

# Modern technologies for the formation of legal literacy of preschoolers as the basis for the sustainable development of the education system

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**Abstract.** The article deals with theoretical ideas about legal literacy and legal culture of preschoolers as the basis for sustainable development of the education system. The essential characteristics of the concept "legal literacy for senior preschool children" at the initial stages of personality formation as a combination of the following components have been determined: children's ideas about rights and obligations, values of morality and law, assessment of their own actions and behavior of other people from the point of view of the rule of law. The author's technology for the formation of legal literacy in senior preschool age is described (a cycle of educational events, joint activities of teachers and children, free activities of children, etc.). In the course of the experiment, methodological support was developed for the process of forming the foundations of legal literacy in children of senior preschool age: "a piggy bank of legal stories", scenarios for ethical conversations, discussions, travel games; projects aimed at studying family traditions, holidays, rules of conduct, ensuring rights and freedoms in families of preschoolers: traditions of grandparents, work plan of the young parents club; requirements for the organization of a developing object-spatial environment.

## 1 Introduction

For the 21st century, it is a characteristic feature of the increased attention of society to the development of a socially mature personality of a child, as to a member of society, endowed with certain rights, possessing legal knowledge.

The relevance of the problems under consideration was reflected in the Declaration of the Rights of the Child (creating conditions for the development of physical, mental, moral qualities of the individual); UN Convention on the Rights of the Child (children as subjects of law are recognized for every child, regardless of race, color, gender, religion, the legal right to education, development and active participation in the life of society); Strategies of

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the development of education in the Russian Federation for the period up to 2025. (the priority task of upbringing is the development of a highly moral personality); Federal Law "On Education in the Russian Federation" (education as a process of personal development, creating conditions for self-determination and socialization based on the rules and norms of behavior adopted in society; the formation of a general culture of preschool children); Federal State Educational Standard of preschool education (the need to form the general literacy of the personality of children on the basis of value-semantic content). In connection with the above, one of the most important directions in the development of civil society in Russia is the process of forming a system of legal education for all strata of the population, at all stages of personality formation.

The development of right literacy is a long, complex process that continues throughout a person's life. Preschool age is the most sensitive period for the formation of a positive attitude towards law, the practice of its use, and understanding of socially significant responsibilities.

In foreign studies, the problems of law, legal education of the individual are considered by:

- Jerome Lee, Emerson Lesley, Lundy Laura and Orr, in their scientific works studied the peculiarities of teaching and the study of the rights of the child [1];

- Benjamin Mallon contemplate a problem at education for children's rights in Ireland before, during and after the pandemic [2];

- Laura Lundy, B., Byrne, Orr, and H. Shier in their research raise issues related to violations of the rights of children, including children with disabilities, the organization of legal education [3-5];

- J. Coysh, J. W. Wegner, J. L Hammond studied processes related to human rights education [6-8];

- S. Sawhney writes in publications about the rights of the child to a safe and protected environment, Deirdre Mcgillicuddy – discuss the child's right to nationality affiliation [9, 10];

- F. Tibbitts examines different models of human rights education [11];

- Waldron F., and R. Oberman described the positive experience of Irish schools related to the legal education of children, the observance of the rights of the child in an educational institution [12];

- Horgan D., C. Forde, A. Parkes, and S. Martin considered the practical issues of organizing legal education, taught children to make decisions at home, in schools and in their communities [13];

- J. McGinnis, R. Mangas, Sh. Gurple, R. Rautdesai considered theoretical aspect of legal education [14, 15].

Modern domestic research also reveals the essence of the concept of "legal education", its role in the formation of the rule of law:

- E. A. Kazaeva describes theoretical and methodological approaches to the formation of citizenship in older preschool children in the structure of legal education [16],

- S. V. Fedotova, convincingly proves the possibility of forming ideas about human rights among preschoolers [17],

- N. Yu. Maidankina - pedagogical conditions for the formation of the foundations of legal culture [18],

- N. Yu. Gan - issues of organizing pedagogical monitoring of the right education of preschoolers in a preschool educational institution [19],

- O. N. Repina - organizational and substantive aspect of the formation of the legal culture of preschool teachers [20];

- N. E. Tatarintseva, E. P. Masesjans write that preschool age is the most sensitive period for the formation of a positive attitude towards law, the practice of its use, understanding of socially significant responsibilities [21].

In our study, the legal literacy of preschoolers is considered as a complex integrated personality quality, which includes the following components:

- motivational (motivation to study legal content, persistent need for moral and legal activity);
- cognitive (basic ideas about human rights and obligations in modern society);
- value-based (awareness of the humane essence of individual rights, stimulating the manifestation of moral feelings and respect for other people);
- behavioral (developing skills and habits of active lawful behavior), contributing to the formation of a moral personality with a sense of dignity and a responsible attitude towards oneself and other people.

Despite the large number of works devoted to the scientific analysis of the problem of legal education of preschoolers, in practice the results of theoretical studies are used very limitedly, which led to the objective need for a systematic study in the study of the peculiarities of the formation of the foundations of legal literacy in older preschool children, the development of formation technology in preschoolers legal literacy.

The theoretical and methodological basis of the study was;

- conceptual provisions on the moral and civil education of the individual, the formation of the legal culture of the individual (F. P. Vasiliev, L. A. Bulatova, I. I. Evtushenko, et al.) [22, 23];
- scientific provisions on the highest value of a person, recognition of his code and rights (E. A. Lukasheva, F. Kh. Galiev, et al.) [24, 25];
- conceptual provisions on the legal education of the growing personality (N. Yu. Maidankina, M. A. Kovardakova, et al.) [26];
- scientific approaches: axiological, contributing to the formation of a person with legal literacy; personal approach, within the framework of which the child is viewed as a goal, subject, result of upbringing; an activity-based approach that satisfies the child's needs for self-respect and self-realization in the process of assimilating legal knowledge.

## 2 The research results.

The purpose of the experiment was to study the legal literacy of 5-6 years old children from the standpoint of a systematic approach to considering law as a multicomponent phenomenon, including structural and dynamic components. At the first stage, 40 children were examined. Criteria and indicators for assessing the legal literacy of preschoolers are presented in Table 1.

**Table 1.** Criteria and indicators of readiness of pedagogical college students for professional activities with preschool children with severe speech impairments.

Criteria for evaluation:	Indicators
motivational	respect for the law, awareness of the moral and legal values of society, the ability to make an independent choice
cognitive	mastering the system of elementary ideas about personal, civil, social and cultural human rights
value-based	the idea of good and evil, truth, beauty and so on
behavioral	the ability to demonstrate models of legal behavior adequate to the requirements of a democratic society, the readiness to act positively in relation to everyone around).

As diagnostic techniques were used such way as:

- individual conversations with children on the topics "Rules and norms of behavior in society", "Rights and obligations", "Protection of rights", "Violation of rights by heroes of famous fairy tales" (O. Davydova, S. M. Vyalova);
- pedagogical observation;
- problem situations were used (N. Yu. Gan),
- test tasks "Associative addition of words in a sentence" (E. V. Zhitaeva), illustrations with different content of situations (E. S. Shabelina, E. G. Kashirtseva).

A qualitative analysis of the results of the ascertaining stage of the experiment shows that the legal concepts of preschoolers are very vague, or completely absent. Preschoolers have only a few ideas about the rules, responsibilities, the existing knowledge about the regulatory norms in society is superficial, based on scraps of information, their own observations, based on the comments and instructions of adults, for example, the questions "Do you have the right to take someone else's toy?", And "Do they have the right to take your toy?" the majority of children answered "No", but daily observations of children revealed a discrepancy between ideas about moral norms and actual behavior of children. Children considered it natural to observe rights in relation to themselves, but without hesitation, they violated the rights of others. When asked about the violation of rights illustrated in fairy tales, some children did not understand what they were being asked about, others correctly defined the relationship between the heroes of fairy tales, but did not name the law itself.

A quantitative analysis of the results showed that 52.9% of preschoolers had a low level of legal literacy; 36.7% have an average level and 10.4% of children in the experimental group have a high level of legal literacy.

The results of the experiment allowed us to develop the author's technology for the formation of the foundations of legal literacy in older preschool children, representing a sequence of pedagogical methods of activity and the integration of means, methods and forms of organizing children's activities and communication; effective and evaluative, represented by the achieved level of formation of legal literacy in older preschool children.

The technology of forming the foundations of legal literacy in children is built in stages and includes the following components:

- a series of educational activities aimed at acquainting preschoolers with law as a universal value, a condition of life and a regulator of social relations (conversations-reflections «Who is right?», «How to do the right thing?», «I know my rights», «Let's get acquainted» , travel games «Wheel of history», «What? Where? When? Why», observing children in the process of children's activities, resolving controversial issues, interacting with peers and adults, individual educational activities: the survey «What rights do you have?», didactic games «Gooseberry», «Right-wrong», «I should not»;

- joint activities of teachers and children in the morning and evening periods of time: production of advertising posters «My rights», «My responsibilities», memos «How to be friends without quarrels and insults», «Secrets of politeness» discussion of the meaning of proverbs and sayings «Perish yourself but rescue your comrade», «Do as you would be done by», children's literary works aimed at consolidating and generalizing the moral and legal ideas of children, solving problem situations «How to measure yourself with a friend?». Family quarrel: «How to do the right thing?», «How to help a child without parents?», educating situations: «How to take good care of your health», «Dangerous situations at home and on the street: how to act»;

- joint activities of teachers, children and their parents (creation of projects "Genealogical Tree", "Family Traditions" aimed at studying the family, the realization of human rights and freedoms in the families of pupils, common family activities, traditions, rules, holidays, games to develop a sense of responsibility and justice);

- organization of a children's library "I want to know everything" and a virtual one for parents who contribute to the legal education of all participants in the educational process of a preschool educational organization; legal representations, judgments, to act in accordance with them in a variety of activities.

In the course of the experiment, a methodological support was developed for the process of forming the foundations of legal literacy in older preschool children: "piggy bank of legal plots", scenarios of ethical conversations, discussions, travel games; projects aimed at studying family traditions, holidays, rules of behavior, ensuring rights and freedoms in preschool families: traditions of grandparents, work plan of the club for young parents "; requirements for the organization of a developmental subject-spatial environment, contributing to the formation of children's ideas about the rights and obligations, values of morality and law, the assessment of their own actions and the behavior of other people from the point of view of the rule of law.

### 3 Conclusion

Summing up the results of the study, we concluded that the development of legal knowledge by older preschoolers is effectively carried out in the process of approbation of the author's technology for the formation of the foundations of legal literacy, which includes: a cycle of educational activities aimed at familiarizing preschoolers with law as a universal value; joint activities of teachers and children in the morning and evening periods of time, focused on consolidating and generalizing the moral and legal ideas of children; joint activities of teachers, children and their parents; the organization of a children's library and game libraries that contribute to the legal education of children and parents, free activities of children, in the process of which children are given the opportunity to independently consolidate the received moral and legal ideas, judgments, the ability to act in accordance with them in various types of children's activities.

The results of the repeated study of the legal literacy of 5-6 years old children showed a positive dynamics in the formation of the legal ideas of preschoolers: a high level was found in 42.4% of children; 48.4% - an average level and 9.2% - a low level of legal literacy.

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