



Socio-Cultural Factors of the Effective use of Critical Thinking in the Development of Modern Legal Knowledge

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Abstract: *In the effective use of critical thinking in the development of modern legal knowledge, socio-cultural factors are of great importance. These factors shape the ways in which lawyers and scientists approach problems, interpret laws, and implement solutions. Educational systems that prioritize critical thinking skills in curricula, especially in law schools, produce skilled graduates in analytical thinking and problem solving.*

Keywords: *Critical Thinking, Modern Legal Knowledge, Law, Modern Education, Culture and Value, National Development, Society*



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Introduction

In legal education, Socratic methods, case studies, and debate formats encourage students to question assumptions, analyze arguments, and develop critical thinking skills. Cultures that value interrogative authority and encourage debate and dissent create an environment where critical thinking can develop. In such cultures, jurists object to more existing norms and advocate for reform. Conversely, cultures that place a strong emphasis on respect for tradition and authority can resist critical thinking that questions established legal teachings and practices. Societies with strong democratic traditions support freedom of thought, open debate, and protection of individual rights. These conditions create an environment where critical thinking is valued and can effectively contribute to legal knowledge.

In contrast, authoritarian regimes can suppress critical thinking and dissent that prevents the development of strong legal knowledge and the implementation of progressive legal reforms. Easy access to various data sources, including legal databases, scientific

articles and international legal precedents, helps to develop law professionals who are well informed and critical. Active public discourse on the live media landscape and legal and social issues encourages critical thinking and public involvement in legal issues. Sufficient resources for legal research, education and practice enable the development and application of critical thinking skills. This includes access to libraries, research funding, and skills development opportunities. Socio-economic imbalances can affect the use of quality legal education and resources, which can limit the development and application of critical thinking among disadvantaged groups.

Methodology

Professional culture, which encourages continuous learning, ethical practice, and reflection, encourages the use of critical thinking in a legal context. Within the legal community, mentoring and collaboration opportunities help people develop critical thinking skills by revealing different perspectives and expert guidance. Globalization and international legal exchanges introduce legal professionals to various legal systems, philosophies and practices, enhancing their critical thinking abilities. The study of comparative law and participation in intercultural legal dialogue contribute to a deeper understanding of the strengths and weaknesses of various legal systems and the development of innovative legal solutions. Strong emphasis on human rights and social justice issues encourages lawyers to critically evaluate laws and legal practices from a moral point of view, promoting justice and Justice. In the development of modern legal knowledge, the effective use of critical thinking is significantly influenced by socio-cultural factors. By encouraging openness to critical thinking, Q & A and debate, ensuring the use of information, eliminating socio-economic imbalances, and promoting moral values, societies can increase their jurists' ability to participate in rigorous, thoughtful, and innovative activities. legal analysis. This, in turn, is serving the development of a more equitable, fair and effective legal system.

In the development of modern legal knowledge, in the study of critical thinking, it is initially important to study the forms of knowledge. Because legal knowledge has evolved on the basis of the same forms of knowledge. The process of cognition involves a huge number of different forms that are associated with each other. The first of these is everyday knowledge. As we know, in the early stages of human history, there is a salvation of nature, as well as people themselves, simple information about their living conditions, relationships, social ties, vital knowledge. The result of such knowledge is called everyday knowledge, which forms the basis of the daily behavior of people and their relationship with nature. One of the legal forms of knowledge is knowledge through play. Not only children, but also adults explore the world through games: sports, business games, circus, theater, variety games, among others. Through the game, a person acquires a rich reserve of knowledge, and it is not for nothing that in our time the game, Science and production are widely used, of course. Game scenarios and models are developed to solve scientific, technical and everyday problems. In the formation of the spiritual world of children,

knowledge through play is especially important. There are also ancient forms of knowledge. These are considered mythical and religious knowledge. Within the framework of the first cognitive form, a lot of knowledge is accumulated about nature, people themselves and their living conditions. Those who took the myth as a whole, of course, as a miraculous image of reality. Myth is characterized by the fact that a person cannot distance himself from the environment, explain the phenomenon by natural reasons. However, legal knowledge is formed in the early stages, that is, with the help of "unnamed folk art, legal narratives, epics, legends, heroic epic, fairy tales"[1].

Religious knowledge is a form of worldview, firmly based on the existence of supernatural, miraculous forces that affect human life and the world around it. Religion studies the following main issues: the emergence of the world; theological explanation of natural phenomena; human life, fate, death; human activity and its achievements, human duty, spiritual and moral issues are among them.

Therefore, religion is based on visual-emotional, emotional-visual forms of perception. For example, in addition to religious knowledge, the Bible and the Quran also contain other knowledge accumulated by many generations of people over the centuries. Thus, within the framework of narratives, an figurative form of knowledge appeared. He later developed further in art. The content of any work of art always contains information about different peoples and countries, their traditions, literature, marriage, feelings, feedback. These can be clearly seen in the works of music, theater, fine arts. So art is one of the forms of human cognition, its own way of understanding the universe. At this point, it should be noted that from the point of view of the development of legal knowledge about the above-mentioned forms of knowledge, we can cite many theoretical and empirical evidence. But let us grow separately on the issue of the role of skepticism in ensuring the validity of modern legal knowledge based on our research topic. Skepticism encourages a critical reflection on the correctness of long-held legal principles, even axioms.

In general, skepticism plays a dual role in the development of legal cognition. Rational skepticism has a number of advantages of its own, even for the critical and creative study of legal realities. As a means of cognition, skepticism manifests itself in the form of critical thinking, closer to the legal reality. As the first president of the Republic of Uzbekistan Islam Karimov correctly noted, "no matter who, every member of society is familiar with his past, such people cannot be seduced, influenced by all kinds of creeds. The lessons of history teach a person to alertness, strengthen his Will"[2]. Because it is the understanding of history as a mutual social relationship between people that manifests itself in specific forms conditioned by the peculiarities of legal reality at different times.

In addition, each of the modern sciences (social, economic, technical) has its own history in the development of human society. At the crossroads of history and other sciences, legal geography, legal geology and other similar interdisciplinary disciplines have formed. The modern concept of legal cognition is interpreted today in its own philosophical sense. In particular, legal knowledge refers to the sphere of knowledge in which, during a certain socio-legal Development, important legal realities indicate the time of life and their

interaction in different states, societies, based on specific rules, legal documents. However, the meaning and nature of this concept has changed from the past to the present. Without history, we will not have a deep knowledge of the century in which we live and the borders of the country. Even so that this life does not leave our own personal knowledge and thoughts in a narrow circle, it is a matter of fear that we have enough knowledge and skills about history. The comparison of legal knowledge depends on several factors. The most important of these are the three main components of legal research – legal cognition, legal fact and legal research. Secondly, legal knowledge is manifested through the peculiarities of the subject and methods of legal research. During the formation of legal knowledge, the definition of its subject of research is constantly changing. The development of modern legal knowledge recognizes not only the breadth of the field of legal research, but also a wide range of methods of its study.

Legal knowledge and past interest are always characterized by the need to solve pressing problems for society. Such diversity itself indicates that the final object of study of law is a person with a wide variety of nature and behavior. Third, legal cognition and education do not have a purely academic basis. His services are distinguished by sociability. Legal knowledge and interest in the past are always characterized by the need to solve pressing problems for society. In the same sense, R.Rakhmonov, F.Fayziyev concludes that "a certain system of visions about the past, its inextricable connection with the present, as well as about the principles of the future development of society, can be achieved with the help of a constituent legal knowledge" [3]. There are specific principles of legal knowledge. The first is the principle of description. Without this principle, it is impossible to create a complete picture of the world, to promote history among the public, to promote it. The second principle is the principle of historiography. It requires a systematic review of all legal processes, the consideration of an event as a sum of fractions, the development of an event from the process of its occurrence to its logical conclusion, taking into account the previous and subsequent connection of the event. Another principle is objectivity. History acquires its own meaning and meaning only if it proves its knowledge of objective reality. Because legal facts differ in their size, complexity and content.

Critical thinking is especially important in the development of modern legal knowledge in the understanding of legal truths. Because in understanding and explaining legal reality, the interests of different individuals and social groups can clash. At the same place, critical thinking leads to the emergence of truthful legal knowledge on the basis of rationality and criticality. The ability of a person to think critically is evident in early childhood, since critical thinking is usually formed at a specific level in the process of individual human development. Critical thinking is a state of uncertainty, indecision, hesitation, and the forced moment of an independent, meaningful position in worldview and perception, which should be considered correct or correct. The philosophy that a person chooses or creates, as he is himself and his life, acquires such meaning and meaning. Because in any philosophical view, the subject's own knowledge, experience and also mood are also reflected. The mind is based on critical thinking in understanding the essence of the true

legal reality. It is in critical thinking and the point of view of others that an attempt to re-verify the validity of the necessary legal arguments takes priority. If such a critical thinking-based approach has yielded positive results, then legal arguments will put an end to cases where someone else's point of view is perceived as his own. In the development of legal cognition, critical thinking can also manifest itself in a constructive and destructive form.

A constructive type of critical thinking gives a person the motivation to know the truth and expose lies in science, for the intellectual development of a person. A curious person is always dissatisfied with a simple statement of truth, he always wants to be sure of the correctness of his own and others' assumptions or hypotheses, he always looks at the correctness of solving a particular problem with critical thinking. Therefore, this type of critical thinking acquires its own philosophical-methodological content-essence, which is a preliminary step to know the true nature of legal truths and eliminate unreliable legal arguments in this regard. Constructive and destructive critical thinking can also be evident in any area of human life, namely science, religion, politics, etc. Constructive critical thinking allows for the disclosure of falsehoods such as intentional when the informant intentionally deceives the communicator and unknowingly fails to realize that he has been captured by a logical fallacy. The reason for the emergence of both constructive and destructive critical thinking is due to the fact that the individual does not want to become a victim of lies, delusions and lies, for which it is necessary to analyze any information with constructive critical thinking and caution. Critical thinking can lead to new achievements in science. There is such a wise legend about the ancient Greek philosopher Zeno. When his disciples ask him why you often think critically, he draws two circles of different diameters, pointing first to a large circle and then to a small circle. Note that my knowledge is more compatible with unknown knowledge than with your knowledge. Therefore, I think more critically than you. Critical thinking leads to reality, according to L.Tolstoy, to achieve the original legal truths, there must be a "critical reflection of philosophical torture". In some cases, skepticism can also turn into blind fanaticism. On the other hand, it is accompanied by the agnosticism mentioned above. However, absolute skepticism is denied by the development of knowledge and science as a whole. For example, some absolute skeptics of the 19th century put forward the idea: "humanity never knows the chemical composition of the sun." Although spectral analysis at that time had determined the composition of the sun. Agnosticism is the doctrine that the world cannot be understood. In 1869, the English biologist T. Gexley is how called his philosophical position. However, the scientist himself could not become a strict agnostic as a naturalist. Agnostics believe that a person knows the world only partially or does not know it at all. Therefore, there is a special role in the development of legal knowledge in the development of skeptical and agnostic approaches. True history has always been of great interest to those interested in original legal knowledge, therefore, critical thinking has been instrumental in revealing new facets of legal realities. When talking about the role of critical thinking in the development of legal knowledge, it is necessary to distinguish between the opinions, views, critical thinking of other scientists in relation to their experience and the critical thinking of the researcher in

relation to their own thoughts, views. Both types of critical thinking are important for the development of legal cognition.

Result and Discussion

Critical thinking in relation to others allows one's legal knowledge to be unidirectional and limited, while critical thinking in relation to oneself makes it possible to overcome the shortcomings of one's own views. Consequently, thinking critically about others' views is nothing more than making sure of oneself, the correctness of one's own thoughts and views. In this sense, critical thinking seems to be similar to the same phenomenon with confidence. But in fact, it can be seen as mannerism, arrogance, to think critically in a narrow circle, to treat them with disdain, limited in relation to the past of other people, nations or elates. Naturally, both manliness and arrogance lead to falsification of legal truths. At first glance, it seems that in this opinion, supposedly spiritual and moral qualities are put above professional ones. In fact, this idea is a recommendation for employment, admonition given to future scientists. Such an understanding of true wisdom goes back to ancient times and is characteristic of all the great philosophers, thinkers. It is enough to remember Socrates, his method of reaching the bottom of reality, and the basis of this method – the methodological critical thinking that “the more I know, the more I know, the more I do not know.” However, while critical thinking is a common feeling for most scholars, sometimes this feeling can become unnecessary or exaggerated. It turns out that critical thinking is one of the foundations of the logic of scientific, practical research.

No matter what type of activity it determines, it acts as a starting point and at the same time as the motive of the creative thinking process. However, when thinking becomes a priority form of thinking and is influenced by critical thinking, critical thinking is a bad helper. Here, quantity becomes quality, and this emotion reaches a level of intense emotional arousal, producing the opposite result, paralyzing some effective activity. That is why people with overly critical thinking are called “Paranoid” or “skeptical”. Zero “the history of Philosophy testifies to us that skepticism, as a separate School of Thought, appeared in its absolute expression in critical, crisis periods and marginalized in space, playing its role as a catalyst for the destruction of old culture”[4]. Of course, even in critical thinking, norm is necessary. The upbringing of the ability to think critically in a person, first of all, protects a person from the risk of falling into spiritual and mental pathology. Critical thinking and trust are the mainstay, source of scientific and creative activity in the development of modern legal knowledge, in which it is often also manifested as a single system that serves to sort information in the research process.

On the one hand, they jointly discover the problem or unusual reality in the development of legal knowledge, on the other hand, they lead to the rise of the individual's own internal creative capabilities as a traditional social communication system in the development of legal knowledge. In the development of legal cognition, the influence of critical thinking and trust on each other is manifested through their necessary complementarity of each other. To look at oneself with a critical eye and to think critically

is a sign of wisdom, and manliness is ignorance and impotence of reason. True scientists think more modestly than others. Each of their words is required to be based on their scientific truth. Sometimes critical thinking in the researcher can be unusual. In researchers who constantly use critical thinking, there is little observation of a mental state in which they experience uncertainty about the reliability of the available knowledge in it. In this, the initially sought one experiences a lack of firm confidence in the existence of the desired effect, in achieving the goal, does not dare to choose one of two or more critical reflections. In this case, the goal of critical thinking is to connect the known with the unknown, the possibility with the truth, the task of determining the measure of risk during the next activity is launched. In the development of modern legal knowledge, critical thinking is a necessary condition for the formation of legal consciousness, while, on the second hand, acquired legal knowledge is an important context of legal consciousness. Because in the present, we realize the existence of the past through the development of legal knowledge. In this understanding, critical reflection arises through critical thinking. In turn, legal culture is not just a certain system of legal knowledge, but a way of understanding the movement of society over a certain period of time. If we are guided by the peculiarities of understanding and identifying ideas about the movement of society by time, we are firmly convinced that legal knowledge can also manifest itself in the form of legal consciousness, legal culture, myth, chronicle or science.

Conclusion

Well, the rational factors of the effective use of critical thinking in the development of modern legal knowledge can be explained as follows: First of all, history is the opportunity to reveal the true nature of any past phenomena given to a person. History the way of existence is a fundamental characteristic of society. It makes no sense to view society and history as a separate process, since it represents a single socio-legal reality. Second, critical thinking is a reflection of a particular research scientist's sense of distrust of evidence about any legal event. Typically, critical thinking also expresses the strong belief of the historian scientist in his field, in which he behaves worthy of the commandment of conscience. Thirdly, the true reasons for the feeling of critical thinking change the evidence of some legal event depending on the degree of reliability. Fourth, critical thinking and trust are manifested as a single system that serves as an important source of scientific and creative activity in the development of legal knowledge.

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