

## Article

# Programming to Improve the Practical and Professional Competence of Future Teachers Based on A Differentiated Approach

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**Abstract:** This article explores how the practical and professional legal competence of future teachers can be improved through a differentiated approach. It focuses on pragmatization—turning legal knowledge into usable skills—and works through the related ideas of diversification, integration, concept, and tendency. The author shows how grouping learners by level and need, linking law with other fields, and emphasising practical readiness all matter, arguing that legal competence is shifting from a fixed body of knowledge into a dynamic, person-centred skill.

**Keywords:** Practical and Professional Competence, Legal Competence, Programming, Concept, Legal Education, Legal Thinking, Integration, Methodology.

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## 1. Introduction

Pragmatization of improving the practical and professional (legal) competence of future teachers based on a differentiated approach is the process of transforming legal knowledge not just as a theory, but into practical skills depending on the needs of the individual and the type of activity. The main aspects of this process are: targeted stratification - legal students are divided into groups based on their age, social status and professional orientation [1]. For example, for an entrepreneur, economic law is prioritized, and for a student, education and labor law; pragmatic orientation - knowledge should answer the question “why is it needed?” For example, instead of memorizing legal norms, they are taught to apply them in real-life situations (concluding contracts, protecting rights); competency result - as a result of pragmatization, not only legal knowledge is formed in a person, but also legal behavior, which allows for effective decision-making in socio-legal relations; methodological approach - legal competence is revitalized through methods such as case studies (problem situations), simulation games, and legal clinics. In short, this approach serves to turn legal literacy into a person's daily “tool” [2].

## 2. Materials and Methods

This study employs a theoretical-analytical approach grounded in a systematic review of pedagogical, legal, and lexicographic sources. Conceptual analysis was used to clarify the key categories pragmatization, diversification, integration, concept, and tendency drawing on scholarly works (Kudrina, Sums kaya, Ruzimova, Shermatova, Jumayeva) and authoritative dictionaries (Cambridge, Merriam-Webster, Uzbek

explanatory dictionary) [3]. A comparative method allowed contrasting definitions and identifying their pedagogical relevance to legal competence formation. Through synthesis and generalization, the components of a differentiated approach were classified, and modern trends in developing future teachers' practical-professional competence were systematized. The findings rely on interpretive analysis rather than empirical experimentation, supporting a concept-building orientation [4].

### 3. Results and Discussion

Pragmatization is the convergence of the content of the humanities with the profile of personnel training, the specifics of future activities. The pragmatization of academic disciplines is closely related to their diversification and integration [5].

Diversification (Latin: *diversificatio*) means change, diverse development [6]. Diversification of education is the process of expanding the range of educational areas, programs, forms of education (full-time, part-time, distance learning) and types of services in educational institutions.

Diversification of educational technologies is the process of enriching the educational process with various technologies and adapting teaching methods to modern requirements and needs. This approach not only increases the quality of the educational process, but also creates a more effective and interesting learning environment for students, taking into account their individual learning styles. Blundell emphasizes that by diversifying educational technologies, flexibility and a student-centered approach are introduced into the teaching process [7].

According to the conclusion of Ye. L. Kudrina, "Diversification of higher professional education is a new socio-pedagogical phenomenon in terms of character, reflecting one of the directions of modern educational reform [8]".

T. S. Sumskaya defines the principles of diversification of pedagogical education in pedagogical higher educational institutions:

the principle of social conditionality (diversification of education should be related to the socio-economic and professional-structural situation in the region, city) [9];

the principle of compatibility (the content, technological, and scientific methodological teaching of diversification must correspond to the essence of the professional competence of the specialist);

Dominant principle (identifies the semantic dominant that unites the components of the multidimensional interdisciplinary content of vocational education);

Dialogization (the priority of interactive technologies of education, the development of activity, responsibility and reflexivity of participants in the educational process) [10].

Diversifying the legal competence of future teachers based on a differentiated approach is a procedure for taking legal education and skills out of a single mold and diversifying them in accordance with different social strata, professional fields, and personal needs. We have classified the main components of these as follows:

Content diversification: the depth of legal knowledge for each field is determined differently. For example, intellectual property law is prioritized for an engineer, medical law for a doctor, and administrative law competencies for a civil servant [11].

Instrumental approach: legal competence is divided into not only knowledge of the law, but also the ability to apply it in different situations (mediation, defense, advice).

Subjective stratification: the initial level of the learner (legal awareness) is analyzed and a corresponding "trajectory" is drawn up. One group is given fundamental legal culture, while the other is given a narrow range of professional legal skills [12].

Methodological diversity: building competencies through digital legal simulations for IT professionals and interactive games for young people. Diversifying legal competencies helps to abandon the ineffective “one size fits all” model of legal literacy and provide each individual with the legal “toolkit” most necessary for their activities.

Integration (from the Latin “integration” - restoration, completion, integer - whole) is a process of convergence and interaction of disciplines, a process that occurs along with differentiation [13]. M.Y. Ruzimova’s research states that “the integration of the didactic process ensures not only the implementation of the theoretical and methodological educational process as a whole, but also the effective conduct of the process. Especially, taking into account the multifaceted and unique nature of the primary education process, the integration of methodological disciplines in the training of future primary school teachers ensures the effective conduct of the theoretical and methodological training process [14]”.

The integration of academic disciplines differs from these processes in science. In this sense, integration can be considered as a form of ensuring their interconnection, aimed at correcting the shortcomings of the educational system, which was historically divided into academic disciplines due to the differentiation of disciplines. The didactic essence of the integration of academic disciplines is determined by the need to develop a procedure and regularities of pedagogical activities that allow identifying conceptual structures and methods for the formation of new knowledge in various academic disciplines [15].

Integration of improving the legal competence of future teachers based on a differentiated approach is a process of raising the legal training of an individual to a qualitatively new level by combining knowledge and practical skills from various fields into a single system. This procedure is based on the principles of: interdisciplinary connection: legal knowledge is inextricably linked with other disciplines (for example, economics, pedagogy, IT). This helps the student understand law as an integral part of life; synthesis of theory and practice: theoretical legal concepts are integrated with real-life situations (cases). This forms in students not only “knowledge”, but also the ability to solve problems legally; taking into account personal and professional characteristics: in a differentiated manner, legal modules are adapted depending on the level of mastery and professional direction of each individual. For example, for a future teacher, legal knowledge is integrated with pedagogical ethics and children's rights; achieving a holistic legal consciousness: as a result of integration, legal norms become not scattered information, but part of the individual's daily behavior and decision-making system. The integration of legal competence of future teachers allows a person to automatically and effectively apply his rights and obligations in a professional and social environment.

Concept means a system of views, a line of thought, a way of understanding the world, a way of perceiving it. The Cambridge Dictionary defines it as “an idea, theory, etc. on a particular subject”, while Merriam-Webster defines it as “organized around a central idea or theme”.

The concept of improving the legal competence of future teachers based on a differentiated approach is a holistic strategic system for the formation of a person's legal knowledge, skills and values, taking into account his individual characteristics, social role and professional needs. The fundamental pillars of this concept are:

- A. Hierarchical gradation (Graduality): legal competence is stratified by levels: Elementary competence: basic rights necessary for everyday life (literacy); Functional competence: application of legal norms in a specific field (work, study); Professional competence: analysis and management of complex legal relations.
- B. Andragogic and component differentiation: the learner's component and life experience are taken into account. For a schoolchild, law is interpreted as a "rule", while for adults it is interpreted as a "resource of protection and opportunity".

- C. Contextual approach: The concept presents law not as an abstract concept, but as linked to a specific context (e.g.: digital environment, entrepreneurship, family relationships).
- D. Psychological component: In a differentiated approach, the legal instincts and attitude of the individual towards the law (legal nihilism or legal culture) are taken into account, and the methodology is selected accordingly..
- E. Performance indicators: the concept defines separate success criteria for each layer. For example, for an ordinary citizen - not violating the law, for a specialist - eliminating legal conflicts.

The main idea of this concept is to move from a general legal education model for all to a model of legal development tailored to the needs of the individual. This will ensure the revival of legal consciousness in society.

Tendency (lat. *tendere*-to strive, to be directed) - means the direction of development of something, inclination, aspiration or the main content of a certain idea, thought. According to the Cambridge dictionary, "if there is a tendency to do something, it begins to occur more often or becomes stronger ", Merriam-Webster's dictionary defines it as "a tendency toward a particular thought or action".

Kh. M. Shermatova, in her research, classifies "modern educational trends in the development of educational processes into the principles of humanization, democratization, and individualization".

F. U. Jumayeva tried to develop the following aspects in her research: "in the formation of trends in the modernization of education: democratization of the educational system and processes; individualization of relationships; humanization and socialization of education; computerization; fundamentalization; integration of educational programs with production". Each scientist develops a mechanism from his subjective point of view, we also tried to develop a trend in improving the legal competence of future teachers based on a differentiated approach.

#### 4. Conclusion

Modern trends (directions) in improving the legal competence of future teachers based on a differentiated approach are associated with changes in global education and legal practice, and today this process includes the following main trends:

- Digital transformation (legaltech): Legal competence is no longer limited to knowledge of the law. Artificial intelligence, data analysis and the ability to use digital tools are becoming an integral part of competence;
- Personalized education: the creation of individual educational trajectories for each student's learning speed, interests, and future professional role (e.g., lawyer, prosecutor, or human rights defender) is gaining momentum;
- Soft Skills Priority: there is a trend to integrate legal knowledge with effective communication, negotiation (mediation), critical thinking, and empathy;
- Interdisciplinary approach: legal competence is being developed in close connection with such areas as economics, psychology, technology and ecology. This allows for a comprehensive solution to complex social problems;
- Lifelong Learning: legal competence is not a one-time acquisition of knowledge, but a dynamic process that is constantly updated throughout the entire career;
- Practical-Ready: Emphasis on the ability to perform in real-life situations (clinical training, simulations) rather than theory.

In conclusion, it can be said that the main trend is to elevate legal competence from a "static set of knowledge" to a "dynamic, technological and person-oriented skill".

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