

# Use of Interactive Educational Methods to Improve the Legal Culture of Future Customs Service Employees

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## ABSTRACT

The article discusses the use of interactive teaching methods to improve the legal culture of future customs officers, the development of the interest of future customs officers in lessons, voluntary participation, self-study, the desire for self-legal education.

**KEYWORDS:** *Interactive learning, customs officer, law, pedagogy, method, education, upbringing, form, means*

Today, it is not for nothing that the issue of raising the legal culture of young people, increasing their activity in the process of building a legal democratic state and forming a civil society, raising patriotic young people with high spirituality, independent thinking, a firm life position, a broad outlook and deep knowledge has risen to the level of state policy. Because the effect of large-scale reforms implemented in order to join our country to the ranks of highly developed countries depends to a large extent on educated, high legal thinking, aspiring young people.

A high legal culture is the legal foundation of a democratic society, an expression of its spiritual and educational development, and an indicator of the maturity of the country's legal system. The legal maturity of any society is determined by the level of legal literacy, legal consciousness and legal culture of citizens.

While researching the problem of formation of legal culture among the employees of the future customs service, the main focus should be on effective organization of improving legal culture, clearly defining the tasks that need to be solved in this process.

In order to improve the legal culture of the future employees of the customs service, first of all, the maximum level of activity of cadets is necessary, because their legal culture is formed on the basis of certain professional experiences. Therefore, in improving the legal culture of the employees of the future customs service, it is important to consider the specific aspects of the organization of legal education, the pedagogical and psychological foundations, the methods of forming legal culture in the audience and outside the audience, the selection of acceptable educational methods, forms and tools for the formation of legal culture, ensuring the activity and independence of the trainee. is important. In this process, the use of active and interactive methods of education and the selection of the most appropriate methods require a high level of professional skill from the pedagogue.

General and specialized subjects play an important role in forming the legal culture of cadets. This, first of all, is aimed at providing cadets with a multifaceted outlook, free, conscious thinking and activity from the point of view of citizenship. For this reason, it is necessary to ensure the

structure of the logical sequence of general and specialized subjects, to choose the most effective and innovative methods in the development of topics and their teaching technologies, and to take into account the possibilities of their use.

The goal of forming legal culture in cadets in the process of teaching legal sciences is to provide them with theoretical knowledge and deepen it, to determine the possibilities of acquiring legal knowledge of future customs officers, and to create pedagogical conditions for them to develop practical skills and competences in organizing legal activities.

It has always been proven in practice that the more precisely the goal of each exercise is defined, the easier it is to achieve it. In order to achieve this goal, factors such as teacher's professional skills, educational material characteristics, conditions, students' activity, independence, scientific-methodical support, cooperative relations of the participants of the teaching process should be taken into account[1].

In the process of organizing legal education, the pedagogical and psychological foundations of improving the legal culture of future customs service employees are as follows:

- unity and integrity of the goal, content, tasks and principles of legal education;
- defining the educational, educational and developmental goals of improving the legal culture of the employees of the future customs service;
- clarification of the nature and content of the improvement structure of legal culture (legal information environment, legal relations, needs, interest, purpose, incentive, activity);
- preparing the future employees of the customs service to respect the laws, to consciously obey them, to follow the requirements of the law without deviation, to perform legal activities aimed at realizing their civic duty;
- to describe the place and role of the legal culture of future customs service employees in their social activity, personal and professional development.

We determined the methods of formation of legal culture in the audience and outside the audience in the employees of the future customs service as follows:

In the audience: acquisition of legal knowledge within the framework of legal sciences. This process primarily depends on the suitability of the teacher's knowledge to the legal subject being taught, ability, thorough preparation for each lesson, pedagogical skills, direct preparation of the educational and methodological complex, interest of future

customs officers in the lesson, voluntary participation, independent training, aspirations for self-legal education.

Outside the audience: the process of forming practical activity skills based on acquired legal knowledge, legal literacy.

In this, holding various examinations, participating in "Adolat", "Customsmen" circles, "Do you know your rights?" Legal competence is formed on the basis of the knowledge and skills acquired through science olympiads, scientific conferences, debates, meetings, role-playing games.

Legal culture is formed as a result of long-term, large-scale and effectively organized legal education, and it grows and develops[2].

The content and application principles of a number of interactive educational methods occupy an important place in the development of the methodology for improving the legal culture of the employees of the future customs service.

The concept of "interactive" is expressed in English as "interact" ("interaktiv" in pyc), and from a linguistic point of view, it means "inter" - mutually, bilaterally, "act" - do not move, do something.

Interactive education is an education based on the organization of action based on mutual cooperation of the participants of the educational process in order to acquire knowledge, skills, competences and certain moral qualities. is considered to have the ability to organize.

From a logical point of view, interactivity, first of all, represents the conduct of conversation (dialogue), action and activity based on mutual cooperation by social subjects [3].

Also, interactive teaching - the learner takes an active part in the educational process using the experience embodied in him before, plays an active role during the training, gains new experiences, analyzes the lesson based on his experiences, gets the important materials he needs and connects them with his daily activities. Interactivity means interacting, learning in a dialogue mode. Dialogue is also present in traditional teaching methods, including in the form of "teacher-learner", "teacher-learner group". In interactive teaching, the dialogue is also in the form of "learner-learner", "learner-group of learners", "learner-audience", "group of learners-audience" (group presentation), "learner-computer". The learner participates in the lecture not only as a "passive" participant, but as an "active" participant. Interactive teaching does not involve the traditional lecture style, nor does it contrast lecture sessions with hands-on lessons. In active learning, lecture and practice are considered as parts of a single lesson, and this is determined by the interaction between the teacher and the learner and the level of active participation of the trainees

during the lesson. It is known that in traditional lecture classes the activity of the teacher is ensured, while in practical training the activity of the learner is required. In the interactive style, the teacher is required to skillfully move from one view of the level of interaction between the learner and the teacher to another depending on the topic during the lesson. Some pedagogues mean the use of modern educational visual materials (simple, multimedia and animated slides, handouts, lecture texts, models of technical tools, mock-ups) and modern technical tools (computers, electronic boards) by presenting the lecture texts to the learner in advance. , they understand things like ensuring that the learner comes prepared for class. Of course, this is not the right idea.

Interactive teaching methods mean a set of innovative pedagogical methods and a system of technical tools aimed at making the learner an active participant in the learning process. In an interactive training, the learner should listen, read, see, write down the given information, ask questions on the topic, express his opinion freely, complete practical tasks and connect with his life experience to form theoretical knowledge and practical skills on the topic[4].

In conclusion, it can be said that it is appropriate to use the BBB method, Blis - survey, debate-discussion, and question-and-answer methods at the stage of forming the qualities of legal culture by instilling legal consciousness and legal education. At the stage of development of legal culture through self-development and the formation of the ability to express oneself in legal activity, we found Venn diagram, T-diagram, Logical - confusing chain methods acceptable. At the stage of improving readiness for legal activity, socio-legal activity, legal-based actions, the use of interactive educational methods "Causus", "Case-study", "Contrary attitude" gives effective results.

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