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INNOVATIVE METHODS OF TEACHING INTERNATIONAL LAW THROUGH LEGAL CLINICS

Abstract

This article analyzes the role of clinical education in teaching international law and its contribution to the formation of practical skills in students. The study examines the advantages of innovative methods using the clinical experience of leading higher educational institutions such as Harvard, Yale, Leiden, and the National University of Singapore. In particular, the effectiveness of such approaches as moot court simulations, Model UN activities, problem-based learning, international legal analysis using artificial intelligence, working with real clients, and applying international treaties and judicial practice in real situations is substantiated. The article also puts forward proposals for adapting these best practices to the conditions of Tashkent State University of Law: creating an International Law Clinic, ICJ Case Reading Groups, modeling WTO disputes, an online legal writing laboratory, and creating an "AI + International Law" training system. The research results show that clinical education integrates the theoretical and practical aspects of international law, prepares students for real professional activity, and serves to enhance the scientific prestige of the university in the international arena.

Keywords: International law, legal clinic, clinical education; moot court, UN Model, legal writing, artificial intelligence.

Introduction

It is becoming increasingly clear that the traditional model of theoretical training of international law, that is, in the auditorium center, does not fully meet the requirements of today's global legal processes. This model often relies on textbooks and lectures, as a result of which theoretical knowledge is formed in students, but its application in real situations is weak. For example, most students have difficulty interpreting international treaties, identifying elements of state responsibility, or analyzing ICJ judicial practice - this indicates a disconnect between theoretical education and practice[1].

Firstly, students may have good knowledge of international law, but the ability to apply this knowledge to real cases is usually poorly developed. In the traditional learning process, students are required to memorize more and retell theoretical concepts, but due to the lack of a case-based approach, a practical interpretation of normative legal provisions is not formed. This is especially evident in the process of understanding the cases of the ICJ, ICTY, ICC, and WTO Dispute Settlement Body[2].

Secondly, the process of working with international law requires soft and complex skills in real life, such as negotiation, argumentation, diplomatic language, evidence evaluation, and mediation. However, the classical audience model does not form these skills in students. As a result, students experience a lack of competence in the process of writing a memorandum, expressing a position, or evaluating a dispute between states before international courts[3].

Thirdly, the procedural rules, evidence system, and written communications (memorials, counter-memorials, rejoinders) used in the real process of international court and tribunal systems are very complex. A traditional lecture becomes ineffective in instilling such a complex process into the reader's consciousness, as it is difficult to understand this process only by listening or reading; it can only be mastered through practical training[4].

Therefore, the need to apply clinical education, moot court, simulation, case-based learning, and technological innovations in the process of modern international legal education is sharply

increasing. Studies show that the clinical approach brings students closer to real international legal activity, forming in them the skills of independent thinking, analysis, and argumentation

Methods

Legal clinics, unlike the traditional lecture-center approach to teaching international law, create a student-centered, practice-oriented, competency-based learning model. Clinical education provides the integration of theoretical knowledge with practice, and also serves to develop the student's skills of independent thinking, legal analysis, and strategic decision-making.

First of all, the most important aspect of clinical education is working with real cases. Students learn to apply international law in real situations through mock cases, real consultations, and simulated processes. For example, the Law Clinic of TSUL constantly performs such tasks as working with applications on human rights violations, providing legal advice on migration issues, or preparing analytical conclusions on the implementation of international treaties. This process develops practical skills in students, such as working with a real client, preparing legal documents, and legally substantiating evidence.

The second important direction is the parallel simulation of moot courts, that is, the activities of international courts. By modeling the work of tribunals such as the ICJ, WTO, ECHR, ICC, students deeply master such skills as the content of international proceedings, the system of evidence, the technique of writing memoirs, oral speech, and cross-examination. In recent years, TSUL has regularly hosted court proceedings modeled by ICJ and WTO, as well as moot court competitions on human rights. Studies show that moot courts ensure that students study international law "not by reading, but by practicing." [5]

The third task of clinical education is case-based learning, that is, the study of each topic in specific international legal works (Nicaragua v. United States, Bosnia v. Serbia, WTO - EC Seal Products, LaGrand Case, etc.). This method develops the student's ability to apply theoretical rules to practical situations rather than memorizing them. In the practice of the TSUL clinic, students analyze the decisions of the ICJ, Human Rights Committee, ECtHR, and prepare real legal conclusions based on them [6].

Another key element of clinical education is clinical supervision and systematic feedback. The work performed by students is not only evaluated, but also detailed analytical comments are given on each written document and each oral presentation. This approach is the main principle of clinical education in international practice - in particular, at Harvard, Yale, and Leiden Universities. In the Law Clinic of TSUL, the practice of providing individual feedback by teachers on legal arguments, interpretation of facts, regulatory framework, procedural strategy for each case has also been formed.

Results

Clinics also implement problem-oriented learning (POL) as a multifunctional learning platform. In this model, the student is presented with an international legal issue - such as an interstate border dispute, international sanctions, refugee status, or international trade barriers - a situation taken from real life. The student identifies the problem, searches for relevant international legal norms, evaluates evidence, creates a legal position, and develops a solution. Polyclinic classes related to migration, children's rights, the environment, and the implementation of international treaties are regularly held at TSUL.

As a result, legal clinics fundamentally change the classical theoretical teaching, transforming it into a modern educational model that is practice-oriented, competency-centered, and prepares for problem-solving. This process contributes to the acquisition by students of the skills necessary for independent thinking in the field of international law, analysis of global legal problems, and professional legal activity [7].

Clinical education is more effective in teaching international law than traditional lecture and seminar forms and is a comprehensive pedagogical approach aimed at transforming the student's theoretical knowledge into practical competence. This method allows the student to study the complex nature of international law - the diversity of normative sources, procedural mechanisms, the system of evidence, and the specifics of interstate relations - in the context of real processes. The advantages of clinical training are manifested in the following areas.

Firstly, clinical methods force students to apply the practice of international treaties, court decisions, and tribunals in real situations. The student applies the provisions of the Vienna Convention on the Law of Treaties in resolving interstate disputes, connects the approaches in the decisions of the ICJ or WTO DSB with facts, and also identifies elements of international responsibility in specific situations. This process combines normative knowledge with a model of practical thinking and deepens the student's ability for legal interpretation.

Secondly, in the process of clinical training, students learn to prepare professional documents used in international law, such as legal writing - memorandum, legal opinion, request for provisional measures, shadow report or *amicus curiae*. As proved in the clinical experiments of Harvard and Yale, legal writing is the most important skill of international legal education, forming in the student clarity, logic, argumentation, and an impartial approach. In the Law Clinic of TSUL, students constantly develop this competence by preparing memoranda, applications, and analytical conclusions[8].

Thirdly, clinical education plays a special role in the development of diplomacy and international negotiation skills. In the process of Moot courts, Model UN (MUN), simulated interstate negotiations, students acquire complex soft skills such as international diplomatic language, achieving compromise, delegation strategy, interest-based negotiation, and consensus building. This prepares them for professional activities related to international organizations, embassies, or international courts.

Fourthly, clinical education increases students' empathy, social responsibility, and ability to collect facts objectively by involving them in real human rights monitoring work. For example, the TSUL Law Clinic has established practical activities such as monitoring the protection of the rights of children, persons with disabilities, and women, obtaining information from local authorities, assessing the implementation of international conventions, and preparing shadow reports. This process strengthens students' ability to connect international legal standards with real social problems[9].

Fifthly, the clinical method forms the student's professional responsibility. The student learns to comply with the principles of confidentiality, objectivity, prevention of conflicts of interest, ethical rules, procedural discipline, and legal responsibility when working with a real client. This is one of the most important elements that distinguishes legal clinics from ordinary academic activities. Research by the Global Clinical Movement emphasizes that clinical education is the most effective tool in shaping a lawyer's professional beliefs, commitment to social justice, and legal integrity.

Thus, clinical methods transform the teaching of international law from a purely educational process into a comprehensive system of professional training that prepares the student for active participation in the global legal environment. This makes clinical education the main direction of modern international legal pedagogy[10].

Modern legal education, especially in such a complex and multifaceted field as international law, is not limited to traditional classroom activities. For the formation of students' analytical and practical competencies, adapted to real global processes, it is necessary to use innovative teaching methods. Innovative methods used within the framework of the clinical approach are manifested in the following main directions.

1) Moot Court innovations (ICJ, WTO, ICC simulations)

Moot courts are one of the most effective means of teaching international law in a practical form, bringing students closer to real court proceedings. In the modern approach, moot courts include not only oral debates, but also pre-trial training, fact analysis, evidence assessment, procedural strategy, and a step-by-step technique of memorial writing.

As a result of the regular establishment of court sessions modeling courts such as ICJ, WTO DSB, and ICC at TSUL, students acquire the following skills:

- legal justification of the state's position
- evidence based on precedents and case law
- memorial, counter-memorial, and rejoinder writing techniques.
- professional oral speech in court.

Discussion

Studies have shown that moot court participants have higher competence in international legal analysis than other students.

2) Teaching international law through the Model UN (MUN)

MUN is one of the most effective innovative methods for preparing students for international diplomatic processes. In this approach, students work based on real UN procedures, negotiate in the role of the state, and submit draft resolutions to committees.

The main advantages of MUN are:

- formation of diplomatic language and professional speech culture;
- practical skills in writing resolutions (preamble and operative parts).
- negotiation & consensus building (finding a compromise, forming a coalition, softening positions)[11].

The MUN clubs operating at TSUL reinforce the theoretical knowledge acquired in international law modules through a diplomatic approach.

3) Integration of artificial intelligence (AI) and technologies into clinical education

The rapid development of AI tools is significantly changing the pedagogical model of legal clinics. Today:

- Analysis of international law arguments using ChatGPT,
- AI-Assisted legal writing,
- Quick search for judicial practice on the platforms Westlaw, LexisNexis, Oxford Public International Law,
- virtual moot court,
- online tribunal simulations is becoming an integral part of practical training[12].

This approach brings the learning process closer to fast, interactive, and real global standards.

Problem-Based International Law Clinics (POL)

The POL model applies a problem-based learning method in the study of international law. In this approach, the student conducts independent research to resolve a specific international legal issue.

The development of clinical education in international law is especially evident today in the experience of leading universities in America, Europe, and Asia. For example, Harvard University's International Human Rights Clinic model allows students to practically study global human rights issues. Here, students prepare shadow reports on international complaints, work with UN mechanisms, collect evidence of offenses related to refugees, gender-based violence, or armed conflicts, and provide legal analysis to international organizations. The main feature of the Harvard experience is that the student not only acquires theoretical knowledge, but also actively participates in the process of solving real global legal problems.

The model of the Yale University Global Health Justice Clinic introduces an interdisciplinary approach to clinical education, combining health law and international law. Students will conduct in-depth analytical work on issues such as government responsibility during the pandemic, international health obligations, tobacco control (FCTC), and international drug trafficking. This clinic is distinguished by the fact that it demonstrates the connection between global healthcare policy and international law.

In the European experience, the clinics of the University of Leiden in the Netherlands deserve attention. Here, students acquire skills such as writing memoirs, evaluating evidence, formulating procedural strategy, and participating in oral debates by simulating cases of ICJ, ICC, or other international tribunals. The Leiden model is particularly distinguished by its deep integration into the teaching of international court practice and prepares students in the conditions closest to real international court proceedings.

One of the most advanced examples of clinical education in the Asian region is the legal clinics of the National University of Singapore (NUS). These clinics utilize innovative approaches such as AI-based training, automatic analysis of court decisions, virtual tribunal simulations, and digital legal drafting. Students use platforms such as Westlaw, LexisNexis, Oxford PIL, and also develop legal

arguments on international law using ChatGPT and other AI tools. This approach provides clinical education with strong integration with modern technologies.

Based on the analysis of international experience, several practical conclusions can be drawn for the TSUL Law Clinic. Deepening clinical areas focused on human rights monitoring, review, and UN mechanisms based on the Harvard model; Organization of practical training in the field of health law based on the Yale model in the field of FCTC, pandemics and international responsibility of states; Expansion of ICJ and WTO moot courts based on the Leiden experience, creation of memorial writing laboratories; Based on the Singapore model, the deep integration of AI and LegalTech tools into clinical education will be a modern and internationally demanded direction for TSUL. Such an approach transforms clinical education not only into a practical, but also an innovative system brought closer to global standards.

The model proposed based on international experience, using the example of TSUL, primarily aims to expand the possibilities of teaching international law at the university in a practice-oriented manner. One of the most important areas is the creation of an International Law Clinic within TSUL, which can cover various specialized sub-fields of international law (human rights, health law, trade law, environmental law). Such a clinic, as in the experience of Harvard and Yale, serves students to work in conditions close to real *lex artis* legal activity. In the clinic, students can work with real appeals on the implementation of international treaties, international judicial practice, state responsibility, migration, and human rights[13].

Another important component of this model is the creation of ICJ Case Reading Groups. In these groups, the student analyzes selected ICJ cases weekly, studies the reasoning in decisions, compares dissenting opinion and separate opinions, and through mutual discussion deeply understands the thought-logic foundations of international judicial practice. This approach, as in the Leiden experiment, directs the student to a deep understanding of complex judicial argumentation[14].

Also, WTO dispute settlement simulation - modeling of international trade disputes - can be one of the new and effective methods for TSUL students. Students evaluate evidence as a state of claim and defendant, prepare written submissions, and debate in front of the panel, based on WTO's DSU rules. This method, confirmed by the experience of Harvard and NUS, forms a student's professional thinking on trade law[15].

Conclusion

The creation of an online international law writing laboratory (International Legal Writing Lab) will allow students to write memoranda, legal opinions, *amicus curiae*, briefings, and other professional documents in accordance with international standards. The presence of such a laboratory at TSUL strengthens students' written competencies and increases the scientific potential of the university.

It is also important to establish "AI + International Law" training based on Singapore's experience. Rapid analysis of court decisions using AI, the formation of legal arguments based on ChatGPT, the use of an automated approach in legal drafting, participation in virtual moot court simulations - all this strengthens technological innovation in the teaching of international law at TSUL. This approach provides students with modern skills required by the global labor market[16].

The main conclusion of the model formed on the basis of the above proposals is that the integration of clinical education into international law prepares students for real work, significantly increases their professional competencies, and has a positive impact on the university's international rating and academic reputation. Most importantly, such an approach forms global legal thinking in students and develops the ability to solve international problems comprehensively and analytically. The essence of clinical education is that the student becomes not only a possessor of knowledge, but also a specialist capable of applying knowledge in real situations. Therefore, clinical education is recognized as one of the most promising and effective areas of teaching international law.

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ХАЛЫҚАРАЛЫҚ ҚҰҚЫҚТЫ ҚҰҚЫҚ АРҚЫЛЫ ОҚЫТУДЫҢ ИННОВАЦИЯЛЫҚ ӘДІСТЕРІ

Түйін

Бұл мақалада халықаралық құқықты оқытудағы клиникалық білім берудің рөлі және оның студенттерде практикалық дағдыларды қалыптастыруға қосқан үлесі талданады. Зерттеуде Гарвард, Йель, Лейден және Сингапур Ұлттық университеті сияқты жетекші жоғары оқу орындарының клиникалық тәжірибесін пайдалана отырып, инновациялық әдістердің артықшылықтары қарастырылады. Атап айтқанда, сот ісін модельдеу, БҰҰ моделінің қызметі, мәселеге негізделген оқыту, жасанды интеллектті пайдалана отырып, халықаралық құқықтық талдау, нақты клиенттермен жұмыс істеу және халықаралық шарттар мен сот тәжірибесін нақты жағдайларда қолдану сияқты тәсілдердің тиімділігі дәлелденген. Мақалада сондай-ақ осы озық тәжірибелерді Ташкент мемлекеттік заң университетінің жағдайларына бейімдеу бойынша ұсыныстар ұсынылады: Халықаралық құқық клиникасын, ICJ іс оқу топтарын құру, ДСҰ дауларын модельдеу, онлайн құқықтық жазу зертханасын құру және «Жасанды интеллект + Халықаралық құқық» оқыту жүйесін құру. Зерттеу нәтижелері клиникалық білім беру халықаралық құқықтың теориялық және практикалық аспектілерін біріктіретінін, студенттерді нақты кәсіби қызметке дайындайтынын және университеттің халықаралық аренадағы ғылыми беделін арттыруға қызмет ететінін көрсетеді.

Кілттік сөздер: халықаралық құқық, заң клиникасы, клиникалық білім, оқу соты, БҰҰ Моделі, Заң әдебиеті, жасанды интеллект.

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ИННОВАЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ МЕЖДУНАРОДНОГО ПРАВА ЧЕРЕЗ ПРАВОВОЙ КУРС

Аннотация

В данной статье анализируется роль клинического образования в преподавании международного права и его вклад в формирование практических навыков у студентов. В исследовании рассматриваются преимущества инновационных методов с использованием клинического опыта ведущих высших учебных заведений, таких как Гарвард, Йель, Лейден и Национальный университет Сингапура. В частности, обосновывается эффективность таких подходов, как имитационные судебные процессы, мероприятия по модели ООН, проблемно-ориентированное обучение, международно-правовой анализ с использованием искусственного интеллекта, работа с реальными клиентами и применение международных договоров и судебной практики в реальных ситуациях. В статье также предлагаются варианты адаптации этих передовых методов к условиям Ташкентского государственного юридического университета: создание клиники международного права, групп по изучению дел Международного суда, моделирование споров ВТО, онлайн-лаборатория юридического письма и создание системы обучения «ИИ + международное право». Результаты исследования показывают, что клиническое образование интегрирует теоретические и практические аспекты международного права, готовит студентов к реальной профессиональной деятельности и способствует повышению научного престижа университета на международной арене.

Ключевые слова: международное право, юридическая клиника, клиническое образование, учебный суд, Модель ООН, юридическая литература, искусственный интеллект.