



Pedagogical and Psychological Features of The Use of A Differentiated Approach in The Teaching of Law (On The Example Of Didactic Games)

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ABSTRACT

The following article describes the results of scientific research on the pedagogical and psychological features of the use of a differentiated approach in the teaching of law in academic lyceums, and analyzed the use of didactical games in the medium of classrooms.

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INTRODUCTION

In accordance with the Decree of the President of the Republic of Uzbekistan "On drastic improvement of the system of raising legal awareness and legal culture in society" to inculcate in the minds of the younger generation the concepts of law and duty, honesty and purity and morality, The range of legal education courses in secondary schools and academic lyceums has been further expanded. [1] The choice of the Republic of Uzbekistan as a specific path of socio-economic development has necessitated the reorganization of the entire education system and its content. This issue is reflected in Article 3 of the Law of the Republic of Uzbekistan "On Education", i.e. "Basic principles of state policy in the field of education" Education is declared a priority in the field of social development of the Republic of Uzbekistan [5].

Radical reform of the education system is the creation of a national system of training highly qualified personnel at the level of developed democracies, meeting the highest moral and ethical

requirements. It states that in order to form a new system and content of education, it is necessary to “... create modern teaching aids, including advanced pedagogical technologies of teaching and didactic support of the educational process” [6].

METHODS.

Secondary special and vocational education is a socially active, creative person who is able to not only provide in-depth knowledge of future professionals in the academic lyceum education system, but also to overcome complex socio-economic problems in the face of intense socially competitive competition. the task of forming. According to the Concept of Raising Legal Culture in Society, “one of the main tasks of raising legal awareness and legal culture in society is to inculcate in young people the concepts of rights and duties, honesty and purity, as well as important aspects of the Constitution.” [4] Our evolving society needs modern educated, ethical and enterprising young people who are able to make responsible decisions independently in a competitive environment, predict their consequences, cooperate, be dynamic, energetic, constructive, and responsible for the fate of the country.

Based on this position, a differentiated approach to teaching law is the basis of an individual-oriented education system, which allows you to take into account the individual characteristics of the child, to create conditions for overcoming and developing his potential.

Currently, several areas of education stratification have been explored:

- for educational purposes;
- by level of tasks;
- during the training, on the time of the assignment;
- on the content of training;
- on the sequence of training materials;
- on the content of teaching materials:
- on teaching methods;
- by types of educational activities:
- on the methods of application of tasks;
- performance appraisal.

Thus, the use of differentiated teaching technology in the teaching of Law in academic lyceums is a system of education in which students are grouped into small groups within the classroom - internal stratification or whole classes, or even grouping - external stratification based on certain characteristics. This approach ensures that all students master the basic knowledge and at the same time gives each student the opportunity to realize their aptitudes and abilities.

The main task of differential education in teaching law is to involve each student in the work, to help the “weak” and to develop the skills of the “strong”.

The stratified approach requires that students be divided into groups according to their level of preparation. For example:

Group 1 - Strong students with a high level of knowledge, high cognitive ability are able to work independently, they take on complex tasks.

Group 2 - students of average ability. It is necessary to create conditions for them to move

forward in development and gradually move to the first group. When working with this group, attention should be paid to the development of their abilities, independence, self-confidence.

Group 3 - students with poor performance due to low skills. This group needs special attention, help, help to master the material, given the ability of groups 1 and 2 to work independently, it is necessary to work with group 3 for some time during the lesson.

Thus, differentiated learning technology is a combination of organizational decisions, differentiated teaching tools and methods that cover a specific part of the learning process. The value of using classified tasks is as follows:

- Mastering a tiered approach allows the teacher to diagnose and monitor the dynamics of intellectual development of students;
- The teacher is given the opportunity to give assignments in a way that helps to realize the potential of each child in the context of person-centered education, taking into account the individual characteristics of students;
- It is advisable to use categorized tasks in a systematic way, because the applied practice can give the desired result.

In the field of development of universal communicative education, the movement aimed at the formation of the ability to work in groups and gain experience in such work, the practical development of moral, ethical and psychological principles of communication and cooperation is justified today. Individual universal learning technology Individual differentiated learning technology of each student develops the individual abilities of each student, helps them to achieve specific goals in their learning and cognitive activities independently, determine the level of knowledge acquisition, qualify teamwork skills.

Attitudes to the teaching of law in pedagogical research vary. For example, in the use of didactic games in the teaching of law, some authors consider didactic games as an independent learning activity of students, others as a method, others as an application, and still others as a form of education.

LITERATURE REVIEW

According to psychologist M.Vakhidov, "Play prepares children for an active form of human social experience, ie educational activity. This can be achieved only through play." [5]

Through games, students move on to other types of activities (work, learning resources). As a result, their vital imagination expands and their creative activity grows.

The period in which academic lyceum students are experiencing adolescence, that is, the peculiarity of their psychology, is that they perceive the present, the present, and the future from a perspective of the future. It is at this time that the teenager becomes interested in different professions, beginning to imagine who he will be in the future. So, separating oneself from a professional point of view, imagining, is the most important novelty of adolescence. E.A. Klimov (1996) distinguishes the main stages of professional development, defines a separate stage of "optation" (Latin: *ortatio* - desire, choice) and recognizes that its characteristic feature is the choice of the stage of professional development by man. The optimization phase covers the developmental period from 11–12 years to

14–18 years [6]. It is during this period that the psychological changes in the child: the formation of interest and professional orientation can be formed by following the rules of didactic games.

There is remarkable research and valuable insights from psychologists on the role of games in the formation of a child's personality. Including L.S. Vygotskiy, V.I. Leontev, D.B. Elkonin, In their research, S.L. Rubinstein and L.I. Bojovich explored the possibilities of using didactic games in accordance with the age characteristics of children.

Psychologists view games as a type of activity that shapes new qualities and attributes in a child's personality, helping their overall growth. For example, L.S. Vygotsky believes that through play children are nurtured the moral qualities necessary for future activities. The role of games in the development of students 'psychological characteristics is that it develops students' mental abilities and helps to meet their needs [7].

The use of didactic games in the teaching of law increases the responsibility of students, as a result of which they try to find opportunities to perform the task assigned to them. Through didactic games, the student moves to a higher level of human activity, learns the relationship of mutual cooperation, mutual assistance. At the heart of human interaction are the moral qualities of the child. It should be noted that didactic games accelerate the formation of communication skills in students and the development of teamwork skills.

Many experts acknowledge that among all the functions they perform, finding language with people, influencing them, organizing and managing their activities properly is one of the most complex. Inability to establish normal relationships with people, especially in business, the inability to determine the status and expectations of partners, the inability to persuade others professionally, the inability to clearly imagine "someone", his inner experiences and attitude to himself. causes the state [6].

In order to prevent this, in academic lyceums we used didactic games in law seminars, and as a result, students became interested, demanding, thirsty for knowledge, were able to prove their point in the team, as well as to determine the power of their scientific influence.

Well-known psychologists and educators have valuable opinions on the educational value of the game. In particular, S.P. Rubinstein showed that play serves to prepare the child for life, in the process of play all aspects of the child's psyche, thinking, interest, mental and physical abilities are nurtured [8].

According to V.P. Besialko, play is the main type of children's activity. In the process of play, the child sees life and approaches it creatively, trains his strength, develops the ability to aim [9].

Through the use of didactic games in the educational process, two main types of children's activities are combined: learning and play activities, which facilitates the teaching of students and creates opportunities to take into account the age characteristics of students and curriculum requirements. The purpose of education is achieved if the work is carried out in accordance with the age characteristics and internal capabilities of children. Experience has shown that in such cases, scientific knowledge is well assimilated. Every student who steps into the next stage tries to feel free in educational institutions, to show off their self-confidence, thirst for knowledge and knowledge. He also

believes that he can assimilate knowledge and does not discriminate against others. Z.I. Kamykova: "... if a student has difficulty in acquiring knowledge, then the interest in learning decreases and there is a negative attitude towards the educational institution. An important condition for the acquisition of knowledge is to explain it." [10]

According to M.G. Davletshin, the understanding of new knowledge is carried out through a complex mental process that connects existing knowledge with newly studied knowledge [11].

Analyzing the above idea, different methods and technologies are used in the study of theoretical knowledge. In the practical analysis of theoretical knowledge, however, we aimed to use didactic games. It should be noted that as a result of our research in academic lyceums, students are able to test their self-confidence through didactic games. Develops skills to apply theory to practice. It develops in communities not only the ability to express one's opinion, but also the ability to defend and prove one's point of view, establish psychological communication and of course listen.

A number of scientific works of psychologist E. Gaziev focus on the study of the development of cognitive processes at different ages [12]. Without taking into account the processes and level of learning, it becomes difficult to choose teaching methods and tools.

DISCUSSION

Students master the content of knowledge sources in the process of learning activities. The outcome of education, its impact on educational and child development depends on how the educational process is organized and the structure of educational activities. Psychologists emphasize that students' learning activities should be organized meaningfully. The study of each section of the curriculum and its content is carried out mainly in three stages (see Table 1).

Phase names	Properties and structure of stages	Significance
The need to learn knowledge.	<p>The training activities include:</p> <ul style="list-style-type: none"> - creating a learning problem; - set a task for students that can be solved only by studying a particular topic; - Teacher's statement on the relevance of the topic; - formation of educational tasks; - independent performance of tasks by students; - Monitoring and evaluation of opportunities to study this topic. <p>This is a long-term phase. Students acquire the amount of knowledge specified in the curriculum and textbook.</p>	
Try to find out		

		Students will be given the opportunity to explore the topic.
Substantiate and evaluate their knowledge	Time is not limited. Study the topic and draw conclusions. Students analyze and evaluate the tasks set in their learning activities and the results achieved.	

As a result of the incorrect structure of students' learning activities, education becomes superficial and abstract [13]. It is also possible to organize a team of students with the help of didactic games. Indeed, working in groups during the learning process allows for joint planning of learning tasks, joint thinking on learning resources, joint discussion and mutual control [14].

Analyzing the above idea, in the process of teaching law in academic lyceums, students are divided into several groups, which allow students to work in teams, communicate, fight for the team and feel the emotional feelings.

“The game is a versatile tool. We know very little about its properties. But it is safe to say that it is an independent activity that allows the full development of the individual, a means of organizing and uniting the team, a method of organizing other types of activities, a factor of enjoyment and a way of thinking” [13]. This means that the game is manifested as an activity, a tool, a method and a way.

It is considered by psychologists and educators as a form of education (D.B. Elkonin), a means (A.I. Sorokin), a tool (S.I. Yanovskaya), a method (O.G. Gazman) of interest to didactic children.

CONCLUSION

An analysis of the use of didactic games shows that their specific, rigorous pedagogical direction and content have not been defined. Throughout our study, we looked at didactic games as a means of increasing the effectiveness of education, and concluded that didactic games, if organized as follows, help to acquire knowledge:

The teacher teaches, organizes and organizes the game;

- the educational process is formed through the interaction of participants in the game;
- Educational game can be recommended to each student individually;
- The game process increases the activity of students and allows them to consciously master knowledge.

Analysis of the relevant scientific and methodological literature and observation of practice allow us to draw the following conclusions: the use of didactic games in the classroom has attracted the attention of scientists, teachers and methodologists, but this issue has not been specifically studied as a problem in legal education.

The essence, concept, tasks and methodology of legal culture, legal education of young people, research on the formation of legal consciousness and culture in them were studied by H.B. Boboev, Z.M. Islamov, U. Tajikhanov, A. Saidov, N.N. Lebedeva, V.A. Medvedev, A.V. Kulikova, N.Yu.

Guryanov, E.V. Agranovskaya, S.S. Alekseyev, G.N.Vasin, E.V. Bychkova, A.P. Semitko, V.P. Fedorin, G.M. Maltsev, O.V. Potchenko, A.S. Nikulin; I.M. Muminov, V. Zokhidov, J.T. Tulenov, F. Ismailov, O. Musurmonova, A.Y. Sukharyov, A.A. Khamroyev, L.A Yershova on the formation of the general culture of the person; The issues of formation of legal consciousness and culture of young people studying in general, secondary special and higher education institutions, increasing the effectiveness of legal education in the research conducted by L.N. Nikolaeva, O.I. Annenko, M. Bobneva, E. Lukasheva, A. Rafiqov found its expression.

M.Abdurahmanov (in the teaching of geography), K.T. Rakhmonova (preschool education) developed in their research. Among Russian scientists E.A. Pevtsova in her work "Theory and Methods of Teaching Law" [15] provided a theoretical analysis of the methodology of the game process. In particular, he identified several types of didactic games.

According to some researchers, it is difficult to clearly define the importance of play: that is, it is impossible to predict which game will teach students what. Because the possibilities of the game are wide [16].

However, an expert in a particular field can scientifically predict the expected outcome by studying and analyzing a number of games and adapting them to the content of the topic in his or her field of specialization.

Psychologist scientist M.S. Based on Kagan's views on human activity [17], it was found that the following components are present in students' play activities:

- The main purpose of the game;
- relevance to the content of the topic;
- free activity of students;
- Evaluation of the game.

Play is not a simple phrase used in modern teaching methods, but with the help of which students' cognitive activities are carried out, educational and pedagogical tasks are solved [18].

But it is also useless to exaggerate the possibilities of games. It is important to make the game an integral part of the learning process. To achieve this, the technology of organizing games should be developed in which part of the lessons, in what order and in accordance with the content of the topics.

The choice of teaching methods in accordance with the content has always been one of the most important issues. It is known that the choice of teaching methods takes into account issues such as the educational and pedagogical tasks of the lesson, the content of the subject, the level of preparation of students for the lesson, the availability of visual aids [18].

According to O. Muminov, teaching methods are not good or bad, but may be relevant or inconsistent with the content of the studied topic [19]. Therefore, when choosing teaching methods, it is necessary to pay attention to the content of the studied topic.

Games have their own characteristics in developing students' creative activity. During the game, students face a variety of situations, think of ways out of the situation, reflect, and are forced to think creatively. As a result, the learning task is completed. This situation accustoms students to independent thinking, encourages them to justify their actions, and as a result strengthens their will to overcome

various difficulties encountered in life.

Before introducing didactic games into the teaching process, the teacher should select games and allocate roles in games, taking into account the changes in the psychological cycle observed in students, as well as the emotional state of the student during the lesson.

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