LEGAL EDUCATION IN A VIRTUAL ENVIRONMENT

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ABSTRACT

This article describes the theoretical and practical foundations of the formation of the form of virtual education in legal education, the essence of online education, the correct use of available sources of information for virtual education. The problems of using virtual education in legal education are analyzed. The research, scientific works, and experiments of foreign scientists have been studied and analyzed. The role of virtual education in foreign educational systems, the indicators of their research is reflected in statistics. Proposals for the introduction of e-learning and virtual learning environment in the conditions of Uzbekistan in the training of mature specialists through active use in the pedagogical process The existing systems for the implementation of the virtual environment in the management system of the legal education process are recommended, and the methods and techniques for using the systems in the educational process are given. Examples of how to use the resources placed in the systems as thematic incidents are given. According to the results of these systems, it is clear that students have formed and developed research competence, information competence and professional competencies. Proposals for the use and improvement of legal information systems in the organization of the virtual environment of legal education It is recommended to implement ways to use the available online resources as a virtual environment until the software tools of virtual and augmented reality are fully integrated into the entire industry

KEYWORDS: *Virtual Education, Digital Technology, Virtual Classes, E-Court, Online Education, Cases, Software Tools, Competence, Information Competence, Research Competence, Systems.*

INTRODUCTION

Today, the rapid development of technology is showing its impact on all areas. The development of digital technologies brings a new essence to the forming and features of Education.

The adoption of the concept "Education-2030" by UNESCO and the special attention to the issues of "creating an opportunity to receive quality education throughout life" in its program demonstrate today's attitude towards education. In order to ensure quality education in education, it is achieved to improve the quality of the course process using virtual reality (VR) and additional reality (AR) in foreign experiments. Such environments give students the opportunity to see processes that are impossible to see, perceive and increase their interest in the lesson.

The world is actively using innovative technologies in the pedagogical process, research is carried out to improve the e-learning and virtual learning environment in the training of mature specialists.

Alper Uyumaz and Kemal Erdogan in their study investigated the non-compliance of communication ethics in virtual communication and the fact that people are ignored in relation to the real environment in the virtual environment[9]. However, in most scientific articles on virtual education, the virtual environment is considered to be the educational development [1], the distance learning instrument [3] and the new educational tool [9], which is used in all fields. The proper implementation and organization of the Virtual environment education process into management systems is an important issue. When introducing a virtual environment into the management system of legal education process [4, 13], the environment should be properly selected.

Augmented reality (AR) is the generation of additional information about the environment using the input of data in the form of various sensors in the plane [9], described as additional reality. Of course, creating such a sound environment and bringing the tools of courtesy in this environment into education will take a lot of cost and time. As a result of the analysis of a foreign ABI Research Company, in 2022, the virtual reality VR market in the US will reach 5-6 billion dollars [10]. According to the review of PricewaterhouseCoopers PwC world media and entertainment industry, the statistical prediction results are presented in Figure 1 [14].
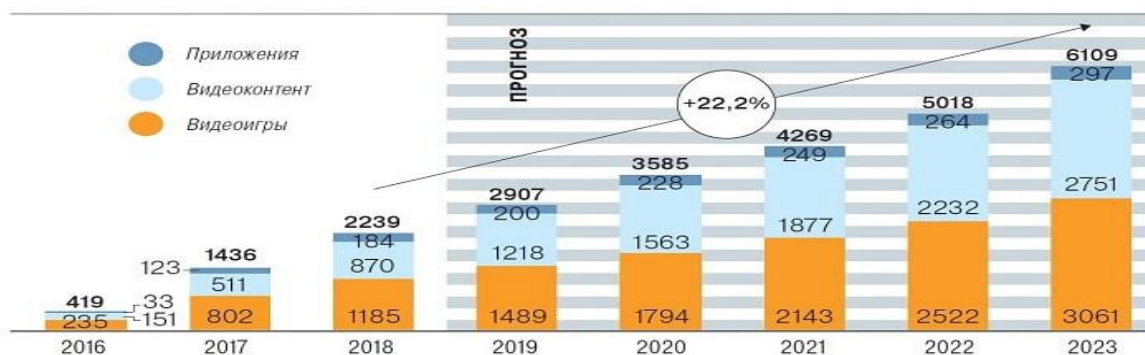
Figure 1. Virtual Reality   Growth Trend in the World Market

These changes are implemented in the conditions of Uzbekistan through the initiative of One Million Uzbekers project and IT parks within the framework of the "Digital Uzbekistan 2030" program [10].

Implementation of software and devices that create a virtual environment for the application of virtual reality in legal education PF-6079 Presidential Decree "On the application of information technologies in the system of Higher Education" is envisaged. In 2017-2021 in the strategy of actions on further development of the Republic of Uzbekistan, the tasks of "education of a highly educated and developed generation, Organization of the application of information technologies in higher education institutions with the help of new methods and means" are defined. Proceeding from these tasks, improvement of methods and techniques of introducing a new form of application of Information Technology in legal education is now a day's work. It comes in the definition [9] that replaces virtual reality and extra reality in a pandemic environment."... Generate additional information about the environment.."it is possible to create a virtual environment by choosing the right resources that make it possible. In this regard, it can be seen on the example of the Information System" E-Sud".

As a leading assistant in the development of legal education it is appropriate to cooperate with the Information System "E-Sud". Therefore, in distance education, it is appropriate to consider the methods of using the e-Judicial Information System as an alternative to the practical application of theoretical knowledge in the educational process. The virtual environment in teaching the "E-Judicial" Information System to work on the templates of appeals to the courts of civil cases and economic courts in the module" Legal Information Technologies "increased their knowledge by passing the task of" Judicial Secretary". This system serves as a practical training material for the future lawyer in the preparation for future business activities and at the same time legal education.

The table below shows that the level of knowledge of Students trained using this virtual system is High (Table 1.). The level of assimilation was assessed by comparing the level of rapid selective filling of samples with the training in traditional education.

№	Samples of court documents	Studied in the "E-SUD" system	Traditional education
1	About alimony collection	85%	73%
2	On exemption from payment of alimony debt	89%	78%
3	On recovery of alimony neustoyka	88%	81%
4	On reducing the amount of alimony	91%	86%
5	On recalculation of alimony	79%	74%
6	On recovery of alimony in a fixed amount	80%	69%
7	About child support	81%	74%
8	On recovery of alimony for an adult disabled child	80%	63%
9	About the division of property	93%	88%

10	About divorce	90%	85%
11	On recovery of alimony to support the father (mother)	78%	71%
12	On deprivation of parental rights	69%	61%
13	On annulment of a court order for alimony	90%	83%
14	On restriction of parental rights	80%	75%
15	On the collection of wages	95%	89%
..	to be continued	..	..

TABLE 1 THE LEVEL OF ASSIMILATION

Due to the complexity of the topics, it was found that students have a high ability to learn in the virtual system.

The fact that students are engaged in a certain judicial process in Real time increases not only the knowledge of the students, the quality of the lesson, but also ensures that the judges make the right decisions altogether. Such lessons as education help to harmonize practice and theory, transparency.

The Information System "E-SUD" can be used as an example of a virtual classroom and a virtual laboratory that supports legal education. For this, Systems collaboration is very important. This system will serve as an auxiliary tool when students become mature specialists ready for future work activities during their education period. It can bring a few to such systems. From these e-notarius.uz, davxizmat.uz and advice.uz through these electronic portals it is possible to increase the interactivity and practicality of legal education. These systems should be integrated into the "E-university" system of management of educational process.

It is necessary to introduce methods of using the available online resources as a virtual environment before the full penetration of Virtual reality and additional reality software tools into the entire industry. It is appropriate to choose such online systems based on the course process, the content of the topics and the possibilities of interactivity.

When using such systems, it is necessary to take into account the opinion of students who are definitely involved in the system. 70 of the first-year students of the Tashkent State Legal University were involved in online questionnaires on what to pay attention to in online education and received results (picture 2). Most students require that the lesson be interesting and give them more attention. It is possible to enrich the content and increase the interactivity of any lesson by taking it to such Real-state systems [6].
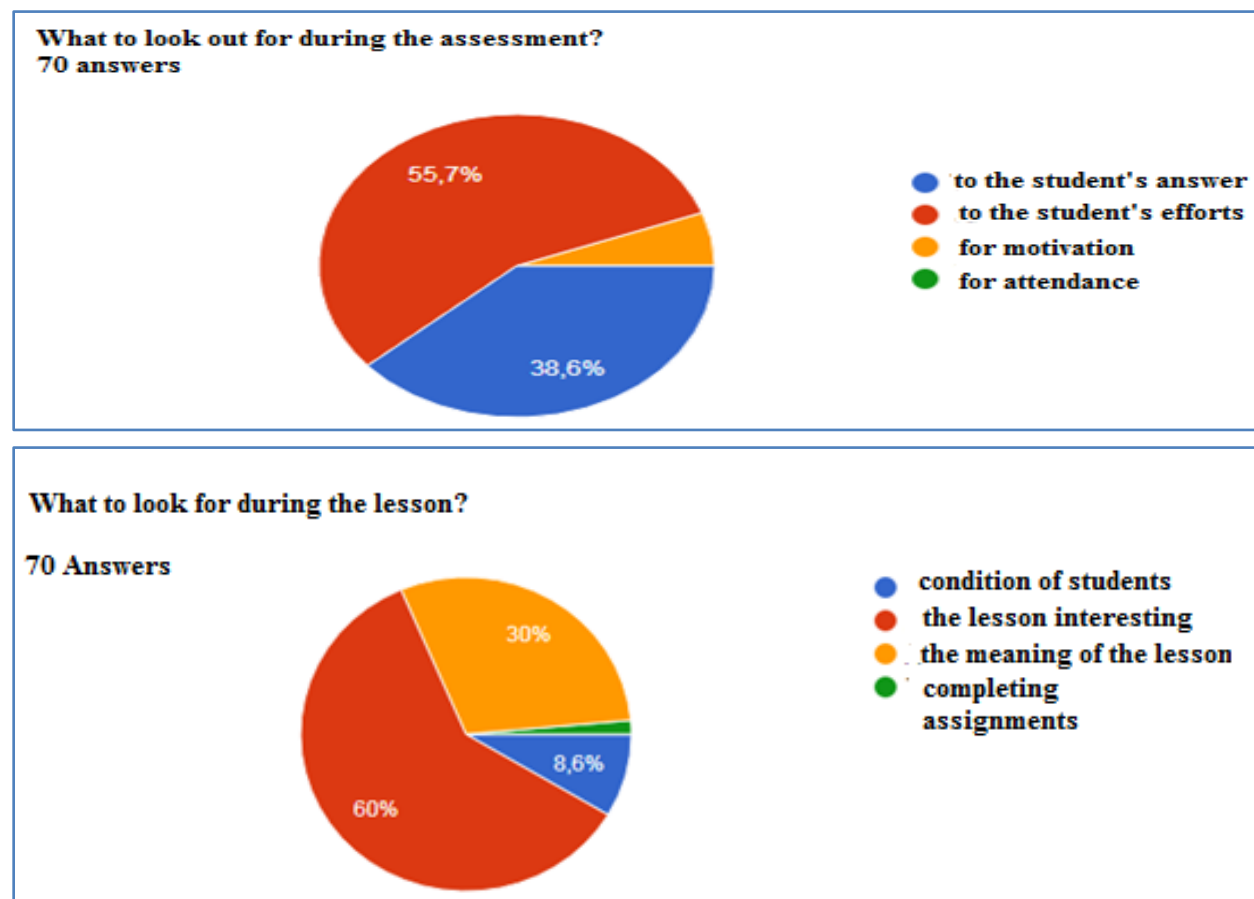
What to look out for during the assessment?
70 answers

55,7%

- to the student's answer
- to the student's efforts
- for motivation
- for attendance

38,6%

What to look for during the lesson?

70 Answers

- condition of students
- the lesson interesting
- the meaning of the lesson
- completing assignments

30%

8,6%

60%

Figure 2.The Tashkent State Legal University were involved questionnaires

With the help of these resources, students are being used in increasing their academic research competence. It was taught in case studies and question and answer to draw conclusions by analyzing and using the source. Internet information portals have a lot of resources to learn virtual environments online, it is enough to know how to use them correctly and how to apply them correctly to education.

By combining proverbs and definitions in the textbook on Legal Information Systems, structured Cossacks have made it possible to increase the student's research competence through proper use of Internet resources and comparative analysis. Case: Give a definition for legal information given in normative documents and make a difference from the description in A.Muhammadiev's textbook of legal Informatics. Having made a comparative analysis of these two definitions, express your opinion. Comment on the link (https://www.minjust.uz/uz/law/law-info/) of the Legal Information section of the site to the above definitions. Through the Case of this form, it is possible to see from the results obtained that the students have an increased ability to search and analyze the necessary information from legal sources (Figure 3).
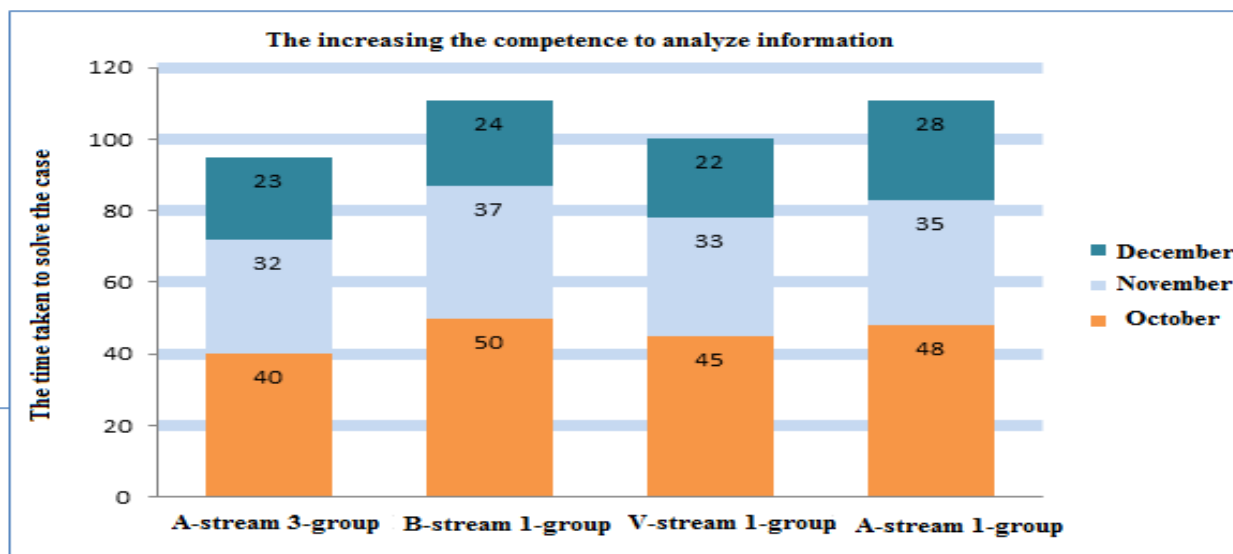
Figure 3 Expert search skill indicators

The organization of Virtual environments leads to the development of each area. In Exact Sciences, there are several Crocodile Physics, Crocodile Technology, Crocodile Chemistry and Crocodile ICT programs for the virtual environment. It's time to bring additional and virtual reality, such as these programs for legal education.

It was found that the majority of the selected contingent did not have the skills and qualifications to work on the legal issue, which led to the conclusion that in higher education it is necessary to introduce such systems as "E-Court" Information Systems.

A group of Students trained in the e-learning environment demonstrated a high level of knowledge, information and professional competence.

On the basis of the indicators of G.Gilford's taxonomy, criteria for assessing the level of formation of knowledge, information and professional competence were developed (Table 2).

G.Gilford's taxonomy emphasizes cognitive, memory, convergent reasoning, and divergent reasoning and evaluation indicators. These indicators were used to correctly assess the formation of information and professional competence in the step-by-step implementation of the "E-Sud" system of data processing tasks.

The performance of students who were evaluated on the evaluation criteria formed before and after the experiment showed that the E-Sud system was effective.

The groups in which the experiment was conducted and the groups in which the traditional study was conducted are presented the results of statistical analysis conducted by the method of Student Criterion (Table 3)

Stream and group	Traditional group				Experiment group				Number of Experimental group	Number of Traditional group	Student critical point	Student Criteria	Degree of freedom
	Creative	Partially searchable	Productive	Reproductive	Creative	Partially searchable	Productive	Reproductive					
	Evaluation criteria												
A-stream group	16	18	15		19	22	11		49	52	1,97	2,89	104
A-stream group	15	17	15		18	23	10		47	51	1,97	2,92	00
B-sream group	14	20	16		18	21	14		50	53	1,96	2,91	98
V-stream group	**17**	14	18		21	16	15		49	52	1,97	2,81	101

Student criterion method is the main hypothesis, that is, about the equality of the mean values of each Prime set

$$H_o; a_x = a_y$$

Hypothesized and opposed to it

$$H_1; a_x \neq a_y$$

The hypothesis was checked. Here, a_x – the results of students studying in a virtual environment, a_y – the results of students studying in traditional education. Checked the hypothesis that they are equal and they are different. For this purpose, two selected criteria of student were used. Student statistics were calculated.

$$t_{0.95} < T_{xy}$$

From the results above, H_0 hypothesis was refused and H_1 hypothesis was accepted in with 95% confidence. This, in turn, revealed that training in the virtual environment of "E-Sud" differs from traditional education in the methodology of teaching.

To do this, it is necessary to develop and improve the sphere of virtual reality (VR) and augmented reality (AR) in the conditions of Uzbekistan, based on foreign experience.

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