

**INTERACTIVE METHODS OF FORMING STUDENTS' LEGAL COMPETENCE
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Abstract: This article focuses on the development of the professional competence of the primary school teacher, the effective use of methods and quality education in improving the quality and efficiency of the current educational process, and in turn, the dependence on the professional skills of the pedagogue. . In the article, the educational process has a special place, and the professional competence and skill of the pedagogue, which should be acquired by the modern pedagogue, are highlighted scientifically. Forming a culture of independent thinking in students by means of interactive education, organizing independent and creative work of students should have educational and educational value. The importance of education is that the student improves and strengthens his knowledge, the coherence and integration of knowledge in various academic subjects is explained using modern educational technologies.

Key words: Competence, professional competence, knowledge, skills, competence, speech, creativity, pedagogy, pedagogical skills, teaching skills, interactive education, pedagogical skills, interactive educational tools, independent education, creative work, competence, competent approach

According to a number of researchers, educational literature should be a tool that enables critical thinking. Teaching in a critical manner, with lectures in each subject being problem-based, increases students' interest in learning, as well as critical thinking in educational literature, they try to strengthen their opinion based on a number of points, ma They strive to communicate with the pedagogue who gave the lecture, find ways to express their opinions.

Therefore, the student improves his knowledge based on critical thoughts and demonstrates the ability to think in any situation. Management of educational activities by selecting the text, exercises and problems given in the textbooks, illustrative materials, tables, i.e. guiding the lesson process, monitoring the knowledge, skills, abilities, acquired personal qualities of students with the help of textbook materials. it is necessary to develop a mechanism. According to foreign researchers, the main task of vocational education institutions should be to develop students' independent thinking, goal-setting, individual and group work, as well as creative abilities and opportunities for education outside of college.

According to the French scientist K. Allegre, the main task of vocational schools is to develop students' independent thinking, goal pursuit, individual and group work, and creative abilities. The analysis of the researches of psychologists showed that the formation of students' knowledge develops effectively under the guidance of the teacher, in the process of purposefully organized activities, and this is reflected in the pedagogical process. Only in an effectively organized educational process, it creates an opportunity for the student to develop the ability to independently solve educational problems and creatively solve problems arising from the knowledge being studied.

That is why we should be able to clearly imagine the task, purpose, place and role of modern education today. We tried to clarify the essence of the concepts of "independent education" and "independent work" in the currently used educational process and pedagogical literature and research works. Sometimes the concepts of independent study and independent education are confused. Independent study can take place outside the formal educational process, that is, without going to a specific educational institution, he can read and learn independently, individually, based on educational materials at home. According to N. Muslimov, independent education means the organization of regular, independent and autonomous activities in accordance with the subjective goal of the educational process to develop concepts of knowledge acquisition, skills and qualifications.

Today in education "Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", Modern technologies such as FSMU, "Working in small groups", "Rounded snow", "Zigzag", "I will say the last word" are used. "Fifth (sixth, seventh ...) plus" method This method is of particular importance in students' acquisition of logical thinking skills. When using it, the following actions are performed:

- Formation of a system of concepts that serves to reveal the essence of the subject being studied;
- to achieve the placement of four (five, six, ...) concepts related to the topic and one unrelated concept from the created system;
- assign students the task of identifying a concept that does not apply to the topic and removing it from the system;
- encourage students to comment on the essence of their actions (in order to strengthen the topic, students should be asked to comment on the concepts preserved in the system and justify the logical connection between them).

This method requires students to think analytically about the studied topic (or section, chapter), as well as to be able to express the most important basic concepts. When applying the method, the following actions are organized:

- the teacher creates a system of basic concepts related to and unrelated to the topic (section, chapter) in equal proportion;
- students determine the main concepts related to the topic (section, chapter) and not related to the topic and remove the main concepts that are not relevant from the system;
- students explain the nature of their actions.

The method can be used in individual, group and public form to ensure thorough mastering of the subject by students and to determine their knowledge.

Independent education is an educational activity based on students' independent and creative performance of assigned educational tasks. Independent work is the basis of independent education. We believe that independent education should be organized based on pedagogical principles. For example, the principle of awareness and activity of students implies the organization of teaching in such a way that students consciously and actively acquire scientific knowledge and methods of their practical application, they have creative initiative, independence in educational activities, thinking, speech. let it develop.

The redefinition of the goals and tasks of education, the change of the labor market from a "knowledgeable" graduate to a competent graduate are the main reasons for the modernization of educational systems in the developed countries of the world in the direction of competence.

Adapting the purpose and content of education, teaching methods and technologies and their guaranteed learning results to the requirements of competence is recognized as an urgent issue. Therefore, the development of the professional competence of pedagogues is one of the important socio-pedagogical tasks. Problems related to the teacher and his professional qualities are expressed in the works of foreign scientists.

For example, A. Disterverg emphasizes the role of the teacher in education, knowing his work, loving him, and liking the students. He also emphasizes that the teacher should have a certain level of knowledge about the individual characteristics, abilities, and activity style of children.

At the same time, A. Disterverg said: "A good teacher never deviates from his educational principles. A teacher should always work independently on himself. A bad teacher tells the truth, and a good teacher teaches children to find the truth.

According to A.I. Gersen, the main characteristic of a teacher is their ability to understand the mental world of children and the presence of moral ability in teachers. In his opinion, any teacher must have skills and talent so that other teachers can envy him.

Russian pedagogue K. D. Ushinsky highly evaluated the personality of the teacher in the educational process: "no program, no artificial organism, despite its careful development, can replace the human personality.

The unique and important qualities of the teacher's personality are manifested as follows: the character of the teacher, that is, his communication with colleagues, people around him, his feeling, his ability to relate to students, the teacher's he admits that he is as close to the students as his parents. The honorableness, responsibility, complexity of the teacher's profession, the teacher's skills, the demands placed on them, the thoughts on the qualities of the teachers. The works of Abu Nasr Farabi, Abu Ali ibn Sina, Abu Rayhan Beruni, Abdurrahman Jami, A. Navai and many other thinkers serve as an important source for the spiritual and moral maturity of young coaches in the development of pedagogical thinking. As a leading scholar of the era of Abu Nasr Farabi, he was also a teacher in addition to being engaged in creative works.

Farabi tested the content and rules of teaching in his practical work. Farabi is a great teacher who has the ability to objectively, fairly and rationally comment on a number of qualities characteristic of a teacher.

According to the thinker, a teacher should embody the following qualities: -all organs are perfectly developed; - able to understand all issues quickly and logically; - strong memory; - sharp mind; -fluent speech; - strong love of learning and reading; - dark-eyed, clean; - truthful; - proud and conscientious; - who does not like money; - fair; - determined, fearless and brave people.

Farabi believed that "hard" or "soft" methods should be used in the process of education, depending on the character of children:

1) If students are interested in reading and learning, a gentle method is used in the educational process;

2) If students are arbitrary and disobedient, a strict method should be used. Alloma defines the responsibility of the teacher as follows; "A teacher," he says, "must not be harsh on his students, nor overly indulgent."

Because too much arrogance makes the student hate the teacher, and if the teacher is too gentle, the student will despise him and will not be satisfied with the knowledge he gives. Alloma's comments, deep thoughts and opinions have not lost their relevance even today. Ibn Sina considered the choice of a teacher to be an important issue. As soon as the child reaches the age of 6, he recommends that he be brought up by a teacher. The educator emphasizes the need to be honest, wise, fair, neatly dressed, polite. It places a number of demands on those who teach and educate the young generation. In his opinion: 1) An educator should be strict in dealing with children; 2) It is necessary for the teacher to monitor how students learn; 3) During the teaching

process, the teacher should use different methods; 4) The teacher should know the student's memory and other mental abilities; 5) Before presenting his opinion to the student, the teacher should understand the essence of the issue, then explain it in a short, clear literary language, avoiding talking too much; 6) It is necessary to confirm every idea with the truth, to arouse emotions in children. Consequently, such qualities determine the high skill of the teacher in education and as a result perfect young men and women who serve the society will grow up. Thus, thinkers in their works stated that a teacher should have a number of important qualities. In general, the following can be included among these: - the teacher should be competent in all aspects; - distinguishing people from other professions with their high feelings and emotions; - easy access to the psyche of children; - individual work with students who are lagging behind in mastering lessons; - ability to attract students' attention; - work independently and improve one's skills and qualifications; - having pedagogical skills and manners. It is worth noting that the opinions of Eastern and Western thinkers about the teaching profession and its skills are still relevant.

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