

**MAIN DIRECTIONS OF LEGAL EDUCATION. THE  
SIGNIFICANCE OF PERSONAL CHARACTERISTICS IN LEGAL  
EDUCATION**

**ОСНОВНЫЕ НАПРАВЛЕНИЯ ПРАВОВОГО ВОСПИТАНИЯ. ЗНАЧЕНИЕ  
ЛИЧНОСТНЫХ ОСОБЕННОСТЕЙ В ПРАВОВОМ ВОСПИТАНИИ**

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**Abstract:** *This article discusses in detail legal education, its significance, the main directions of legal education, experiments testing the level of legal culture among youth and their views on law, as well as how personal characteristics influence the process of legal education.*

**Keywords:** *legal education, legal culture, personal characteristics, legal consciousness, legal knowledge, justice in society, personal responsibility, legal accountability, education and legal upbringing, social activity.*

**Аннотация:** *В данной статье подробно обсуждаются правовое воспитание, его значение, основные направления правового воспитания, эксперименты, тестирующие уровень правовой культуры среди молодежи и их взгляды на право, а также то, как личностные особенности влияют на процесс правового воспитания.*

**Ключевые слова:** *правовое воспитание, правовая культура, личностные особенности, правосознание, правовые знания, справедливость в обществе, личная ответственность, правовая ответственность, образование и правовое воспитание, социальная активность.*

**Annotatsiya:** *Ushbu maqolada, huquqiy tarbiya, uning ahamiyati, huquqiy tarbiyaning asosiy yo'nalishlari, yoshlar o'rtasida huquqiy madaniyat darajasi, ularning huquqqa oid qarashlari sinovdan o'tkazilgan tajribalar, shuningdek, shaxs xususiyatlarining huquqiy tarbiya jarayoniga qanday ta'sir ko'rsatishi haqida batafsil fikr yuritiladi.*

**Kalit so'zlar:** *huquqiy tarbiya, huquqiy madaniyat, shaxs xususiyatlari, huquqiy ong, huquqiy bilimlar, jamiyatda adolat, shaxsiy mas'uliyat, huquqiy javobgarlik, ta'lim va huquqiy tarbiya, ijtimoiy faoliyat.*

Legal education is a continuous process carried out with the aim of forming an individual's legal culture, developing their legal knowledge and skills, and elevating their legal consciousness. Legal education is of paramount importance for every state, society,

and its members, as it helps citizens understand their rights and obligations, maintain order and justice in society, and make correct decisions on legal matters.

Personal characteristics, as one of the factors defining an individual's worldview, values, and social role, also hold a special place in legal education. An individual's personal characteristics, age-related features, upbringing and educational experience, and social activity play a significant role in forming their legal consciousness and legal culture. Therefore, focusing on the main directions of legal education and the influence of personal characteristics on legal education is crucial for increasing the responsibility of every citizen in a modern legal society.

The basis of the forms of legal education lies in the external manifestation of the impact and the methods of influence used by state bodies, public organizations, and professors/teachers in their work. The forms of legal education find their expression in their own unique style/method. The forms of legal education can be as follows:

- a) Legal knowledge (or dissemination of legal knowledge);
- b) Legal propaganda (or legal advocacy/promotion);
- c) Work carried out by the public (or community-based activities);
- d) Familiarization with the work of law enforcement agencies (participation in investigative procedures, court hearings);
- e) Participation in meetings for nominating candidates for people's deputies (or local council deputies), and in the work of commissions for minors under local authorities.

Legal education can be implemented in a collective or individual form. A scientific approach to legal education consists of the following activities:

- thorough mastering of the theoretical and practical aspects of the law and legal act that need to be taught;
- studying the objects of education, and determining the connection between them and the legal norm;
- studying and analyzing the legal situation (law and order, attitude towards legislation) related to the legal norm in that region;
- selecting the forms and methods for explaining the legal norm;
- preparing the tools/materials for legal education;
- studying the opinions of the learners and preparing for Q&A sessions;
- conducting legal education on a city, district, regional, and republican scale based on unified forms and methods is also a scientific principle.

The overall tasks of youth legal education are to cultivate a new person and to ensure legal order. However, the interests of increasing the effectiveness of legal-educational activities require the identification of several specific tasks that provide a more detailed

idea of the directions and content of such activities. These are: firstly, forming the necessary system of knowledge on issues of state and law, and informing about current and pressing issues of law; secondly, forming respect for the state and law, and the principles of legality; thirdly, instilling skills for behavior that conforms to the law; fourthly, cultivating an active civic position and an attitude of intolerance towards various legal offenses;

fifthly, forming the need and ability to actively protect one's own, the state's, society's, and other persons' interests and rights in the manner established by law;

sixthly, instilling the ability to resist incorrect views regarding the state and law, and to actively and convincingly expose them.



Legal education requires a differentiated approach, taking into account not only age and future specialization, but also gender, place of residence, socio-psychological characteristics, including those related to national identity. There are also specific features of the laws in each republic that need to be considered.

Above all, legal education and upbringing are considered an effective means of cultivating a new person. Laws not only express the most important ethical norms of our society but also serve as proof of the real enforcement of these norms, not just their declaration. From this perspective, law is a powerful means of education.

In the conditions of a developing democratic society, it is extremely important to form a high level of socio-legal activity among young people and to achieve their independent participation in the struggle against various offenses, and in strengthening legislation and legal order. It is necessary to teach young people to combat legal offenses in the manner prescribed by law. Studies indicate the existence of several specific aspects in the legal consciousness of youth that must be taken into account. Many young people are not accustomed to comparing their behavior with the law and thinking in terms of legal concepts. They are generally accustomed to acting based on evaluations such as “bad” or “good,” which is certainly insufficient. What is “bad” can simply be unethical, and at the same time, it can be an evaluation given to an unlawful act that leads to corresponding consequences.

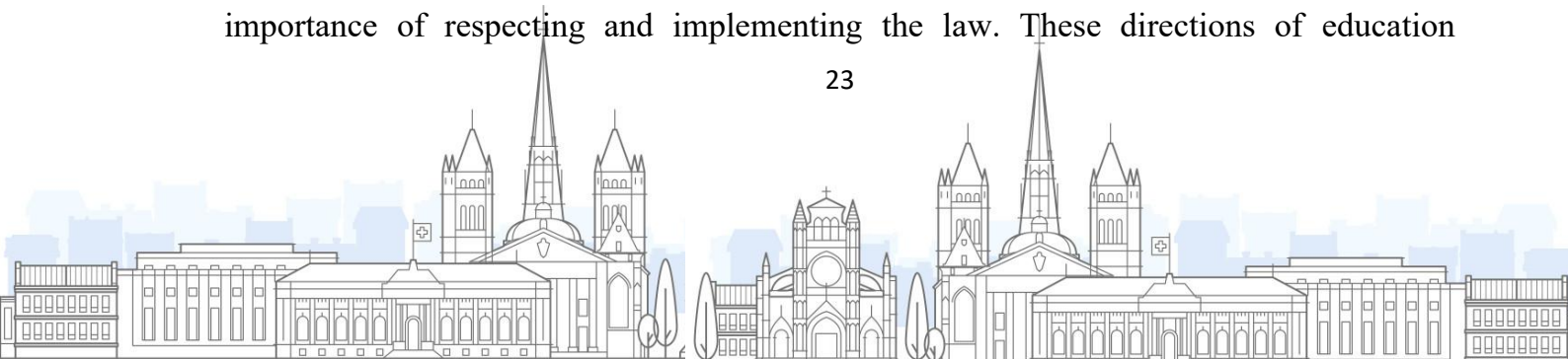
Some young people cannot imagine the social role of the law, its real power in regulating social relations, but instead think of law primarily as a system of formal prohibitions. In their opinion, laws exist only to combat crimes, “28% of the children we surveyed thought so,” serving mainly to list prohibited things and state punitive measures. Often, adolescents also answer that “the law exists to be obeyed.” They do not ponder much on how laws are created, why they are created, why they solve issues exactly this way, why a different solution is not given, what role laws play in the life of society and every individual, and why they should not be violated. For example, when





adolescents were surveyed, it became clear that they significantly underestimate the scope of legal responsibility, narrow the range of acts that lead to criminal punishment without justification, and do not know how to answer questions about liability for concealment, complicity, “What is the liability for hijacking a plane with hostages?”, “I stole someone's belongings, how long will I be imprisoned for this?”, and similar inquiries. The offenses and incorrect legal decisions of some young people are the result of a defect in their system of values, in which law does not occupy a relatively high place. Cases are known where stealing or hooliganism is committed “to keep up with friends” or “to avoid looking cowardly.” In such cases, values like “bravery” and “respect from peers” (incorrect concepts) are more important to adolescents than the law. Therefore, it is absolutely necessary to form an idea of law as the highest value of a democratic society. The legal consciousness of adolescents is highly dependent on the legal consciousness of their parents, peers, and the widespread public opinion on legal matters. Research shows that the legal consciousness of young people who commit offenses differs from that of their other peers. The belief of offenders that they know the law well is often a misconception. Correcting these shortcomings, in turn, requires a series of reforms and efforts. Currently, a number of programs and projects are being developed and implemented in practice in this regard.

In conclusion, it can be said that legal education is undoubtedly of great importance in ensuring order, justice, and social stability in society. Its primary task is to provide individuals with legal knowledge and to develop their legal consciousness and legal culture. This process includes not only the study of legal knowledge but also training the individual to make correct decisions regarding legal accountability, responsibility, and the protection of their own rights. The process of legal education may vary depending on personal characteristics, learned values, social status, and social activity. For example, age, educational level, and an individual's social experience determine the content and form of the legal education provided to them. It is important to emphasize the significant influence of the individual on the legal education process. A person's social position, ethnic or cultural origin, and personal views create differences in the assimilation of legal knowledge and the acceptance of responsibility. Therefore, it is crucial that the system of legal education is carried out not only as an informative process but also by taking into account the individual's social experience and worldview. In forming legal culture, along with an individual's personal characteristics, the existing legal institutions and social environment in society are also important factors. The main directions of the legal education process are aimed at expanding legal knowledge, teaching citizens to correctly understand their rights and obligations, and developing an appreciation for the importance of respecting and implementing the law. These directions of education



encourage the individual not only to comply with the laws but also to uphold justice, equality, and social solidarity in society. Thus, legal education serves to provide all segments of society with legal consciousness, to develop legal cooperation among them, and to foster a spirit of obedience to the law and increased legal culture. This process is essential for ensuring the stability of society, because only in a society that knows and respects the law can there be justice, peace, and progress.

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