. Coordination of thematic plans

For the effective implementation of interdisciplinary connections, it is necessary to coordinate the thematic plans of both disciplines. It is advisable to distribute the material in such a way that theoretical concepts are introduced immediately before or simultaneously with the study of the relevant constitutional legal institutions:

the concept and essence of the state – the form of the state in constitutional law;

sources of law – the constitution as the main source;

the legal status of the individual – constitutional rights and freedoms;

the system of law – the constitutional foundations of sectoral division;

lawmaking is a law-making process.

5.2. Binary classes

A promising form of work is binary classes conducted jointly by teachers of the theory of state and law and constitutional law. In such classes, the same problem is considered from the standpoint of both disciplines, which makes it possible to show students the connection between fundamental theoretical provisions and specific constitutional norms.

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5.3. Complex tasks

When organizing independent work of students, it is advisable to use complex tasks that require the application of knowledge from both disciplines. For example:

to analyze a specific constitutional norm using theoretical knowledge about the structure of a legal norm;

to determine what elements of the form of state are enshrined in the Constitution of the Republic of Uzbekistan;

on the basis of the analysis of constitutional norms, to compile a list of legal facts that entail the emergence of constitutional legal relations.

6. Prospects for the development of professionally-oriented education

Further improvement of the teaching of the theory and history of state and law at the Lyceum of the Ministry of Internal Affairs is associated with several directions.

6.1. Creating a specialized account

It is advisable to create a specialized classroom for the theory and history of state and law, equipped with:

visual aids (diagrams, tables, posters);

sets of handouts for interactive classes;

local computer equipment with training modules;

a library of educational and reference literature;

materials reflecting the history of the state and law of Uzbekistan.

6.2. Development of an educational and methodological complex

It is necessary to develop an educational and methodological complex of the discipline, including:

a work program taking into account professional orientation;

a fund of assessment tools differentiated by areas of training;

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methodological recommendations for teachers on the use of innovative methods;
workbooks for students;
collections of tasks and cases.

6.3. Advanced training of teachers

An important condition for the success of innovative activities is the systematic professional development of teachers in the field of:
modern methods of professionally-oriented training;
interactive interaction technologies;
methods of organizing project activities of students;
ways to adapt digital educational resources to the conditions of a departmental educational institution.

6.4. Strengthening Links with Practice Units

It is necessary to further develop interaction with the practical units of the Department of Internal Affairs in the following areas:
involvement of practitioners in conducting classes;
organization of excursions and workshops on the basis of departments;
use of practical materials to create case studies;
participation of practitioners in assessing the results of students' project activities.

Conclusion

The implementation of a professionally-oriented approach to teaching the discipline "Theory and History of State and Law" in the Lyceum of the Ministry of Internal Affairs of the Republic of Uzbekistan is an urgent need due to the tasks of high-quality training of personnel for various areas of activity of internal affairs bodies. The specifics of the first year (parallel study of constitutional law, the absence of sectoral disciplines) and the features of a high-security educational

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institution (restriction of the use of mobile devices and access to the Internet) require the adaptation of teaching methods to these conditions.

Many years of teaching experience convinces that only if all components of the educational process are aimed at the formation of the professional readiness of students, it is possible to achieve the goals set for the departmental education system.

The analysis allows us to formulate the following conclusions and proposals for improving the teaching of the theory and history of state and law:

The content of the academic discipline should include not only the fundamental theoretical component, which is mandatory for all students, but also variable (profile) elements that reflect the specifics of various areas of official activity - investigation, criminal investigation, prevention, criminalistics, psychological service. This approach makes it possible to form an understanding of the connection between theoretical knowledge and its future practical knowledge at the initial stage of professional training. activity.

Ensuring the connection between theory and practice requires the systematic use of active teaching methods adapted to the conditions of the Lyceum of the Ministry of Internal Affairs: modeling of law enforcement situations, case method, business games, involvement of practitioners, excursions to the departments of the Ministry of Internal Affairs, project activities. These methods make it possible to overcome the abstract nature of theoretical knowledge and form an understanding of its practical significance in students.

Interdisciplinary links with constitutional law, studied in parallel, should become the basis for the formation of a holistic view of the legal system in students. Coordination of thematic plans, conducting binary classes, and the use of complex tasks will allow already in the first year to lay a solid foundation for the subsequent study of branch legal disciplines.

Promising areas for the introduction of innovative teaching methods in conditions of limited access to digital resources are:

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local electronic educational resources (training modules, simulators, media library);

interactive whiteboards and related equipment;

didactic games on printed materials (board games, quests, card games);

interactive forms of classroom work (Aquarium technology, Take a Position, brainstorming, work in small groups);

interdisciplinary integrative projects with constitutional law;

effective use of the potential of the library fund.

Further improvement of professionally-oriented training should be aimed at creating a specialized office, developing an educational and methodological complex, improving the qualifications of teaching staff and strengthening ties with practical units of internal affairs bodies.

The implementation of the proposed areas will significantly improve the quality of training of students of the lyceums of the Ministry of Internal Affairs, form the foundations of professional legal thinking and ensure their readiness for the successful development of sectoral legal disciplines in senior courses and in further official activities.

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