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## Legal Education: When And Where To Start?

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### ABSTRACT

In this article, the legal disciplines aimed at increasing the legal awareness and culture of students in secondary educational institutions of our country are systematically analyzed from the scientific-theoretical and practical aspects, and the author's opinion on them is expressed. Also, an analysis of foreign experience to improve the legal consciousness and culture of minors has been made.

### KEYWORDS

Legal Consciousness, Legal Culture, Legal Education, Law Violation, Legal Literacy.

### INTRODUCTION

There is no period in history that the term 'education' or the question 'When to start the education?' has lost its relevance. One person asked from Ibn Sina, "At what age should I start child education?" Ibn Sina asked: "How old is your kid?" Hearing that the response for this question was "one and half months old", he said: "You are late for one and half months". This demonstrates that the family is **the first stage of upbringing/education**.

It is clear that legal education was mirrored in our forefathers' educational lessons, such as not wasting water, not throwing waste in the water, not damaging trees, and not burning fallen leaves. Indeed, from today's perspective, such simple indications of appropriate family upbringing are represented in environmental legislative requirements. In particular, improper rubbish disposal (we should place it in a properly designated area), excessive water waste, and the burning of collected leaves - all

this leads to liability in the manner prescribed by law. Such indications of family upbringing are, without a doubt, the earliest step of legal upbringing. In this respect, “.....we must educate our children the difference between the concepts of ‘good’ and ‘bad’, or ‘allowed’ and ‘not allowed’, and we must always be a personal example to them, starting from childhood”[1]. Indeed, upbringing (legal upbringing) starts with straightforward family instruction.

Time is rapidly changing. Parents, as well as young people, are forgetting our forefathers’ beliefs and techniques. Even the most basic elements of family upbringing are being forgotten nowadays. Our modern parents disregard child rearing, prioritizing material concerns over family and child care.

“Respect for the law is established on the basis of legal consciousness and legal culture of our people. That is, while some people obey the law out of fear of punishment, others respect the law according to their upbringing as children. Therefore, **we must first establish legal knowledge** among the populace, particularly among young people”[2] stated President of the Republic of Uzbekistan Sh.M.Mirziyoyev in his speech at the solemn ceremony commemorating the 26th anniversary of the adoption of the Constitution of the Republic of Uzbekistan.

Today, if we look at the degree of legal education in general secondary schools across the country based on state educational standards, we can observe that the topic “Fundamentals of State and Law” is taught for one hour per week[3] to students in grades 8 and 9.

Teaching legal science from the eighth and ninth grades, in our opinion, will result in a little delay in legal education. The following question was given: “From what class do you think it is reasonable to introduce particular legal courses in general secondary education from?” 76 % (158 people) of respondents thought it was a good idea to begin teaching from the fifth grade, and 15 % (30 people) from primary school. In addition, 91% of respondents (188 people) said “no is not enough” to the question “Do you think the number of hours allocated for legal courses in general secondary education institutions nowadays is sufficient?”[4].

**Furthermore, students in grades 5 through 9 must acquire 18 different categories of knowledge, abilities, and competencies in the fundamentals of state and law. However, among these skills, there are no rules on the harm of alcohol consumption and drug use, bullying among students, smoking, as well as issues related to juvenile delinquency and its consequences.**

The preceding analysis reveals that **general secondary education is the second stage of education.**

The national legislation of the Republic of Uzbekistan explicitly outlines criminal and administrative liability for offenses committed by juveniles.

**In particular,** According to Article 17 (Liability of Individuals) of the Criminal Code of the Republic of Uzbekistan, sane individuals aged sixteen years or above at the moment of commission of a crime, shall be subject to

liability for the offenses provided for in more than 70 articles of the Criminal Code.

Pursuant to the Article 14 of the Code of Administrative Responsibility of the Republic of Uzbekistan (Liability of minors for administrative offenses)[5], persons between the ages of 16 and 18 who have committed an administrative violation are subject to the measures set forth in the Regulations on Interdepartmental Commissions on Juvenile Affairs.

These persons will be held administratively accountable on general grounds if they commit administrative offenses covered by more than 30 provisions of this Code.

Several examples of similar liability established by our national legislation for actions committed by juveniles might be cited.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoyev remarked “law classes are held in schools, but their content is superficial, and it is no secret that the educational value of law is secondary in schools”[6]. Furthermore, it should be emphasized that Presidential Decree “On approval of the National Strategy of the Republic of Uzbekistan on Human Rights” (Decree No. DP-6012, 22.06.2020) sets for tasks for the introduction of training courses “Human Rights”, “Women’s Rights”, “Children’s Rights” in preschool and secondary schools, academic lyceums and colleges, as well as **training centers for retraining and advanced training of judges and law enforcement officers.**

The school principals and law teachers were given the question “What topics do you think

should be covered more in today's legal education curriculum in general secondary education?” Accordingly, 78% of the respondents (162 people) answered “topics related to legal issues in the daily life needs of minors”.

The duty of “creation and free distribution of legal manuals on key issues of everyday life, aimed at improving legal literacy in the family, aimed at educating every basic legal information” is also defined by the Concept of raising the legal culture in society, approved by Annex 1 to the Decree of the President of the Republic of Uzbekistan (January 9, 2019) “On radical improvement of the system of raising legal awareness and legal culture in society” (No. DP-5618).

In this regard, it is sufficient to recall French pedagogue M.Audigier’s opinion “One of the most important goals of civic education is to teach people how to overcome problems that develop between them and how to build a solid relationship”[7]. Indeed, we must improve young people's understanding of legal issues (in connection to their everyday requirements) in order to teach them how to effectively deal with problematic situations that emerge between people and maintain a stable relationship.

#### **Foreign experience:**

**U.S. Experience:** In Virginia, a particular training course for working with youngsters and adolescents has been established. The following themes are covered in this course for 4th graders: law and crime, public safety, theft, vandalism, and personal safety[8].

This course is led by properly trained and uniformed police officers (considered as a sign of psychological influence). It's no coincidence that children are given the age of ten. At this age, children experience a period of extreme influence on their personality development and need for independence. The teaching materials are created with the age features of the children in mind. In the educational process, game elements and short films are frequently used. The program's creators think that children must be educated from an early age in order to understand social realities, develop a positive attitude toward the police, and learn to be cautious in risky situations. It is believed that children who complete the course will be less likely to become criminals or victims of crime in the future[9].

The goal of a program designed by **Florida state** law enforcement bodies for pupils in grades 7-8 was to provide youngsters an understanding of the existing system of values in society, the basis of criminal law, citizen obligations, and what awaits the offender.

With the help of simple question-and-answer Program students can obtain knowledge on laws regarding looting, hooliganism, trespassing, vandalism, resisting arrest, unlawful possession of a weapon, theft, negligence, vehicle hijacking, beating, arson, alcohol poisoning, drug addiction, and premeditated murder and so on.

According to the program's developers, it is critical to instill in youngsters the ability to accurately evaluate social reality and to develop a positive attitude toward the police from an early age. Children who complete the

training have a lower risk of becoming criminals or victims of criminal activities[10].

Channel One (TV channel) was established in 1989 in the United States and was designed for elementary, secondary, and high school students. Children that watch this channel are more likely to remember / learn from commercials than from hearing the news, according to the American Academy of Pediatrics[11].

Furthermore, it is common practice at schools to organize special events similar to Law Day, as well as to take students to courtrooms and to ensure their participation in court procedures[12].

Legal education is regarded a priority of public policy in most Western European countries, particularly in France, Italy, and the United Kingdom.

#### **Experience of France:**

Educating ethics and law in French schools (in 1879) began with an explanation of the meaning of such concepts as 'citizen', 'country', 'law', 'society', 'justice' etc. Children between the ages of 9 and 11 had a basic comprehension of state building, military service, taxation, and other topics. Later on, they had a far more in-depth understanding of the state and the legislation[13].

#### **Experience of the Russian Federation:**

If we look at the topic of legal education in the Russian Federation in general secondary school system, we can see the creation of particular legal disciplines for students in

grades 5 to 9. These legal education classes primarily address issues including drug and alcohol abuse, smoking, and crime prevention, as well as engaging practical exercises (questionnaires, situations and role-playing games) based on the author's pedagogical experience. In addition, the creation of a special guide titled "Legal Education" (development of organizational activity games) for students in grades 9-11 of general secondary education serves as further evidence of the Russian Federation's significant commitment to the topic of legal education.

This guide differs from the handbook for grades 5-9 in that it focuses on legal education organizational-activity games that can be utilized in the classroom or outside of school hours. Students can appropriately analyze circumstances in diverse scenarios, show the problem, and suggest a solution to it since education is organized in groups.

According to comparative and legal analysis, as well as the experience of other countries in the field of legal education and upbringing, every teenager has the right to understand and comprehend the essence of the law, to apply it in their work, and to protect their rights in the future, and the development of legal activism skills is identified as a priority.

**In this respect, in order to further increase the legal consciousness and legal culture of minors, the author proposes to take the following measures:**

1. As noted by the President of the Republic of Uzbekistan Sh.M.Mirziyoyev in his speech at the solemn ceremony commemorating to the 26th anniversary of

the adoption of the Constitution of our country, "to review of educational standards and teaching methods for public education on the basis of advanced **foreign experience** in terms of realizing individual abilities of students";[14]

2. To introduce topics in general secondary education aimed at covering the concept of juvenile delinquency (taking into account age limits and age issues), its types, consequences and issues of liability;
3. To introduce the practice of teaching law subjects from the 5th grade in general secondary education institutions;
4. To increase the quantity of allocated hours for law subjects in general secondary education today;
5. To organize (based on foreign experience) Law Days, to take students to courtrooms, to ensure their participation in court proceedings for the students of general secondary and secondary special vocational education institutions. In addition, concepts such as military service and tax liability should be taught from primary school.

A man came to a sage and asked, "At what age should I start educating my child?" The sage asked, "How old is your child?" "He is two years old", replied the man. Then the sage said, "You are two years late in educating/upbringing".

It is well-known belief that, the knowledge gained as a child is like a pattern carved in stone.

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