

THE ROLE OF CRITICAL THINKING IN LEGAL TEACHING***Raxmatov Nozimjon Gaforovich****at Teacher of jurisprudence Tashkent Academic**Lyceum No.2 of the Ministry of Internal**Affairs of the Republic of Uzbekistan*

Abstract: We use “didactic games” to develop critical thinking for several reasons: they help expand the worldview and form legal consciousness. Critical thinking also develops human thinking. Critical thinking plays a particularly important role in teaching law.

Keywords: critical thinking, Fundamentals of State and Law, didactics, perception, political consciousness.

The skill of teaching, conveying the essence of each topic to the minds of students requires a lot of research and reading from the teacher. Only a teacher who is rich in an ocean of knowledge can skillfully convey the essence of the topic to the minds of students. He knows how to choose teaching methods depending on the purpose of the topic.

The task of education, training, which is one of the most basic Constitutional rights of citizens and youth, is to realize the intellectual and practical potential of each person, to demonstrate their creative abilities, to ensure their intellectual development, to choose the profession they want, to master it perfectly, and to create material, spiritual, educational and didactic conditions for successful activity in this field. From this general task, the specific tasks of each section, type and stage of education follow. It is necessary to teach in accordance with the principle of observation in education, so that the knowledge learned today reinforces what was learned yesterday, and prepares the ground for what will be learned tomorrow.

Teaching methods are considered as methods of imparting knowledge and are aimed at guiding the scientific cognitive activity of students and shaping the teacher's influence on students in the learning process.

Learning methods are characterized as methods of scientific cognitive activity of students, aimed at the creative acquisition of knowledge, skills and abilities, as well as the development of methodological and ideological-political beliefs.

The teaching method occupies an important place in the system of "the purpose of teaching - content, method, form, methods".

By method, we mean the ways and methods of achieving the goal, solving problems in education. Methods are distinguished separately in the structure of the teaching method. The method is an element of the method, its constituent part, is used once in the implementation of the method and is

considered a separate step. Teaching the subject "Fundamentals of State and Law" is based on the following broad classifications of teaching and learning methods of critical thinking:

1. Methods that ensure the transfer, perception and assimilation of knowledge, as well as the formation of beliefs. This group of methods includes lectures, independent work of students, work on independent study, consultations, demonstrations, mass media, comprehension of programmed materials, etc.
2. Methods of applying and consolidating knowledge, developing skills and abilities, and deepening faith. This group includes seminars, practical and laboratory exercises, supervision, educational and pedagogical practice.
3. Methods for forming knowledge, beliefs and determining the professional readiness of students. These are rating assessments of the educational process, interviews, course and diploma projects, as well as evaluation of the results of state certification.

The following dependencies of teaching methods are noted in the literature on didactics:

- firstly, on the didactic goals and objectives of the training sessions;
- secondly, on the nature of the material being presented;
- thirdly, on the level of knowledge and development of students;
- fourthly, on the methods of a particular (current) period of the fundamentals of the subject being studied in the educational process;
- fifthly, it depends on the conditions of the higher educational institution or department;
- sixthly, it depends on the material and technical support of the educational process;
- seventhly, it depends on the pedagogical skills of the teacher, his training and the level of organization of the educational process, as well as the teacher's knowledge of modern methods.

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