

## CLASSROOM ORGANIZATION AND EFFICIENCY OF JURISTIC KNOWLEDGE MASTERING BY PROFESSIONAL COLLEGE STUDENTS

**Bakhrom Djuraev**

Doctoral student of Psychology department  
Karshi State University, **UZBEKISTAN**

### ABSTRACT

In this article the influence of various types of classroom organization on efficiency of juristic knowledge mastering at jurisprudence lessons is studied. A statistic analysis of research results of 114 students and 16 teachers of professional colleges has allowed to reveal some features of both teachers' and students' views on classroom organization. Results of the research have shown that the students' views on classroom organization in comparison with the teachers' are on the stage of maturation and their positions are fuzzy enough. It was concluded that the students of this stage adhere to the principle of "the purpose justifies the means", and since their main purpose is the effective mastering juristic knowledge, they probably fully realize that all means and factors of achievement of this purpose are closely related with each other.

**Keywords:** Professional college, student, teacher, classroom work organization, teacher's professional mastery, teaching material, teaching aids, mastering, juristic knowledge, educational motives.

### INTRODUCTION

Nowadays the creation of favorable conditions for intellectual, moral, emotional and cultural development of personality and help in disclosing of creative abilities of students can be treated as the mainstreams of the activity of educational institutions. The primary goal of professional schools in modern conditions is the personal development in the process of preparation for a vocation and a specialty according to its interests, abilities and social requirements [2], [4].

Vocational training together with the general education is the necessary and major factor of the person's all-round development. The modern specialist should possess the developed ability to search new approaches in solving professional problems, to professional creativity, to manage non-standard situations. Therefore achievement of the effective vocational training of college students substantially depends on the teacher's ability to use the most effective ways of the classroom work organization [5].

School activity is cognition of theoretical and practical material, and its main process and result is formation of creative abilities. The effective classroom organization at jurisprudence lessons should promote acquisition of deep and strong knowledge, preparation of students for life, for the future vocation and formation of an active vital position. The teacher's purpose with all this going on is assistance to development of the person capable to live in conditions of an informational and jural society [1], [3].

In the present research we have made an attempt to analyze the basic psychological and pedagogical factors of juristic knowledge mastering of the professional college students. It is supposed that not only students' educational motives but features of teaching material,

teachers' pedagogical skills also influence efficiency of juristic knowledge mastering by students.

So, we studied influence of psychological and pedagogical factors on the efficiency of juristic knowledge mastering by professional college students at jurisprudence lessons. In total 114 professional college students and 16 teachers took part in this research.

As a methodical instrument for studying the features of classroom work organization we had constructed a special questionnaire which includes a list of 14 factors expressing main features of classroom work organization for professional college students. The research subjects ranged these factors on their importance for effective mastering of juristic knowledge in professional college. Further, the mean ranks for each factor were calculated in teachers and students samples separately. These mean ranks of each factor calculated in both samples are presented in table 1 in the ordered arrangement.

**Table 1.**

**Comparison of mean ranks of each factor determining the efficiency of juristic knowledge mastering by professional college students**

<b>Ranks</b>	<b>Teachers (n=16)</b>	<b>Mean ranks</b>	<b>Students (n=114)</b>	<b>Mean ranks</b>
<b>1</b>	Clear and accessible explanation of teaching material	3,62	Clear and accessible explanation of teaching material	3,62
<b>2</b>	Use of multimedia at the lessons	5,07	Use of multimedia at the lessons	4,93
<b>3</b>	Formed educational motives	5,53	Formed educational motives	5,66
<b>4</b>	Adequate encouragement of students for active participation at the lessons	6,06	Expedient organization of the lessons	5,96
<b>5</b>	Expedient organization of the lessons	6,18	Adequate encouragement of students for active participation at the lessons	6,58
<b>6</b>	Diligence of students	7,18	Diligence of students	7,51
<b>7</b>	Psychological climate in educational group	7,75	Psychological climate in educational group	7,96
<b>8</b>	Presence of mutual aid among students	8,26	Presence of the sense of responsibility at students	8,05
<b>9</b>	Presence of the sense of responsibility at students	8,43	Mutual respect of teachers and students	8,14
<b>10</b>	Mutual respect of teachers and students	8,87	Presence of mutual aid among students	8,88
<b>11</b>	Professional mastery and experience of the teacher	9,18	Presence of necessary teaching materials	9,20
<b>12</b>	Presence of necessary teaching materials	9,40	Professional mastery and experience of the teacher	9,21
<b>13</b>	Authoritativeness of the teacher	9,50	Ingenuity of students	9,55
<b>14</b>	Ingenuity of students	9,75	Authoritativeness of the teacher	9,58

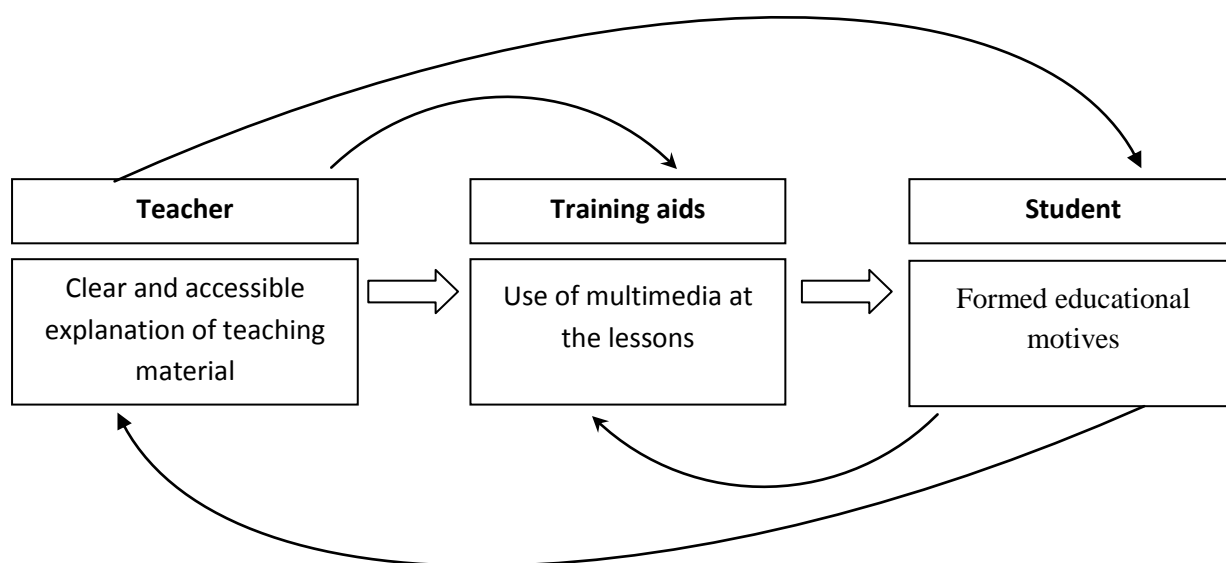
The analysis of the contents of the table 1 allows to establish following interesting enough statistical regularities. According to the calculation results presented in the given table, both teachers, and students considered the «clear and accessible explanation of teaching material» factor as the most important for juristic knowledge mastering (both samples have the lowest

mean ranks – 3,62). Really the understanding is a keystone to mastering any knowledge or concept and moreover it is reached mainly by means of an accessible and clear presentation of a teaching material by teacher.

On the second place both teachers and students consider important the factor of «use of multimedia at the lessons» (mean ranks: 5,07 and 4,93 correspondingly). Probably, this result is connected with specificity of the subject of jurisprudence – the large quantity of abstract concepts demands auxiliary means for brighter and evident representation of a teaching material for the purpose of their classification, ordering, generalization, comparative analysis etc. Certainly, for solving this kind problem it is very important to use multimedia at lessons of jurisprudence.

The «formed educational motives» both for teachers (5,53) and for students (5,66) has appeared as the following important factor. Even in the shortest list of factors of successful educational activity it is necessary to note motivational factor, since just this factor can be considered as a motive power of development of education system as a whole, and development of student's personality in particular.

In effect, the allotment of three basic factors reflects the presence of three basic components in the education system, namely, the teacher as the organizer of educational process, the training aids as tools of information transfer in clear and accessible form and the students as the basic subjects of educational process. The following figure illustrates the scheme of interaction of the specified three components of educational process.



**Fig.** Key factors determining the efficiency of educational process.

According to illustrated scheme, teacher for the purpose of clear and accessible explanation of teaching material to students works for use modern pedagogical technologies, in particular, multimedia. And students need necessary educational motivation to acquire the teaching material presented by teacher in the clear and accessible form with use of multimedia.

A comparative analysis of the sequence of further positions of the factors on their importance for successful educational activity in both samples shows that opinions of teachers and

students basically coincide; otherwise, distinctions between them were found to be insignificant.

It is just necessary to notice the fact that both teachers and students were least inclined to consider important such factors of efficiency of juristic knowledge mastering as «professional mastery and experience of the teacher», «presence of necessary teaching materials», «authoritativeness of the teacher» and «ingenuity of students». Actually the above mentioned list of factors does not mean that they somehow negatively influence efficiency of juristic knowledge mastering. They have been appeared at the end of the ordered list just because the initial list contains also more priority factors which have been estimated at their true worth by the present research participants.

At the same time in preferences of so-called "less important" factors it is possible to note some distinctions between the teachers and students results. So, the factor of «professional mastery and experience of the teacher» (9,18) seems to teachers (unlike students) more important in comparison with the factor of «presence of necessary teaching materials» (9,40). Since teachers, as a rule, already have a necessary teaching material, this question less excites them, but professional mastery is an attainment to which each teacher should aspire.

On the other hand, students unlike teachers give more preference (though in insignificant degree) to the factor of «ingenuity of students» (9,55), than to the factor of «authoritativeness of the teacher» (9,58). The possible explanation of this result is that the students understanding relative limitation of their own influence on authoritativeness of a teacher, stake on such intellectual quality as students' ingenuity.

Besides mean ranks of each factor a correlation analysis between these factors has been carried out in each sample separately. An analysis of teachers sample has shown that the quantity of significant correlations between the factors influencing on the efficiency of juristic knowledge mastering was not found to be so large. In the table 2 a small fragment from the whole correlation matrix containing all significant correlations (by Spearman rank correlation) between the factors influencing on efficiency of juristic knowledge mastering is presented. So, in the given table it is possible to see only three significant correlations between the factors.

The correlation analysis has shown that between the factors of «formed educational motives» and «use of multimedia at the lessons» was found a significant positive correlation ( $r=0,558$ ,  $p<0,05$ ). Given result reflects enough popular belief that use of vivid materials and training aids at the lessons promotes interest increase, and as a result, educational motivation of students will be also increased. This statistical relationship obviously shows the more teachers prefer the factor of «use of multimedia at the lessons», the more they attribute importance to formed educational motives of students. This type of cooperation of teachers and students in the scientific and pedagogical literature is called academic. Differently, the matter concerns the type of teachers focusing on increase of activity and educational motivation of students by means of a presentation to them accurately structured and concrete teaching materials.

**Table 2. Correlations between psychological and pedagogical factors of the efficiency of juristic knowledge mastering (teachers sample, n=16)**

	<b>Formed educational motives</b>	<b>Mutual respect of teachers and students</b>	<b>Professional mastery and experience of the teacher</b>
<b>Use of multimedia at the lessons</b>	0,558*	0,080	-0,168
<b>Authoritativeness of the teacher</b>	-0,313	-0,195	0,511*
<b>Presence of mutual aid among students</b>	0,025	0,537*	-0,318

\* -  $p < 0,05$ 

It's also interesting that there was a significant positive linear correlation between the factors of «mutual respect of teachers and students» and «presence of mutual aid among students» ( $r=0,537$ ,  $p < 0,05$ ). Differently, the teachers who mainly rest on respect of students' dignity accordingly expect the appropriate result, namely, well-organized interpersonal relations based on mutual respect and mutual aid among students.

At last, the factor of «authoritativeness of the teacher» was found to be positively linearly and significantly correlated with the factor of «professional mastery and experience of the teacher» ( $r=0,511$ ,  $p < 0,05$ ). The given relationship, most likely testifies that teachers with authoritative style of pedagogical intercourse are inclined to consider teacher's authoritativeness an important factor, and it is obvious that they consider teacher's authoritativeness an indicator of professional mastery and experience of teacher.

The analysis of the sample of students, unlike the sample of teachers, it was found incomparably greater amount of significant positive correlations between various psychological and pedagogical factors of juristic knowledge mastering efficiency. We assume that the possible explanation of such great number of significant correlations between the factors is that the students have insufficiently differentiated or clear ideas of these educational factors. From the standpoint of students, actually, all the factors contained in the initial list essentially are positive, and their viewpoint is similar to the famous Russian proverb «for the purpose achievement all the ways are good».

Thus the correlations matrix of all factors in the students sample has appeared enough bulky and therefore we will confine ourselves only to considering significant correlations, without representing all of the results of the correlation analysis in the table form. Since each factor has significant correlations with various factors, we will simply list these factors in decreasing order of the correlation values.

So the factor of «expedient organization of the lessons» was found to be significantly positively correlated with such factors as «diligence of students» ( $r=0,434$ ,  $p < 0,01$ ), «presence of the sense of responsibility at students» ( $r=0,356$ ,  $p < 0,01$ ), «adequate encouragement of students for active participation at the lessons» ( $r=0,342$ ,  $p < 0,01$ ), «ingenuity of students» ( $r=0,264$ ,  $p < 0,01$ ), «presence of mutual aid among students» ( $r=0,250$ ,  $p < 0,01$ ), «mutual respect of teachers and students» ( $r=0,205$ ,  $p < 0,05$ ) and «psychological climate in educational group» ( $r=0,196$ ,  $p < 0,05$ ).

The factor of «use of multimedia at the lessons» has statistically significant correlations with such factors as «formed educational motives» ( $r=0,561$ ,  $p<0,01$ ), «diligence of students» ( $r=0,421$ ,  $p<0,01$ ), «adequate encouragement of students for active participation at the lessons» ( $r=0,395$ ,  $p<0,01$ ), «psychological climate in educational group» ( $r=0,393$ ,  $p<0,01$ ), «ingenuity of students» ( $r=0,308$ ,  $p<0,01$ ) and «presence of mutual aid among students» ( $r=0,249$ ,  $p<0,01$ ).

The factor of «clear and accessible explanation of teaching material» also was found to be positively and significantly correlated with a variety of factors such as «formed educational motives» ( $r=0,547$ ,  $p<0,01$ ), «ingenuity of students» ( $r=0,404$ ,  $p<0,01$ ), «adequate encouragement of students for active participation at the lessons» ( $r=0,311$ ,  $p<0,01$ ), «authoritativeness of the teacher» ( $r=0,295$ ,  $p<0,01$ ) and «mutual respect of teachers and students» ( $r=0,256$ ,  $p<0,01$ ).

According to the results of students the «formed educational motives» factor in the main depends on the factors connected with students features such as «diligence of students» ( $r=0,521$ ,  $p<0,01$ ), «presence of the sense of responsibility at students» ( $r=0,431$ ,  $p<0,01$ ), «mutual respect of teachers and students» ( $r=0,336$ ,  $p<0,01$ ), «ingenuity of students» ( $r=0,330$ ,  $p<0,01$ ). Besides, the factor of «formed educational motives» depends on such factor as «authoritativeness of the teacher» ( $r=0,305$ ,  $p<0,01$ ).

It is interesting that the factor of «ingenuity of students» was found to be significantly positively correlated with both students' features and peculiarities of teachers' activity. These were such factors as «mutual respect of teachers and students» ( $r=0,363$ ,  $p<0,01$ ), «authoritativeness of the teacher» ( $r=0,351$ ,  $p<0,01$ ), «presence of the sense of responsibility at students» ( $r=0,310$ ,  $p<0,01$ ), «presence of necessary teaching materials» ( $r=0,306$ ,  $p<0,01$ ), «psychological climate in educational group» ( $r=0,296$ ,  $p<0,01$ ) and «adequate encouragement of students for active participation at the lessons» ( $r=0,205$ ,  $p<0,05$ ).

The factor of «diligence of students» was found to be related with such factors as «presence of mutual aid among students» ( $r=0,261$ ,  $p<0,01$ ) and «adequate encouragement of students for active participation at the lessons» ( $r=0,193$ ,  $p<0,05$ ). The factor of «mutual respect of teachers and students» was found to be positively and significantly correlated with the factor of «mutual aid among students» ( $r=0,490$ ,  $p<0,01$ ) and the factor of «psychological climate in educational group» ( $r=0,210$ ,  $p<0,05$ ).

The factor of «presence of necessary teaching materials» it seems to be also an important factor of effective mastering juristic knowledge: this factor was found to be significantly positively correlated with a number of factors: «adequate encouragement of students for active participation at the lessons» ( $r=0,386$ ,  $p<0,01$ ), «presence of the sense of responsibility at students» ( $r=0,305$ ,  $p<0,01$ ), «presence of mutual aid among students» ( $r=0,246$ ,  $p<0,05$ ), «authoritativeness of the teacher» ( $r=0,233$ ,  $p<0,05$ ) and «professional mastery and experience of the teacher» ( $r=0,217$ ,  $p<0,05$ ).

The factor of «professional mastery and experience of the teacher» was found to be positively linearly correlated with set of factors, namely, with the factors of «authoritativeness of the teacher» ( $r=0,407$ ,  $p<0,01$ ), «psychological climate in educational group» ( $r=0,339$ ,  $p<0,01$ ) and «presence of mutual aid among students» ( $r=0,198$ ,  $p<0,05$ ).

The significant correlations of the factor of «authoritativeness of the teacher» with the factors



of «presence of the sense of responsibility at students» ( $r=0,457$ ,  $p<0,01$ ), «psychological climate in educational group» ( $r=0,270$ ,  $p<0,01$ ) and «adequate encouragement of students for active participation at the lessons» ( $r=0,182$ ,  $p<0,05$ ) can be called cause-and-effect relationships in a literal sense.

At last, it should be noted that there were found significant positive correlations between the factor of «presence of the sense of responsibility at students» and such factors as «adequate encouragement of students for active participation at the lessons» ( $r=0,212$ ,  $p<0,05$ ) and «presence of mutual aid among students» ( $r=0,195$ ,  $p<0,05$ ).

As evident from all the list of significant correlations between the students' estimations of the factors of effective mastering of juristic knowledge there were found some interesting statistical regularities. It was observed essential associations between various factors since each of the estimated factors anyhow can promote efficiency of mastering juristic knowledge. In particular, the specificity of developmental stage of the students' judgments and views on life and education clearly became apparent with their insufficient maturity and fuzzy positions. It seems that the students on this stage adhere to the principle of "the purpose justifies the means", and since their main purpose is the effective mastering juristic knowledge, they probably fully realize that all means and factors of achievement of this purpose are closely related with each other.

## REFERENCES

1. Gudyuk S.P., Pedagogical conditions of the formation of professionally significant qualities at regional students of the college of economics and law //Disser. cand. pedagog. sciences. — Kazan, 2000.
2. Karandasova L.N., Organizational and pedagogical conditions of the formation of professional and moral maturity of professional lycée students // Disser. cand. pedagog. sciences. — Kaluga, 2004.
3. Pidkasistiy P.I., Korotyaev B. I., The organization of activity of students at the lesson. — M: Znaniye, 1985. P.80.
4. Fabrika I.V., Some questions of formation of the concept of jurisprudence. – bulletin of South Ural State University. A series "Pravo". 2013, volume 13, №4.- pp.33-36.
5. Ustyantseva L.D., Formation of pedagogical concepts at college students // Disser. cand. pedagog. sciences. — Ekaterinburg, 1998.