



PEDAGOGICAL AND PSYCHOLOGICAL LAWS OF LEGAL AND EDUCATIONAL WORK

Ostonov Jasur Shopirjonovich

p.f.f.d (PhD), associate professor

Bafoyev Shahzod Najmiddin o'g'li

master's student

Abstract: *This article provides information on the pedagogical and psychological laws of legal and educational work, as well as the psychological analysis of offenses committed by young people, the stages of its formation, and the general analysis of existing psychological approaches to these cases.*

Key words: *deviance, legal-educational work, legal culture, communicative-valuable, reflexive-corrective, science, education.*

There are different levels of regularities in the pedagogical process. Despite the theoretical and practical importance of the laws in the pedagogical process, they are studied from one side in the science of pedagogy. This problem is studied by different authors from their point of view.

A well-established legal and educational work in the prevention of crime and the fight against crime is considered an educational process that is carried out carefully. The right implementation of educational activities can force teenagers who are prone to commit crimes to abandon such a vile path. It is known to all of us that highly educated lawyers have their own special place in the prevention of crime and that it is the demand of the times to fulfill the following tasks in this field:

- training of highly qualified employees and legal experts for all types of organizations, educational institutions, because legal-educational work is not only



carried out by one or several persons, but also lawyers of enterprises and institutions should carry out this work;

- crime is prevented by turning public-political and legal knowledge of citizens into an important part of the activities of individuals, and the daily work of the leader.

In order to increase the legal culture of every citizen, prevent crimes, and promote legal knowledge, state and public organizations must create the necessary conditions. Employees of the internal affairs bodies need to be constantly trained and work more with difficult-to-train individuals, conduct preventive dialogues between them or with each of them. In addition, they hold meetings with people of all classes, get acquainted with the applications and complaints of people, study them, check them and conduct educational work among them. These works are carried out within the framework of pedagogical and preventive activities.

Prevention of crimes among the population is divided into several types according to the essence of pedagogy, these are - conducting legal and educational work among children up to school age and educating them, which can be carried out among teenagers prevention of crimes and their education, legal and educational processes carried out through the educational methods of cultural institutions.

It will be necessary to educate individuals by conducting legal propaganda and legal-educational events in non-school institutions. We are more interested in the legal and pedagogical work carried out in the activities of internal affairs bodies. The object of training of internal affairs bodies is individuals and their activities. Professional pedagogy, which is directly related to the process of crime prevention, requires a pedagogical approach to the problem of crime.

Pedagogical influence (or pedagogical approach) is not a short and long process of education, but a systematic, long-lasting process, the effect of which mainly depends on education, as well as the desires and wishes of the student. The process of crime prevention, by its essence, is subject to the laws and methods of the pedagogical process. Currently, the task of preventive pedagogy requires the



development of special pedagogical methods by studying the causes and conditions of crime, the personality of the criminal, his morals and behavior based on the knowledge obtained from the theory and practice of pedagogy. Based on these, it is possible to support the work of the employees of the internal affairs bodies and achieve positive and effective results.

Criminologists and pedagogues study all measures to prevent crimes that may be committed by them by influencing the legal consciousness of persons in the world of crime through the methodology of pedagogy. A question may arise that what is the relationship between pedagogy and criminology or criminology with pedagogy. The following opinion of the Russian criminologist G. A. Avanesov is very correct here: the concepts of "education" and "crime prevention" cannot be separated from each other. Education has a preventive function, and prevention has an educational function."

Preventive pedagogy is actually a pedagogical concept closely related to the science of criminology. At the same time, he studies the causes and circumstances of the committed crimes from an educational point of view.

The importance of professional pedagogy in the prevention of crime is studied not only in terms of its form and method, but also in connection with its purpose and function. Pedagogical knowledge obtained from the science of pedagogy enriches and organizes the knowledge of the employees of the internal affairs bodies about crime and its consequences, forces them to think logically about the consequences of the offender's act, and also re-educates the offender, directs and manages his activity in a positive direction. Among the forms and methods of pedagogy in the prevention of crime, the most effective are methods of persuasion and coercion. With this idea, we do not want to deny or belittle other methods of education, that is, the methods of "becoming an example", "stimulating". All the methods mentioned above have their place and importance.



Although there is no need to comment on the persuasive method of education, we should not oppose the coercive method to the concept of "education". It is necessary to re-educate individuals through the method of coercion, to urge them not to commit such undesirable, illegal actions for the second time, and to force them. Coercion is the breaking of a person's internal desire by external force.

There are several forms of organizing preventive education of employees of internal affairs bodies, and such education is specially organized, for example, to prevent violations of the law - not only to arm the audience with legal knowledge, but also to teach individuals how to apply the law in practical activities. It is to teach. This, in turn, forms the basis for the formation of legal culture and practical experience in the audience. In the organization of preventive education, it is appropriate to comprehensively implement practical training among the employees of the internal affairs bodies.

Employees of internal affairs bodies carry out their educational and preventive activities in two ways. The first is a preventive way, and the second is the re-education of individuals. Although the first method of upbringing is a little easier and more convenient than the second, it still has its own difficulties. When applying these two methods of training, employees as subjects of training must be able to attract the attention of labor teams, public organizations and neighborhood committees to activities aimed at preventing violations. Such cooperation is carried out on the basis of mutual agreement and mutual support.

It should not be forgotten how important the pedagogical interaction with the object is in the educational activity of the employees of internal affairs bodies. Employees of the internal affairs bodies will have to put a temporary end to uniformity and formality in dealings. Because each person has his own characteristics, and each of them requires a special approach to education. If the employee does not behave in this way, the level of positive influence on people in his work will decrease.



It is a pity that many employees of internal affairs bodies do not work on themselves in terms of preventive education and educational work. At this point, it is necessary to recall A. I. Alekseyev's criticism that the employees of the internal affairs bodies are not well prepared for public speaking, that they do not take into account the uniqueness of the audience, and most importantly, that there is uniformity in the lectures they deliver. Making such speeches among the population damages the reputation of the internal affairs bodies. They should organize their speech based on new, interesting information, only then they will achieve their goals and it will be easy to convey the necessary knowledge to the audience listening to them.

Personal education is aimed at correct understanding of the law, correct formation of their attitude to maintaining public order. Among individuals, preventive measures are carried out only by the employees of the internal affairs bodies through the method of persuasion. The employees of the internal affairs bodies consider individual influence in the organization of preventive education work as the most effective. Because every listener may not be able to ask the question he wants in front of many people, and when the person is alone with the teacher, he can ask the question he wants without hesitation and talk about his interests.

Another important method used in conducting preventive educational work is the explanatory method, in which educational work is carried out through visual and technical means. The use of dialogue and question-and-answer forms in carrying out such educational activities gives more positive results. A popular and more widely used method in preventive education is the reminder method. The essence of this method is to recreate the event in the memory of the person being educated. It will not be very correct to re-remember things that have a negative content in the way of remembering. It would be the same if the employees of the internal affairs bodies looked at education and upbringing as a dialectical process in their work. Because preventive education and its methods are always in the process of formation. In other



words, there is no and cannot be a ready-made recipe for education, there are only methods and methods of education that help to achieve the goal.

Employees of the internal affairs bodies organize conversations and open speeches among the population in the organization of preventive education. Communication takes place in a specific social situation, and speech serves as the main tool. A person who carries out preventive education organizes his speeches in front of the audience based on certain evidence, based on the environment and situation in which he lives, and determines what interests the audience and what needs to be paid more attention to in his subsequent speeches. When conducting preventive educational work, especially when an open speech is made in front of an audience, there is a connection between the listener and the speakers, that is, live communication. Any live communication has a clear goal, and for this goal there are elements of legal education.

Another peculiarity of preventive education is that this education is based on oral promotion and agitation, organization of legal educational work. People in the audience mainly come to listen to lectures, talk, and get the necessary legal knowledge from the employees of the internal affairs bodies, the court, and the prosecutor's office.

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