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EDUCATION OF MORAL AND LEGAL BEHAVIOR IN CHILDREN OF SENIOR PRESCHOOL AGE

In our time, the problem of educating moral and legal behavior in senior preschool children is of particular importance. After all, our society is undergoing irreversible changes, it needs more conscious and socially active people who are able to act in accordance with unwritten laws of morality and established legal laws. Legal norms are general rules of behavior established or sanctioned by the state, provided for by the state, designed to cover an indefinite number of similar cases and binding on everyone in a foreseeable situation. Moral norms are a set of rules of behavior that are established within a particular society depending on people's perceptions of good and evil, justice and injustice [3].

Thus, one or the other norms indicate what is permitted and what is prohibited within a given society or community.

The task of educating a person who knows the legal laws, has an adequate attitude to their existence, and implements his or her own legal behavior is covered in the following state documents: The Constitution of Ukraine, the Family Code and the Civil Code, the Laws of Ukraine 'On Protection of Childhood', 'On Prevention of Domestic Violence', 'On Preschool Education', the Concept of Education of Children and Youth in the National Education System, the Concept of Civic Education and Upbringing in Ukraine, the Concept of National and Patriotic Education of Children and Youth, and the National Programme of Legal Education of the Population.

The problem of education of moral and legal behavior in children of senior preschool age has been studied by many national scientists: N. Agarkova, O. Bandura, I. Bondarenko, T. Vasilevska, H. Vasyanovych, V. Hrytska, D. Ishchenko, H. Zadorozhna, Y. Kichuk, N. Plakhotniuk, D. Prokofieva, O. Skakun, S. Slyvka and others.

The aim of our article is to reveal the peculiarities of the process of education of moral and legal behavior in preschool children.

Legal education, according to H. Zadorozhna, is the basis for the formation of a citizen's culture in children, which includes a conscious attitude to their rights and obligations to society and the State, enshrined in the main legislative acts, deep respect for the laws and rules of human coexistence, readiness to observe and fulfil the requirements enshrined in them, to take an active part in the management of public affairs, combating violations of laws and constitutes a threefold goal:

1. Formation of ideas about rights and laws, increase of their legal literacy, understanding of the need to comply with the norms of these laws, which will contribute to the development of self-esteem, respect for themselves, their parents,

other people, formation of correct 'legal' communication with other children, ability to defend themselves from a legal position.

2. Formation of legal consciousness as a set of legal ideas, views, beliefs, feelings that determine the attitude of the individual to the requirements of the law and regulate behavior in a particular legal situation.

3. Formation of lawful behavior, negative attitude to the facts of offences and crimes, which will allow the child to analyze their own actions and the behavior of other children and adults in the context of their compliance with generally accepted norms and rules, as well as legal requirements [2].

The new version of the basic component in the educational area 'Child in Society' states that a child with formed social and civic competence demonstrates interest in universal values, emotionally reacts to his or her own participation and participation of others in various activities, shows a sense of self-esteem and demonstrates responsibility for his or her actions, is aware of the need to comply with moral norms and shows respect for the rights and freedoms of others, adheres to social norms and rules of conduct, participates in determining the rules of coexistence in various social groups. [1].

A child is completely dependent on the adults around him/her. Therefore, future employees of preschool educational institutions should form a certain amount of knowledge about law, legislation and legal reality in preschool children; instill in them respect for law, law; form legal beliefs, legal ideals, social and legal activity, skills of lawful behavior.

We have identified the following structural components of the process of education of moral and legal behavior in senior preschool children:

1) the presence in the child's mind of ideas about human rights and their protection, legal values (informational and normative component);

2) the ability to assess the legitimacy of one's own and other's actions within the limits of age-appropriate ideas, positive attitude to existing legal requirements and values, and their acceptance (emotional and evaluative component);

3) implementation of legal behavior in various types of activity (effective and volitional component).

The conclusion from the above mentioned is that the issue of legal education is particularly relevant due to the need to provide the younger generation with information on current legislation and the practice of its application in order to competently resolve their private and public issues and effectively prevent offences. Such education should be implemented on the basis of taking into account its structural components.

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