



 Research Article

METHODS AND TECHNIQUES FOR FORMING THE LEGAL LITERACY OF PRIMARY SCHOOL STUDENTS BASED ON A COMPREHENSIVE APPROACH

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ABSTRACT

This article analyses the traits of successful pedagogical technology use based on a thorough strategy for developing legal literacy in elementary school pupils. Additionally, based on a variety of methodologies, techniques are given for the use of interactive methods and procedures to help primary school pupils build their legal literacy.

KEYWORDS

Legal literacy, comprehensive approach, pedagogical technology, quest technology, legal concepts, legal behavior, educational project, teaching methods, educational techniques.

INTRODUCTION

Primary school curricula ought to be customized to meet the unique requirements and traits of young pupils. In this sense, teaching legal literacy to elementary school pupils through the use of educational technology can be especially successful. As a teacher-selected activity, studying pedagogical technologies first means establishing the best conditions for their intentional social-pedagogical

development, learning, and enriching their experience and knowledge; second, it helps manage this process according to the needs of their developing inner strengths, their position, and their interests [1]. A wide range of contemporary tools and forms that can involve students in interactive learning experiences are referred to as pedagogical technology. These experiences aid in the development of the



fundamental legal ideas and principles required to give elementary school pupils a strong foundation in legal literacy. The following are the basic elements of legal literacy for elementary school pupils:

- Legal concepts: Fundamental legal ideas like duty, equality, freedom, rights, and justice.
- Legal behavior: Educating pupils to uphold the law, defend their own rights, and show consideration for others' rights.
- Legal responsibility: Teaching pupils about their legal responsibilities, including how to exercise their rights and carry out their obligations.

Additionally, by enabling teachers to organize and oversee students' learning, pedagogical technologies guarantee a thorough approach to the educational process. This method can be very helpful in fostering legal literacy since it enables educators to recognize and correct students' errors or misunderstandings of legal principles. Developing elementary school pupils' legal literacy through a holistic approach not only exposes them to legal information but also instills moral and life values in them. As a result, primary school pupils can be taught using the following methods that are founded on a comprehensive approach:

Studying law in conjunction with other subjects including ethics, history, literature, and the natural sciences is known as interdisciplinary integration.

Encouraging pupils to be active while teaching them legal topics is known as "active teaching." Helping pupils use what they have learnt in their everyday life is a practical approach.

Individual approach: Using teaching strategies based on each student's unique skills, requirements, and interests.

Generally speaking, educational technology utilization can be quite important in helping elementary school pupils become more legal literate. Through a thorough and organized learning process, these technologies

assist students in gaining the foundational information and abilities required to become accountable and engaged members of society. The following are some of the circumstances and strategies that support primary school pupils' interest in learning about the law:

In the classroom, learning through creation, amiable teamwork, the delight of learning, and the fulfillment that comes from resolving novel cognitive challenges. The active role of the student in the learning process, the choice of strategies and tactics that stimulate students' cognitive activity, and the fact that students participate as partners in absorbing new information in addition to obeying teacher directions and playing the typical role of listeners.

A variety of cognitive requirements and interests are developed as a result of legal literacy, which encompasses not only intellectual but also emotional and volitional parts of the psyche.

Implementing into practice several ways to relate the information in the textbook to the students' own experiences and the world around them. The interests of primary school pupils should be the starting point for the teacher's implementation of educational and parenting goals. They should then be shaped and filled with socially relevant content. Developing legal literacy in elementary school pupils is crucial to guaranteeing its efficacy through a thorough process that includes establishing precise goals and objectives for legal education as well as creating a curriculum that is appropriate for the students' age and developmental stage. Based on a thorough approach, the following creative instructional formats can be utilized to help primary school pupils increase their legal literacy.

Lessons that are interactive and integrated when putting a comprehensive approach into practice, lesson integration is crucial. For instance, courses like education, local language, and reading literacy can teach legal concepts. Students gain an understanding



of social norms and moral standards in addition to legislation. Pupils can build legal thinking by, for example, discussing moral principles like justice, truth, and equality in moral education classes and looking at concerns pertaining to defending the rights of different heroes in literacy education.

Students gain an understanding of social norms and moral values in addition to the laws as a result. Students can build legal thinking by, for instance, studying topics like defending the rights of different heroes in literacy education and talking about justice, truth, and equality in moral education classes.

Simulations and games. Simulations and games are also thought to be useful resources for raising students' legal knowledge. The "Mock Trial," for instance, teaches children about justice, honesty, and judicial procedures. Students can learn how to defend their rights and make legal decisions by playing these kinds of games.

Educational projects. Students' ability to think independently and collaborate with others is enhanced when they are involved in developing instructional projects about legal matters. For instance, students can collaborate to produce a project about "Rights and Duties." This gives students the chance to comprehend legal ideas more thoroughly and put them to use in real-world situations.

Social-legal discussions. Having social-legal conversations is crucial to developing legal literacy. Students have a better understanding of legal concepts like equality, justice, and truth as a result. For instance, students can talk about justice and rights issues and discover what actions are required to defend their rights through a variety of real-world scenarios.

Encouraging pupils in expressing their own ideas. Teaching pupils to think critically and evaluate different legal concerns is essential to putting a comprehensive approach into practice. For instance,

students ought to voice their opinions on a range of social concerns, like how to protect children's rights or promote justice. This will help them think more deeply about the law. In "Psychology of Childhood" (1924), V.V. Zenkovskiy addresses the social education of children as a basic pedagogical subject. He believes that a child's moral, ethical, and legal consciousness is the cornerstone of their social and moral growth [2]. Furthermore, prominent psychologists consistently stress that social experience and the growing individual's absorption of specific standards are the processes via which personality development takes place.

D.B. Elkonin asserts that as school age approaches, the strong bond between the kid and parents that defines early childhood drastically deteriorates and shifts. The youngster can act on their own without their parents' continual assistance and is becoming more adept at separating their behavior from that of adults. He still needs to engage in activities with adults, though, and his desire to take part in their activities becomes a defining feature. As a result, a youngster who is denied the chance to truly engage in every facet of adult life starts to mimic adults by copying their behaviors, relationships, and hobbies. Students' play activities in primary school make this extremely apparent [3]. As a result, the following strategies serve as the foundation for the pedagogical circumstances necessary to successfully carry out the process of developing legal literacy in primary school pupils:

The maturation of personal traits that are crucial for developing legal literacy characterizes the social condition of development at the elementary school age.

The integration of cognitive, emotive, and effective behavioral components organizes legal notions by systematizing an individual's experience of reality.

An individual's degree of literacy is demonstrated by their experience with legal activity, which is mirrored in



their capacity for self-control, their subjective and individual approach to internalizing legal principles, their active defense of human rights, and their social-legal reflection.

Game scenarios involving social-legal interaction are the key means of developing elementary school pupils' legal literacy and practically structuring their legal behavior. Effective utilization of gaming scenarios to help elementary school pupils practically manage their legal behavior and improve their legal literacy.

Presently, primary school pupils' legal literacy can be shaped through the use of quest technology, a contemporary game that incorporates a number of pedagogical technological characteristics. As a pedagogical technology, Quest is a carefully considered model of collaborative pedagogical activity for planning, coordinating, and carrying out the educational process with well-defined objectives, distinct phases with well-defined procedural features, and diagnostics of present and future outcomes [4].

The quest technology is characterized by the following aspects in shaping the legal literacy of primary school students and organizing their legal behavior practically:

As a bearer of rights and obligations in social processes, the student's comprehension of their "self" social position is expressed through legal roles and functions, i.e., reflecting the social-legal links;

-the legal contexts of self-determination and self-regulation that target primary school pupils' deliberate efforts to recognize and validate their legal stance; initiating, developing, and bolstering their endeavors in connection with the objective of socio-legal cooperation;

The exercises were designed to stabilize the students' actions in accordance to the recognized motivation of duty in the preservation of human rights and to build a dynamic system of their interactions with the world of legal relations. When social experience standards are

used as incentives for pupils' actions and conduct, they are internalized. Children start to feel the desire to follow models by the end of preschool. L.I. Bojovich maintains that at first, following the behavioral guidelines set forth by kids is acknowledged as a prerequisite for getting adults' approval and, consequently, for preserving connections with preschoolers. As a kid grows, "the fulfillment of behavioral norms begins to emerge in the child in a general form that can be expressed in words, due to the positive emotional experiences associated with this fulfillment." "This is the first moral motivational concept, which is formed in the child's mind not only through relevant knowledge but also through direct experience of its implementation" [5]. The sense of obligation, the main moral force guiding the child's behavior in its most basic form, is expressed in this experience. We believe that in order for primary school pupils to develop legal literacy, it is essential to provide psychological support (removing psychological barriers: the presence of tolerance among communication participants) and to establish a vibrant interpersonal communication environment. It is undoubtedly crucial in this situation to consider the participants' motivation, communication, and cognitive readiness. According to Ye.I. Ignat'yev: "The more important, broader, and more complex the task, the deeper and more thoroughly the set of objects or events is analyzed, and the more numerous the temporary connections that arise and are reinforced in the brain's cerebral cortex, the more multifaceted the idea becomes." The concept becomes more complex" [6]. Primary school pupils can benefit greatly from the quest method's instructional potential in the areas of moral and legal instruction. Through autonomous thought processes and critical decision-making, this approach guarantees that students participate in cordial conversations and fosters the development of moral and legal concepts.



In contrast to traditional education, problem-based learning, which is based on quest technology, aims to create and grow creative activity and the demand for it. Students' creative thinking develops more quickly throughout this process. In primary school, quest technology also referred to as gamification can be a helpful instrument for fostering legal literacy. There are several ways to use Quest technology to improve legal literacy:

Establish learning objectives: Establishing educational objectives is the first step in utilizing Quest technology to enhance legal awareness. This entails determining the essential legal ideas and competencies that students must acquire.

Creating the quest: The quest must be created following the identification of the educational goals. The goal of the quest should be to keep students interested while assisting them in expanding their legal knowledge and expertise.

Provide challenges: In order for pupils to advance, the quest should have a number of challenges that they must overcome. The purpose of these assignments should be to evaluate students' comprehension of legal principles and their capacity to use them in real-world contexts.

Give feedback: An important part of the search is providing feedback. Students in elementary school ought to get prompt feedback on their efforts and accomplishments. Scores, badges, or other incentives can be used to give feedback.

Track progress: It's critical to keep an eye on elementary school pupils' development while they conduct their study. A variety of methods, including surveys, quizzes, and performance tracking, can be used for this.

Reflect on learning: Students should be given the chance to consider what they have learnt at the conclusion of the quest. Group conversations, written

reflections, and other methods can be used to accomplish this.

Teaching students to recognize and solve problems is the ultimate goal of any technology-based instruction, and this can only be accomplished through cognitive activity. Thinking is a view that leads to solving the difficulties and issues that a person has, and thinking comes from a problematic circumstance and is aimed towards solving such problems, according to S.L. Rubinshteyn. This leads to the following reasoning. Society depends on people being independent, creative, and able to think, and the process of thinking starts with a difficult circumstance.

The following are examples of quest technology-based teaching strategies: role-playing games, heuristics, research, and the development of visual activities.

Students can be given tasks like:

- creating non-standard problems;
- formulating an unstructured question;
- providing excessive information;
- independently generalizing based on their own practical observations;
- describing the essence of an object without using guidelines;
- determining the limits of applying the obtained results;
- determining the level of applying the obtained results;
- identifying the mechanism of the phenomenon's manifestation;
- tasks like "finding in an instant."

These are just a few examples of the kinds of tasks that can be assigned when utilizing research methods in the classroom. The unique aspect of primary school pupils' legal standing is that they are not subject to direct legal culpability or other state enforcement actions. Thus, it is possible to characterize the primary school years as a time of moral and legal responsibility, during which students' development of general moral and ethical values founded on the indisputable value of life, freedom, and peace serves as a crucial basis for the development of a well-rounded person.

Thus, in our opinion, the development of primary school students' capacity to live in harmony and



mutual understanding in society and in interpersonal relationships, to forbid discrimination against people for any reason, to inculcate respect for fundamental human rights like freedom, equality, justice, honor, and dignity, and to foster values like patriotism are, therefore, the most crucial components of the system for forming legal literacy in the educational process.

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