



INTERNATIONAL STANDARDS IN LEGAL EDUCATION: A COMPARATIVE ANALYSIS BASED ON THE EXPERIENCES OF UZBEKISTAN AND FRANCE

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Annotation: This article analyzes the significance of international standards in the field of legal education and their integration into national education systems, using the experiences of Uzbekistan and France as a basis for comparative legal analysis. The study examines the legal education systems, methodologies, international cooperation, curricula, and pedagogical approaches of both countries.

Keywords: Legal education, international standards, Uzbekistan, France, comparative analysis, legal education system, academic mobility, legal reforms.

Introduction

International standards in legal education are a collection of global or regional norms, recommendations, and rules that determine the quality and content of legal education. They serve to introduce unified approaches in training legal personnel and ensuring that legal knowledge is modern, systematic, and practical. In today's globalized environment, the legal education system requires harmonization of national legal values with international standards. Specifically, education standards promoted by international organizations such as the UN, UNESCO, and the European Union directly influence the formation of national legal education policies. This article is aimed at analyzing the implementation of international standards in the legal education field, using the examples of Uzbekistan and France to examine differences and commonalities between their systems. UNESCO developed the global concept 'Legal literacy and the formation of civic consciousness' in 2012, which aims to promote freedom, equality, the rule of law, and human rights through schooling. France has fully implemented this concept, while Uzbekistan is at a pilot stage.

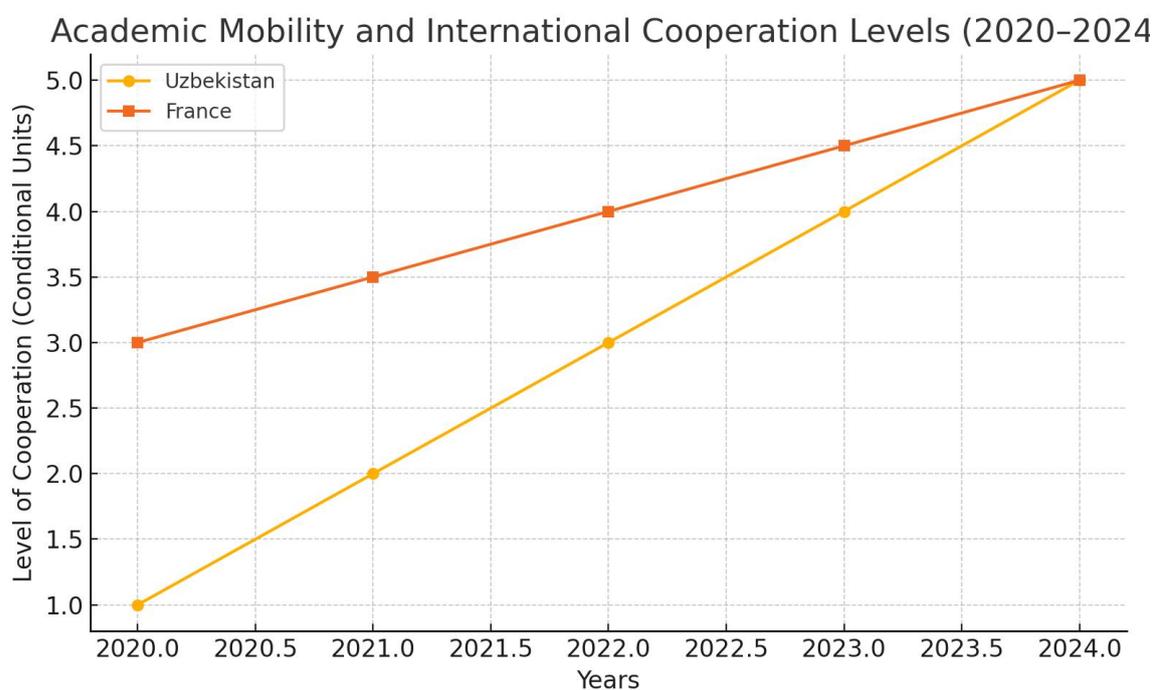
Methodology

This study uses comparative legal analysis and a systematic approach. Official documents, laws, academic curricula, and recommendations from international organizations regarding the legal education systems of France and Uzbekistan were analyzed. Through qualitative analysis, the current state was assessed and relevant conclusions and recommendations were developed. In Uzbekistan, the Law 'On Education' adopted in 2020, presidential decrees, and government resolutions serve as the basis for the national legislation in this area. In France, the legal education system is based on the Education Code and the internal regulations of law faculties.

Results

Since 2017, educational reforms in Uzbekistan have accelerated. Legal education programs were modernized based on the concept of 'New Uzbekistan.' Tashkent State University of Law has initiated international accreditation procedures and established legal clinics. Academic programs have been developed in cooperation with international organizations. In France, legal education is conducted on classical foundations. At the master's and doctoral levels, significant attention is given to scientific research. Legal professionals are trained through the 'Grandes Écoles' system. Education standards are aligned under the European Union and Bologna process. Legal education in France is continuous from the preschool level. The subject 'Éducation morale et civique' in schools promotes independent civic thinking. While Uzbekistan has seen considerable reform in recent years, the system is not yet fully continuous and lacks sufficient interactive methodologies.

Discussion



The following chart illustrates the level of academic mobility and international cooperation between Uzbekistan and France from 2020 to 2024: According to the OECD 2022 Education Report, digital platforms and AI-based legal simulations (legal tech) strengthen students' professional preparation. France has widely implemented this system, whereas Uzbekistan has pilot programs in place.

The comparative analysis shows that the French model is more systematic and stable in forming legal consciousness. In France, students are viewed as independent civic thinkers. In Uzbekistan, this approach is still developing. Moreover, in France, educators effectively develop legal thinking, especially through research and clinical activities. Legal education reforms in Uzbekistan include:

- Gradual implementation of the credit-module system;
- Use of IT technologies (distance learning, e-textbooks);
- Opportunities for student participation in international competitions and academic exchanges;
- Practice-oriented curricula through legal clinics.

Conclusion and Recommendations

Adapting legal education to international standards will accelerate Uzbekistan's integration into the global legal community.

Based on France's experience, Uzbekistan should strengthen efforts in the following areas:

- Introduce legal education from preschool level;
- Improve teacher qualifications based on international standards;
- Enrich academic programs with interactive and practical approaches;
- Promote extracurricular legal literacy activities;
- Develop national indicators to evaluate compliance with international legal education standards;
- Systematically support academic research and international collaboration;
- Expand legal clinics and practical training for students;
- Introduce methodologies that foster critical thinking.

These efforts will help to solidify the legal foundation of civil society in Uzbekistan.

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