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## TECHNOLOGY FOR DEVELOPING STUDENTS' LEGAL COMPETENCE

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### Abstract

in this article studying the current state of development of students' legal competence, implementing plans to eliminate shortcomings, and seeking measures for its development determine the goal of achieving the systematic implementation of tasks from scientific-theoretical, legal, and practical perspectives.

**Keywords:** Cognitive-axiological, behavioral, reflexive criteria, emotional, reflexive, rational, functional, their application in life situations, personality characteristics, moral reflection, spiritual and moral stability.

### INTRODUCTION

Within the framework of the subject "Upbringing," the specificity of methods and technologies for developing students' legal competence requires the humanization of pedagogical relations in the educational process. Without focusing on the correct implementation of this process, any pedagogical technology cannot be effective. Therefore, the necessary pedagogical conditions for the development of legal competence in students were considered and analyzed. According to the results of the analysis, innovative educational strategies in the development of each student's legal competence, including interactive lessons, legal trainings, role-playing games, problem situations, debates, and discussions, have been defined as goals aimed at increasing the effectiveness of pedagogical forms.

It is well known that educational strategies are an active method based on preliminary planning and complete design of the educational process, designed for a specific period of time, and centered on the learner's personality. Indeed, studying the current state of students' legal competence development,



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implementing plans to eliminate deficiencies, and seeking measures for its development determine the goal of achieving the systematic implementation of tasks from scientific-theoretical, legal, and practical perspectives.

The systematic organization of the development of students' legal competence within the discipline of education is an important component of the educational process in a general secondary education institution. However, preparation based on specific tasks is carried out using specially developed pedagogical technologies. This implies the development of specific theoretical knowledge by students, as well as the formation of personal characteristics. Traditionally, these include moral values, socially significant motives for activity, non-conflict behavior in communication, labor results, and a sense of responsibility toward society.

In this regard, it was concluded that it is necessary to develop a local-modular-level technology for developing students' legal competence within the framework of the discipline "Upbringing" based on a systematic approach. In the development of the technology, the criteria of the systematic approach (cognitive-axiological, behavioral, reflexive criteria) were taken as the components of manifestation (cognitive, axiological, emotional, reflexive, rational, functional), their application in life situations and personality characteristics; moral reflection, spiritual and moral stability, reliability, responsibility, socially significant values and motives, moral feelings.

## **2. LITERATURE REVIEW**

The authors of this approach, Michael White from Austria and David Epston from New Zealand, consider people's life stories as narratives in which the experience defines a context that can only be reinterpreted, but also reconstructed by creating alternative narratives within a temporal past. Thus, the idea is expressed that with the help of retelling stories, any part of life can be not only "remembered" or "imagined," but also "revived" and edited as much as desired, establishing any sequence of events.

D. Polkinghorn considers two main variants of understanding narrative in social and humanitarian perception: in the broad sense, narrative is any written or oral narrative, and in the narrow sense, narrative is a scheme for organizing experience



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that includes specific components. Often, the word "narrative" is simply used as a synonym for the words "history" or "story." At the heart of the narrative approach lies the idea that the primary form of human experience exists in the form of specific situations (stories) that directly affect the life being lived.

From the perspective of E. Tjebinsky, narratives have an unchanging fundamental structure: a character with specific interests faces difficulties that prevent them from achieving their goals, and sometimes overcomes them, and sometimes not. A specific narrative expresses these basic structures more or less comprehensively. According to theorists of the narrative approach, forms of human cognition are based on cognitive schemes that perform two functions: the task of representing a specific area of reality and the task of transforming the information contained within it.

Design thinking is a method that helps find a solution to a problem focused on the interests and needs of the user. The idea of "design thinking" was first formulated in 1969 by Hirbert Syme in his book "Artificial Sciences." Design thinking is based on the principle of anthropocentrism (anthropocentrism is the view that man is a separate being radically different from any other person), that is, the idea that man is the goal of all the events happening around him. Design thinking is used as a method for solving a pedagogical problem in the process of joint activity between educators and students. There are several models for design thinking. In particular, IDEO, Stanford, and IBM were developed by the UK Design Council, but they all emphasize the same basic principles of problem-solving: empathy, integration, optimism, and collaboration.

The term "moderation" comes from the Italian "moderare," which means "softening," "measure" [121].

Moderation as an educational technology was first developed in Germany in the 1960s and 1970s. E. Schnelle, K. Klebert, E. Schrader, J. Petersen, N. Ritscher, U. Greber, J. Maybaum, W. Werzeln, B. Yebe, W.-D. Zimmermann, M. Hartmann, M. Rieger, M. Luoma, U. Kliebisch, Peter A. Schmitz, K. Kohl, M. Neuland.



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### 3. RESEARCH METHODOLOGY

Based on the empirical research, theoretical-methodological, and discursive analyses conducted within the framework of the dissertation topic, the goal of improving the content of the subject "Upbringing" in the qualitative organization and effective management of the educational process was defined, utilizing all standard teaching methods and forms. This, in turn, requires educators to utilize various integrated approaches to student development and to master modern methods and technologies aimed at achieving positive results through dynamic changes in the student's personal development. Based on the above information, we present the possibilities of using methods and technologies aimed at developing legal competence as a systemic and comprehensive means of mastering scientific and legal knowledge on the subject. One of these methods is the narrative method, i.e., the "Telling a Story" method.

In more than two decades, the narrative method has become the subject of many new studies. At the same time, according to many scholars, this is not only a new empirical object of analysis but also a new theoretical approach. Increased interest in the study of the story means the emergence of another type of desire to create a new paradigm. The problem of explaining dynamic models of human behavior seems closer to being solved through narrative study than through a well-known approach such as the use of a functional-role model.

Furthermore, the rules and principles of "Excitement Pedagogy" are of particular importance in developing the activity and independence of students in the educational process. Pedagogy of wonder (pedagogika udovleniya) is a specialized field of pedagogy that describes a system of teaching and upbringing methods based on a sense of wonder. It is based on the principles of freedom of activity, problems, and creativity. Conceptuality consists in the fact that the student must be amazed, that they have an interest. Ultimately, it leads to high results. This direction is actively promoted by Pyotr Anatolyevich Stepichev.

Level of application and description of the technology for developing students' legal competence based on a systems approach



No	Criteria	Description
1	Description of Application at the Local Level	Mesotechnology: based on anthropocentric, scientific, and dialogical principles.
2	Methodological Approaches	Competency-based, learner-centered, activity-oriented, systemic, axiological, and metacognitive approaches.
3	Leading Factors of Development	Sociogenic and psychogenic factors.
4	Scientific Concept of Experience Acquisition	Associative-reflexive, behavioral, and developmental concepts.
5	According to Personal Structures	1) Informational (development of legal knowledge and skills); 2) Operational (formation of methods of intellectual activity); 3) Emotional-artistic and emotional-moral (development of aesthetic and moral relations); 4) Self-development (mechanisms of self-management of the individual); 5) Practical (effective development of practical activities).
6	Specific Features of Content and Structure	Teaching, upbringing, and development.
7	Type of Socio-Pedagogical Activity	Educational (didactic), upbringing, and developmental.
8	Applied Methods	Reproductive, explanatory-illustrative, developmental, dialogical, communicative, creative informational (computer-based), and others.
9	Collective Teaching Tools Used	Handout materials, topic-related video materials, and multimedia tools.
10	Approach to Learners and Description of Educational Interaction	Learner-centered approach.
11	Modernization of the Existing Traditional System	Pedagogical technology based on methodological improvement and didactic restructuring of educational materials.
12	According to the Category of Application	Students of Higher Education Institutions in the field of Pedagogy, teachers and students of the "Tarbiya" subject in general secondary education schools.

The main elements of the pedagogy of surprise, based on "surprise by a single fact," "surprising method," "reflection exercises," and "surprise by the



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educational environment," help students think independently about this information once they have information on a topic. For example:

- 1) "surprise with a fact" - this encourages students to want to learn more about this information and to independently search for interesting facts;
- 2) "surprising method" – this is how the teacher presents the effectiveness of the information. Even an unusual presentation of simple information (games, entertainment, developmental, interactive methods) will immediately bear fruit - it serves to create a sincere friendly atmosphere between learners.
- 3) "reflection exercises" - a mandatory element at the end of the lesson is the students' feedback. For example, at the beginning of the lesson, the teacher hands the student a three-colored card (envelope) containing the lesson topic. The student writes their first and last name on the back of the envelope: red envelope - the topic is unclear; yellow color - there are unclear thoughts on the topic; green color - clear. This method helps the teacher organize subsequent lessons based on the information received from the students.
- 4) "surprise by the educational environment" – this is the environment in which the learner learns, and it helps to develop surprise. It serves to enrich the educational environment with visual and handout materials relevant to the topic.
- 5) The principle of "everyone teaches everyone" is a powerful tool for influencing internal motivation through student amazement at their own potential. In this process, the learner's success, achievement of their goals, and surprise at what has happened always serve as the impetus for the next process. In such a situation, it is necessary to correctly set intermediate goals: the main goal is "learning to use legal knowledge in daily activities," "learning how to use legal norms in professional activities," "mastering norms of legal behavior and values, and implementing them into practice." They evoke motives such as students' interests, needs, and aspirations toward the subject.

#### **4. ANALYSIS AND RESULTS**

Competent detailed planning based on methods and technologies selected based on the specifics of each topic in the "Upbringing" textbook aimed at developing students' legal competence and their subsequent methodological implementation, the full implementation of the main lesson processes, intensive study of new



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knowledge and high-level mastery by students, the formation and development of educational, subject, and special skills, ensures the development of students' legal competence and instills socially significant values, ensures the strengthening of moral norms of behavior and universal human skills. The results of applying these technologies undoubtedly allow for the linking of effective educational technologies, and these effects meet the requirements of state educational standards.

Taking the above into account, we provide the following definition based on the author's approach to pedagogical technology for developing legal awareness in students: The technology for developing legal competence is a general system of pedagogical methods and tools used to form an individual who understands their place in society, possesses legal knowledge, and is oriented toward legal culture. This technology is aimed at influencing the legal activity of the student, forming their legal consciousness and values, as well as directing them to apply their legal knowledge in practical life, and is carried out through special methods and means in the educational process. This process ensures an understanding of one's legal responsibility, freedom, and duties as a member of society.

## **6. CONCLUSION AND RECOMMENDATIONS**

The development of legal competence in students based on the subject of education plays an important role in the educational process. This competence helps students develop legal knowledge and concepts, as well as the ability to apply law.

The content of developing students' legal competence based on the subject of education includes effective methods of imparting legal knowledge to students and the formation of legal awareness. At this stage, students become familiar with legal documents and laws, and acquire the ability to make decisions based on them. Pedagogical conditions for the development of legal competence in students based on the subject of education are aimed at ensuring the conditions necessary to increase the effectiveness of the educational process. This includes factors such as the high qualification of the teacher, the modernity of educational programs, and the development of the learning environment. In addition, to improve the legal competence of students



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The technology for developing students' legal competence is implemented using innovative technologies and interactive methods in the development of students' legal thinking. These technologies help improve students' decision-making skills on legal issues. For example, introducing students to legal situations and teaching them to analyze them. In general, the development of legal competence in students requires a comprehensively thought-out and modern approach. The formation of this competence through pedagogical conditions and educational technologies makes a significant contribution to educating students as independent, legally conscious, and responsible citizens.

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