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MODERN MODELS AND DEVELOPMENT PROSPECTS OF LEGAL EDUCATION AND PRACTICE COOPERATION IN UZBEKISTAN

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ANNOTATION

This article scientifically analyzes theoretical models for the development of legal education and practice cooperation in Uzbekistan. The study covers the history, characteristics and role of the cluster approach, the "Triple Helix" model, clinical-practical and dual education models in the legal education system. The advantages of each model in improving the quality of legal training, the mechanisms of integration with practice and the socio-economic significance are revealed. The article also presents scientific conclusions on the prospects for the implementation of these models in the conditions of the Uzbek education system and ways to increase their effectiveness. The article also studies the experience of legal personnel training in developed foreign countries and shows how they can be used in Uzbekistan. The ways of cooperation between educational institutions, state organizations and private enterprises, as well as the role of legal clinics in student practice, are analyzed. The author gives practical suggestions and recommendations on improving the system of education in the field of law, properly organizing both study and work (dual education) of students, and training modern personnel who meet the requirements of the current labor market.

Keywords: legal education, legal practice, integration models, cluster, "Triple Helix", dual education, clinical education, staff training, foreign experience, education and practice, student practice, modern approach, legal personnel, cooperation system.

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O'ZBEKISTONDA HUQUQIY TA'LIM VA AMALIYOT HAMKORLIGINING ZAMONAVIY MODELLARI VA RIVOJLANISH ISTIQBOLLARI

ANNOTATSIYA

Mazkur maqolada O'zbekistonda huquqiy ta'lim va amaliyot hamkorligini rivojlantirishning nazariy modellari ilmiy jihatdan tahlil qilingan. Maqolada klaster yondashuvi, "Uch spiral" modeli, klinik-amaliy va

dual ta'lim modellarining tarixi, xususiyatlari va huquqiy ta'lim tizimidagi o'rni yoritilgan. Har bir modelning yuridik kadrlar tayyorlash sifatini oshirishdagi ustunliklari, amaliyot bilan integratsiyalashuv mexanizmlari va ijtimoiy-iqtisodiy ahamiyati ochib berilgan. Shuningdek, maqolada O'zbekiston ta'lim tizimi sharoitida ushbu modellarning tatbiq etilish istiqbollari va ularning samaradorligini oshirish yo'llari bo'yicha ilmiy xulosalar keltirilgan. Shuningdek, maqolada rivojlangan xorijiy davlatlarning yuridik kadrlar tayyorlash tajribasi o'rganilib, ulardan O'zbekistonda qanday foydalanish mumkinligi ko'rsatib o'tilgan. Ta'lim muassasalari, davlat tashkilotlari va xususiy korxonalarining birgalikdagi hamkorlik yo'llari hamda yuridik klinikalarning talabalar amaliyotidagi o'rni tahlil qilingan. Muallif tomonidan huquqshunoslik yo'nalishida ta'lim berish tizimini yaxshilash, talabalarning ham o'qib, ham ishlashini (dual ta'limni) to'g'ri tashkil etish va bugungi mehnat bozori talablariga javob beradigan zamonaviy kadrlar yetishtirish bo'yicha amaliy taklif va tavsiyalar berilgan.

Kalit so'zlar: huquqiy ta'lim, yuridik amaliyot, integratsiya modellari, klaster, "Uch spiral", dual ta'lim, klinik ta'lim, kadrlar tayyorlash, xorijiy tajriba, ta'lim va amaliyot, talabalar amaliyoti, zamonaviy yondashuv, huquqshunos kadrlar, hamkorlik tizimi.

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СОВРЕМЕННЫЕ МОДЕЛИ И ПЕРСПЕКТИВЫ РАЗВИТИЯ СОТРУДНИЧЕСТВА В ОБЛАСТИ ЮРИДИЧЕСКОГО ОБРАЗОВАНИЯ И ПРАКТИКИ В УЗБЕКИСТАНЕ

АННОТАЦИЯ

В данной статье проведен научный анализ теоретических моделей развития сотрудничества юридического образования и практики в Узбекистане. В статье освещены история, особенности и место в системе юридического образования таких моделей, как кластерный подход, модель «Тройная спираль», клиничко-практическая модель и дуальное обучение. Раскрыты преимущества каждой модели в повышении качества подготовки юридических кадров, механизмы интеграции с практикой и социально-экономическое значение. Также в статье представлены научные выводы о перспективах применения этих моделей в условиях образовательной системы Узбекистана и путях повышения их эффективности. В статье также рассматривается опыт подготовки юридических кадров в развитых зарубежных странах и показывается, как его можно использовать в Узбекистане. Анализируются пути совместного сотрудничества между образовательными учреждениями, государственными организациями и частными предприятиями, а также роль юридических клиник в практике студентов. Автор дает практические предложения и рекомендации по совершенствованию системы образования в области права, надлежащей организации учебно-трудового (дуалистического) обучения студентов и подготовке современных кадров, отвечающих требованиям современного рынка труда.

Ключевые слова: юридическое образование, юридическая практика, модели интеграции, кластер, «Тройная спираль», дуальное образование, клиническое обучение, подготовка кадров, зарубежный опыт, образование и практика, студенческая практика, современный подход, юридический персонал, система сотрудничества.

In world practice, legal education is currently entering a “transformative” stage. That is, a lawyer is being formed not so much as a knowledgeable person, but as a practitioner who is well-versed in legal technologies, has the ability to communicate and feels social responsibility. In Uzbekistan, the process of harmonizing the legal training system with international standards, in particular, the requirements of the Bologna Declaration, is also ongoing. In this regard, eliminating the “gap” between education and practice is a guarantee of increasing not only the quality of education, but also the reliability of the entire judicial and legal system.

The integration of legal education and practice can be understood as a sustainable, systematic and goal-oriented cooperation between higher legal education institutions and law enforcement entities. Such integration connects the content of legal education with real legal processes, prepares students for professional activity early, and increases the adaptability of graduates to the labor market.

In recent years, special attention has been paid to the development of legal education and science in the Republic of Uzbekistan. In particular, the Decree of the President of the Republic of Uzbekistan No. DP-5987 dated April 29, 2020, sets as an important task the fundamental improvement of the system of legal education and science, ensuring competitiveness in the international educational arena, and improving the quality of legal personnel training [1]. Also, the Decree of the President of the Republic of Uzbekistan No. DP-232 dated November 26, 2025, places special emphasis on ensuring the inextricable link between legal education, science, and practice [2].

Several concepts are important in the theoretical substantiation of this issue. First of all, the cluster theory developed by M. Porter serves as an important methodological basis for explaining the integration of legal education and practice. Porter interprets a cluster as a systematic association of interconnected organizations, institutions and service structures within a certain field, which serves to increase competitiveness [3].

Another important theoretical basis for the integration of legal education and practice is the “Three Spirals” model put forward by H. Etzkowitz and L. Leydesdorff. In this model, cooperation between the university, the state and the industrial sector is considered as the main factor of innovative development. In the context of legal education, this model can be interpreted as “university - state - legal practice”. In this case, the university creates knowledge and scientific and methodological support, the state determines the regulatory and legal framework and strategic policy, and the subjects of legal practice act as a practical base in preparing students for professional activity.

D. Kolb’s concept of experiential learning is also an important scientific basis for linking legal education with practice. According to Kolb, knowledge is formed not only through the assimilation of theoretical information, but also through the process of experience, observation, analysis, reflection and practical application [4]. This approach is especially relevant for legal education. Because legal activity, along with theoretical knowledge, also requires the skills of analyzing a legal problem, interpreting a norm, preparing a legal opinion, developing a judicial position and communicating with a client.

The competency-based approach is a modern pedagogical basis for the integration of legal education and practice. According to this approach, the educational outcome is assessed not only by the level of knowledge of the student, but also by his ability to assess the legal situation, make independent decisions, prepare legal documents, negotiate, adhere to professional ethics and propose legal solutions. Therefore, the real effectiveness of competency-based education is ensured only when legal education is linked to practice.

In our work, we will try to classify in detail the main models of integration of legal education and practice. Based on theoretical sources and a generalization of legal education reforms in the

conditions of Uzbekistan, the following models of integration of legal education and practice can be distinguished:

Institutional-integration model. The theoretical basis of this model goes back to institutionalism in sociology. According to this approach, educational institutions should form a system of strong relationships with other institutions of society (state, court, economy). In particular, since the 1990s, the concepts of “Civic engagement” and “University partnership” have been developed in European and American universities, and the integration of universities with external institutions has reached a new level [5]. This process means that education is not “outside the system”, but an integral part of the entire social system. In the institutional-integration model, a legal higher education institution cooperates with judicial authorities, the bar, notary, prosecutor’s office, state administration bodies, legal services and employers on a permanent and contractual basis. The main difference of this model is that cooperation is carried out not on temporary or personal contacts, but through official documents (contracts, memoranda) and permanent working groups. In this case, practising specialists are involved in the teaching process, and curricula are improved based on the feedback of employers.

The main advantage of this model is the stability and practice-oriented nature of the educational process. It transforms legal education from a closed academic system into an open one. As a result of integration, students become directly acquainted with the activities of the judicial and legal system and legal services, and graduates are easier to find a job. In addition, this model enriches the university’s scientific potential and practitioners’ experience (teachers are sent to practice, and practitioners give lectures). In this model, a higher legal education institution operates based on constant cooperation with judicial and legal bodies, the bar, the notary, the prosecutor’s office, state administration bodies, legal services, and employers. The main task of the institutional-integration model is to link the educational process with a real professional environment. In this case, practising specialists are involved in the teaching process, curricula are improved based on the opinions of employers, and students become directly acquainted with the activities of the judicial and legal system and legal services.

The “University - State - Legal Practice” model. This concept is based on the Triple Helix theory proposed by Henry Etzkowitz and Loet Leydesdorff in the 1990s [6]. Initially, this model was developed to explain the relationship between university-industry-government from the perspective of the innovation economy, but was later adapted to legal education. In this model, the university is a scientific and educational center, the state is a regulatory entity, and legal practice (courts, the bar) is an environment for the formation of professional competencies. The spiral image indicates that each entity can partially perform the functions of the other (for example, the university performs the function of “practice” by engaging in legal expertise).

The importance of this model is that it presents the educational process not only as an internal affair of the university, but as a joint product of state policy and the professional community. As a result of integration, legal education policy, judicial reforms, and the legal services system are harmonized. This ensures that the content of education meets the needs of the state and society. This model is an adapted version of the “Three Spirals” theory for legal education. In it, the university is a scientific and educational center, the state is a regulatory entity, and legal practice is an environment for the formation of professional competencies. In the conditions of Uzbekistan, this model can serve as an important theoretical basis for harmonizing legal education policy, judicial reforms, and the legal services system.

Clinical-practical model. The history of clinical education dates back to the late 19th and early 20th centuries in the US legal education system. Initially, the “case method” (situation analysis) was introduced by Christopher Langdell, and later clinical education was formed, which involved

students working with real clients. This model is based on D. Kolb's theory of experiential learning: knowledge is formed through experience. The model is aimed at developing students' professional skills through legal clinics, free legal advice centers, and modelling court proceedings. Here, the student not only learns but also participates in the process of solving a real legal problem.

The clinical model is important in the formation of a student's professional responsibility and ethical standards. It connects legal knowledge with real social needs. Students acquire skills such as applying theoretical knowledge in practice, communicating with clients, and preparing documents. This model is considered one of the most effective tools in the formation of the personality of a lawyer. The clinical-practical model aims to develop students' professional skills through legal clinics, free legal consultation centers, modelling of court proceedings, case studies, and practical assignments. The advantage of this model is that it connects the student's legal knowledge with real social needs. The student not only learns, but also participates in the process of solving a real legal problem. Research scientists emphasize that the greatest advantage of the clinical-practical approach is the development of "clinical reasoning" in students and the ability to make independent decisions in non-standard problem situations [7].

Dual education model. The dual education model originated in Germany. Its roots go back to the medieval tradition of apprenticeships, but its current form was formed on the basis of the German Vocational Education Act of 1969. Currently, this model is widely used in Austria, Switzerland and other European countries [8]. In the dual education model, the educational process is carried out in a way that combines classroom training with professional activities in the workplace. The student spends part of the week studying theory at the university and the rest of the week doing practical training at an enterprise or institution.

The main advantage of this model is to accelerate the process of integration of students into the labor market. The graduate receives not only a diploma, but also work experience. For employers, this provides an opportunity to "educate" qualified personnel, and for universities, it helps to bring the content of education closer to practice. The implementation of this model in Uzbekistan is one of the urgent tasks.

Studies have shown that the dual learning method, unlike traditional forms of education, transforms the student from a passive listener to an active creator and problem solver. The student has the opportunity to learn quickly – that is, to master the theory in a short period of time and immediately apply it in practice [9].

Each of these international and national models is characterized by its focus on specific functional areas of legal education and practice integration. In particular, in the dual education model, the educational process is organized on the basis of a synergistic combination of classroom training and real professional activity in practice bases. Today, the conceptual necessity of the widespread introduction of this model in the legal education system of Uzbekistan has risen directly to the level of state policy.

In this regard, the Decree of the President of the Republic of Uzbekistan No. DP-232 dated November 26, 2025 "On measures to further reform legal education and science in the Republic of Uzbekistan" marked a new strategic stage in radically improving the quality of legal education in our country and ensuring its continuity with practice. The implementation of the dual model within the framework of the tasks set out in this regulatory legal act will serve to consolidate the theoretical knowledge acquired by students in the classroom in an environment of direct professional law enforcement, to form professional competencies in them early, and to increase their adaptability to the labor market.

Model name	Main content and participants	Main features	Advantages and results
Institutional-integration model	Continuous cooperation between universities and judicial authorities, the legal profession, notaries, and employers	Practicing professionals are involved in the lessons; curriculums are based on the opinions of employers.	Linking the educational process with a real professional environment, increasing the adaptability of graduates.
The "University – State – Legal Practice" model ("Triple Helix")	Participants from the University (education), the State (policy/regulatory framework), and the Practice (professional environment).	Each entity performs a specific function: university - knowledge, state - regulation, practice - experience.	Harmonization of education policy, judicial reform, and the legal services system.
Clinical-practical model	Legal clinics, free consultation centers, moot courts.	The student begins working with a real client; theoretical knowledge is reinforced through social needs.	To form students' skills in independently solving legal problems.
Dual education model	Parallel cooperation between the university (theory) and employer companies (practice).	The learning process is carried out simultaneously or alternately in the classroom and at the workplace.	Rapid adaptation of the student to the workplace, the close connection of theory and practice (based on DP-232).

Based on the above analysis, all the models that have been systematically and comparatively analyzed (Triple Spiral, Dual Education, Clinical-Practical and Institutional-Integrated Models) are not isolated concepts. An analysis of scientific literature, foreign experience and theoretical sources shows that these models are the fundamental theories and conceptual foundations of the integrated "Legal Education Cluster" model that we are studying. The historical and theoretical basis of this approach goes back to the cluster theory developed by Harvard Business School professor Michael Porter in the 1990s [10]. M. Porter in his work "National Competitive Advantage" defined a cluster as a geographically concentrated group of interconnected companies, suppliers and related institutions. Later, this theory was adapted to the field of education, in particular, to the development of regional education systems. Today, the cluster model interprets legal education as a multi-subject system aimed at a single goal. In this model, universities, research centers, judicial authorities, employers, legal clinics, and civil society institutions operate in an interconnected manner [11]. In our previous study, we examined the general institutional and macro-conceptual foundations of this legal education cluster. The approach proposed in this article is a logical and consistent continuation of our research. Based on this same Porter theory, the models presented in the table to ensure horizontal connections between the subjects of the system and the flow of resources (information, materials, specialists) are presented as the following fundamental theoretical foundations that form a single model of a legal education cluster.

In the context of the transition from theoretical models to national legal reality, it is worth noting that in the conditions of Uzbekistan, the institutional framework for the integration of legal

education and practice includes a wide range of entities. In particular, this system is manifested through the functional interaction of higher legal education institutions, courts, prosecutor's offices, the bar, notary public, internal affairs bodies, state administration agencies, legal services of enterprises (employers), research institutions and civil society institutions. Each of these entities performs a separate, specific conceptual task in the process of training legal personnel and ensuring their professional adaptation.

At the same time, a number of institutional problems that hinder the systematic development of the integration of legal education and practice are also evident in the national experience. In particular, in many cases, students' production and professional practices remain declarative and formal, relations with employers are not organized on the basis of regular monitoring and a chain of legal obligations. Also, the direct participation of practising lawyers in the educational process is not sufficiently systematized, and legal clinics that provide students with the skills to provide free legal assistance do not have the same material, technical and methodological foundation in all regions. Most importantly, the criteria for assessing students' practical and procedural skills also require further improvement, based on modern digital and criminological trends.

In order to comprehensively address these systemic problems and integrate scattered entities into a single ecosystem, it is advisable, first of all, to establish permanent strategic advisory councils (cluster councils) under legal educational institutions, consisting of representatives of judicial authorities, the bar, notary public, and enterprises. Such institutional structures should regularly analyze curricula, subject programs, internship formats, and professional and qualification requirements for graduates based on the needs of the labor market, and act as a universal filter that legally adapts educational programs to practice.

In conclusion, a fundamental improvement in the quality of legal training in Uzbekistan and the elimination of institutional gaps in the system should be achieved not only through scattered educational projects, but also through the creation of a comprehensive legal-institutional integration platform. The systematic and comparative analysis conducted in the article shows that the "Triple Spiral", dual education, and clinical-practical approaches existing in international practice are not separate concepts, but are components and important theoretical foundations of the integrated "Legal Education Cluster" model that we are studying.

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