

**SCIENTIFIC-PEDAGOGICAL BASIS OF IMPROVING POLITICAL AND LEGAL LITERACY IN PRE-SCHOOL EDUCATIONAL ORGANIZATIONS**

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**Abstract:** This article provides a theoretical and practical analysis of information and concepts related to the legal literacy of students, and specific recommendations and suggestions for their application in practice.

**Keywords:** Child, Child Rights, Person, Constitution of the Republic of Uzbekistan, Human Rights, Street Law.

During the lessons, it is necessary to create an opportunity for the child to play, develop and learn at the same time. The main form of interaction between preschool children and the teacher is their joint activity.

Legal activity is a condition for the child to take a subjective position. During the process, the child's self-defense concepts, desires, creative potential develop, personal qualities (activity, initiative, independence, creativity) are formed.

In the process of developing relationships with children, situations of success, situations related to the child's personal experience, the choice of activity, situation, equipment, activity partner and the opportunity for the child to realize himself as a person are used. The communication styles used in the person-oriented approach to the teacher's interaction with children are as follows:

The situational type of personal communication is characteristic of 2-3-year-old children. It is very important for them that the teacher is kind and ready to help and protect. Therefore, a child of this age needs to be hugged, sat next to. The exchange of "pleasant relationships" between the teacher and the child creates an atmosphere of trust and warmth, relaxation and peace. The situational-personal type of communication is the establishment of individual communication with each child.

Situational-business communication is used when working with children 3-4 years old. Because it is very important for them that the teacher is a good partner in various activities. Here it is necessary to work on equal terms, not under the guidance of the teacher. The task of this stage is to gain the reputation of a "skilled person" in the eyes of children.

Unsituational business communication is used in preschool age. In this case, adults become a source of interesting and reliable information. The task of this type is to gain the reputation of a "knowledgeable person". However, the teacher does not have to claim to know everything. The teacher

should not immediately be embarrassed by not being able to find an answer to a question. Children should be convinced of the following: the teacher is interested in the question; he knows where and how to look for the answer; he is persistent in his search and considers it important to find the answer.

In senior preschool age, children need to be able to listen to children's stories about the legal profession and sincerely enjoy life. In this regard, it would be appropriate to provide the child with the following legal knowledge in a timely manner in preschool educational organizations. In this regard, it would be useful to study the following in preschool educational organizations:

1. Review and organize the systematic teaching of "Study of the Constitution of the Republic of Uzbekistan" and "Study of Human Rights" in preschool educational organizations in all types of education.

2. Prepare and publish visual aids for the study of the Constitution and human rights, aimed at forming the legal consciousness and legal culture of preschool children, taking into account their age characteristics.

3. Introduce classes on the rights and obligations of children in preschool educational organizations. In this regard, take measures to improve the free training of educators of preschool educational organizations in the fundamentals of law and children's rights, and create various innovative projects for conducting classes.

4. Create a model manual for preschool educators on teaching children the rules of etiquette and the first concepts of law in preschool educational organizations.

5. Implement the following organizational measures for the widespread implementation of the "Street law" project, aimed at teaching children practical mechanisms for protecting their rights:

Develop measures to methodologically ensure the implementation of the "Street law" project;

Conduct training on the methodology for conducting interactive classes for volunteer groups (preschool educators);

Conduct classes for preschool educational organizations by volunteers.

Carry out the following work on visual propaganda that informs children and young people about their rights and moral norms:

Development of PEO flyers, booklets, comics, presentation slides, videos and delivery to each educational organization (quarterly);

Bringing visual legal propaganda materials to the attention of children and young people.

Participation in spiritual and educational events and various interesting activities based on specific plans to promote respect for state symbols, understanding of its value, as well as the ideas of maintaining a balance between personal needs and the needs of society.

In order for the pupils of the preschool educational organization to learn to follow the rules of the road, to understand the concept of "STREET LAW", it is necessary to organize a project in the PEO.

In this regard, it is impossible to organize full-fledged educational activities in preschool educational organizations without a well-equipped developing environment. After all, its main foundation is the "Development Centers" where children receive education. Nothing should be simply placed in the group. Everything in the group should be aimed at increasing the knowledge of children, have a pedagogical or educational (moral, aesthetic) effect.

That is, compared to the usual family environment, the environment in the PEO should be rapidly developing, stimulating the emergence and development of the child's knowledge and interests, volitional qualities, emotions.

The organization of legal literacy in the preschool group includes:

- the variety of materials, equipment, inventory in the group. The use of equipment with different capacities (children's furniture, mats, soft modules, screens, etc.);

- compliance with the age characteristics of children and the "First Step" state curriculum;

- the variability of the environment (depending on the educational conditions, the changing interests of children) ensures changes in the subjective developmental environment;

- the variability of the subjective developmental environment (the presence of environments for play, construction, solitude, periodic change of game material, various materials and toys to ensure children's free choice, the emergence of new objects that stimulate children's play, mobile, cognitive and research activities);

- accessibility (the accessibility of all rooms where educational activities are carried out to students, free use of games, toys, manuals that provide all types of children's activities, the functionality and safety of materials and equipment);

- environmental safety (ensuring the reliability and safety of all its elements).

To ensure the emotional well-being of children, the environment in the PEO and in the group should be comfortable, almost homely. This will accelerate the development of children, they will freely express their feelings. A comfortable environment is a comfortable and reliable environment in which the child can engage in interesting and favorite activities.

The presence of a training environment can be seen from the moment you enter the locker room: in this case, the "Group Corner" and the "Parent Corner", where there is a lot of useful and necessary information for parents: a schedule of educational activities, a daily routine, useful tips for parents, etc. Why did we start with parents? Each teacher can fully use this space to collaborate with parents in the educational activities of children. To set the theme of the week, recommend topics for conversation with the child, and suggest how to conduct educational work with the child at home.

Also, in the entrance room to the group, there are stands with children's creative works: paintings and exhibitions of handicrafts. Seeing their child's work, parents praise him, thereby increasing his self-confidence. A sign with the letters of the alphabet is placed on each child's locker - the child involuntarily remembers the letters from the age of 3. At the entrance to the group room there is a "Safety Corner". It displays information on fire safety, child safety on the street and at home, traffic rules. The child also receives information visually. In the "Language and Speech" center in the group room there is a portrait of the President of the Republic of Uzbekistan, an album with "Great Figures of the East", symbols of our state, photographs and paintings depicting "Cities of Uzbekistan", "Nature of the Motherland", works of applied art, etc. This corner is always present in the group. Children look at albums, pictures and receive and remember the information they need. The teacher can only change the material from time to time, depending on the topics of the week and important dates.

The sports corner serves to satisfy the needs of the pupils in movement and introduce them to a healthy lifestyle. There is all the necessary equipment for this: gymnastic benches, steps, large and small balls, jump ropes, hoops, gymnastic sticks, skittles and non-standard equipment: ribbons, colored flags, sandbags. The child uses sports equipment and develops physically.

In short, in order for the child to be able to perform the concepts and information used in each training session at home, on the street and in public places, these learned skills must become a habit. This requires great skill from the educator, and in the after-school educational organization it requires individual work with each pupil. This leads to the inculcation of educational and upbringing concepts in the child based on the mutual harmony of habits and legal skills. If a child can apply customs and manners, both in the family and in public places, then know that this is evidence of the skill of the educator.

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