

**MMAIN FEATURES OF THE FRENCH LEGAL EDUCATION SYSTE****Ibragimova Jahona Otabek qizi**  
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This article examines the formation, structure, and main features of the French legal education system based on a comparative legal analysis. The study highlights the process of training legal professionals, the stages of teaching legal disciplines in higher education institutions, the integration of theoretical and practical training, as well as mechanisms for professional development. In addition, the relationship between the legal education system and the national legal system and judicial practice is analyzed. The results of the article have scientific and practical significance for applying foreign experience to improve the legal education system of the Republic of Uzbekistan.

**Keywords:**

legal education, French legal education system, training of legal professionals, comparative law, higher legal education, integration of theory and practice

**Introduction**

The legal education system is an institutional mechanism directly linked to a state's legal culture, the quality of justice, the competitiveness of the legal services market, and the stability of law enforcement practice. Globalization, cross-border economic relations, international treaties, and universal human rights standards require the training of legal professionals to include not only national legislation, but also in-depth study of comparative law, European Union law, private international law, and transnational regulatory institutions. From this perspective, the legal education systems of France and Germany are particularly relevant for comparative analysis due to their affiliation with different historical and traditional legal families within continental law, as well as their distinctive institutional designs and educational architectures. Both systems are also characterized by strict professional "filtering" mechanisms through staged training of legal professionals.

This article explores the main features of French legal education, the structure of the educational process, institutions of practice and internships, assessment and final certification, and entry models into professional careers (advocacy, judiciary, notariat, public service). On this basis, methodological conclusions are drawn for the modernization of the Uzbek model. The analysis is conducted using normative-legal and institutional approaches, the comparative legal method, and the concept of the "education–entry into profession–continuous professional development" chain.

## Main Body

In France, legal education has developed, on the one hand, as mass higher education based on universities (*universités*), and on the other hand, as a system of high-level institutional “selection” through specialized professional schools and competitive examinations for entry into legal professions (for example, law schools for advocates and the National School for the Judiciary—ENM). At the core of this model lies the three-cycle structure aligned with the Bologna Process, known as LMD (*Licence–Master–Doctorat*): Licence (usually 3 years), Master (2 years), and Doctorate (at least 3 years).

A key feature of the French model is that at the Licence level, legal disciplines are taught across a broad foundational spectrum: constitutional law, civil law, administrative law, criminal law, economic and legal disciplines, legal philosophy and methodology, legal writing, and argumentation. This stage forms “general legal literacy” and prepares students for further specialization at the Master level (Master 1 and Master 2).

Assessment systems in French universities typically consist of a combination of written examinations, *dissertation juridique* (legal essays), *commentaire d’arrêt* (case-law analysis), and oral examinations. These formats assess not only students’ doctrinal knowledge, but also their legal analysis skills, structured thinking, and argumentative culture.

At the Master level, specialization becomes significantly more pronounced. Master 1 generally provides in-depth training in major legal fields (private law, public law, business law, international law). Master 2 programs are often divided into professional (*Master 2 professionnel*) and research-oriented (*Master 2 recherche*) tracks. At this stage, internships, clinical education elements, contract drafting, preparation of judicial documents, negotiation skills, and case-study formats are more widely applied.

In the French system, university education alone is insufficient for many legal professions. For example, becoming an advocate requires additional professional examinations and training stages. The typical path to advocacy includes: a Master’s degree in law (often Master 1 is sufficient, though Master 2 is preferred in practice) → entrance examination to a law school → training at an *École des avocats* (EDA) or preparation linked to a regional center (CRFPA) → internship → oath-taking and registration. In this context, the CRFPA (*Centre régional de formation professionnelle des avocats*) serves as a quality filter for entry into the legal profession.

Entry into the judiciary and prosecution service in France is centralized through the *École nationale de la magistrature* (ENM). Admission to the ENM is based on a highly competitive examination (*concours*) that tests candidates’ theoretical knowledge, general culture, legal reasoning, and ethical and psychological competencies. The existence of the ENM reflects a distinctive feature of the French model: the judiciary is formed through a sequence of “general legal education + centralized professional training.”

The notarial profession also follows a specialized pathway involving post-university professional training, internships, and certification mechanisms. Notarial activity is recognized as a highly regulated legal profession.

Another important characteristic of the French system is the strong doctrinal tradition formed around major universities and research centers, rigorous standards of academic legal writing, and the preservation of classical forms of legal argumentation—especially in civil and administrative law. At the same time, recent years have seen the expansion of master’s programs, short modular courses, and professional certificates in areas such as digital law, personal data protection, artificial intelligence regulation, cybersecurity, compliance, and ESG. This trend demonstrates the high adaptability of French legal education to market demands.

### Comparative Perspective

The legal education systems of France and Germany belong to the same continental legal tradition and aim to train jurists based on normative systems and legal dogmatics. In both countries, core disciplines such as civil law, criminal law, public law, and procedural law occupy a central place, while legal writing, legal logic, and methods of interpretation are considered essential competencies.

However, the architecture of the “education-to-profession” pathway differs significantly. In France, university education is largely standardized within the LMD structure, while entry into professions is regulated through specialized professional schools and competitive examinations (such as the ENM). In contrast, Germany relies on the *Staatsexamen* and *Referendariat*, creating a centralized, strict, and practice-intensive pathway into legal professions.

Comparative analysis shows that the quality of legal education depends critically on:

1. competency-based standards;
2. institutional models of practical training;
3. written and case-based assessment;
4. professional ethics and mechanisms of continuous education.

For Uzbekistan, these approaches may serve as a methodological foundation for modernizing legal education and training professionals capable of ensuring high-quality legal services and institutional stability of justice.

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