

Continuity of Forming Social and Legal Competences of Students in Primary Education Lessons

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ABSTRACT

the article reveals the organicity of the formation of social and legal competencies of students in primary education lessons, legal awareness as a system element of the legal culture of a primary school student, the need for attention of parents and a teacher in the process of raising a child, the personal and psychological significance of the emergence of an initiative in mastering legal knowledge among older schoolchildren age.

KEYWORDS: *social and legal competences, integrity, legal consciousness, legal culture, life skills, quality of education, teacher skills, reflection, creativity, innovation.*

An important component of a person's legal culture is the total legal activity consisting of its spiritual and practical components. If practical activity in the field of law is law-making, legal regulation, application and implementation of law, theoretical activity consists of productive (scientific, creative) and reproductive (activities of students of legal theory) types. Legal awareness is a systematic element of the legal culture of a primary school student, and in his special quality, it acts not only as one of the elements, but also as the main indicator of his legal culture. This is largely determined by the state of legal relations in society, the style and methods of managing social structures, legislation and the practice of its implementation, the moral values that dominate society, and the level of socio-economic development. In the process of forming the legal culture of a primary school student, it is necessary to proceed from the generalized characteristics of his activity subject, among which he determines not only the ability to master the world of objects and ideas, but also the ability to develop. To change them, to create new ones, to accept tasks, to determine the attitude to activity, the ability and desire of a person at all stages of its implementation, if necessary, to determine them independently;

- to have the skills and indicative bases of activity to be implemented in accordance with the received or independently developed instructions and tasks;
- Awareness of other people and their importance, responsibility for activity results, natural and social events, ability to make moral choices in conflict situations, desire to make decisions, justification of choices. in the case of "I";
- the ability to reflect, the need for it as a condition for consciously regulating one's actions, desires and activities in accordance with accepted goals, on the one hand, reflections, "understanding the limits of one's lack of freedom", on the other hand;
- "integrative activity" meaning the active position of a person in all the above-mentioned forms - from setting a conscious goal to dialectical operation and constructive adjustment of activity methods;
- the desire and ability to actively, critically and innovatively reflect and predict the results of activities and relationships;
- self-education, self-education, self-assessment, self-analysis, self-development, self focus on self-

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determination, self-determination, self-determination, etc.;

- the ability to independently make adjustments to one's activity and accompanying circumstances, taking into account the goal; independence from the "outside world" and external influences, independence does not mean ignoring them, but the stability of views, beliefs, meanings, motives, their correction, change, to have the most important individual procedural characteristics (versatility of skills, independence, creativity, etc.), originality, originality, which are the basis of effective intersubjective relations and interaction they stimulate the desire for mystery, cooperation, communication. Legal psychology, as a component of the legal culture of an elementary school student, is a set of socio-psychological experiences and emotions that express his attitude to law, legality, and the system of legal institutions operating in society. T.V. Sinyukova in her work "Legal Consciousness and Legal Education" states that legal psychology is a unique "unsystematic" layer of legal consciousness expressed in the individual psychological reactions of any person or one or another social group to the state, law, and legislation. ". Different periods of the development of society require their own, sometimes vague, ideas about the norms and rules of legal behavior, what is needed, and the methods of regulating certain social situations. Actually, we are talking about the laws of social regulation that can be determined only if we consider the socio-legal consciousness as a phenomenon subject to certain business logic of its development, not by the orders of authoritative subjects and their voluntary decisions.

Legal mentality is an important element of the attitudinal-behavioral component of the primary school student's socio-legal consciousness, which determines the meaning of his activity as a subject in many ways. At this point, it is necessary to emphasize that "as a complex mental structure of the mind, the meaning must first come from education, without having one's own experience, it is impossible to effectively deal with the personal experience of others."

The mental component of the child's legal culture is not the behavior itself, but a certain "hidden", "unreflected" readiness to behave. When studying the problem of the relationship between the peculiarities of his mentality and nihilistic legal behavior, focusing on the immutable structures of consciousness, the life of a person rooted in the image layer of legal consciousness and expressed in social consciousness, and the opposite "cultural automatisms" must It cannot be ignored here that these fundamental structures of consciousness are determined by many cultural factors, language, religion, education, and social communication.

Legal consciousness, legal culture, system of social relations, their "identity" are largely related to the specific features of the mentality that determines the algorithm of the socio-legal life of the nation. Understanding, knowing, intuitively feeling and taking into account the national mentality of their students in their work is a necessary and inevitable condition for the successful development of moral and legal qualities of a male primary school student as a person. Socio-legal culture of primary school students performs five specific functions in real life: cognitively transformative legal regulation

Value-normative

Legal socialization

Communicative

The value-normative function of the legal culture of a primary school student is expressed using a system of axiological symbols representing the world of embodied legal values. This function allows the child to evaluate many social events and processes, legal norms themselves and other elements that together make up the level of legal culture of a particular society, offers certain legal assessment criteria. After all, moral and legal values are the basis of legal culture, which becomes the regulation

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of human relations. They help to unite them into a whole society. Therefore, legal culture is the most important substance that penetrates practically everywhere and manifests itself in various forms described as The main task of this function is to include human learning in the system of value-semantic and normative-regulatory categories of modern communities. Here it is necessary to agree with the opinion of V.V.

Legal regulation

Value-normative

Legal socialization

communicative

Their main understanding is, first of all, to preserve moral values in the legal sphere of life, to convey legal experience to the next generations, to support people's legal consciousness and the mechanisms of its reproduction. Influence on life spheres of relations. An appropriate environment is necessary for the effective functioning of the student's legal culture.

The cognitive and transformative function of the legal culture of the elementary school student is a tool that helps the child to prevent possible mistakes, correctly assess a certain life situation and leads to actions, and at the same time serves as a repository of legal knowledge. Desired by society. He receives initial information about law in the family, then other subjects of educational institutions, the state, public associations and other persons are related to legal education. Legal education and upbringing should start from preschool age, because from the first steps of a young citizen, his personal moral and legal qualities, social behavior relations should be formed. There fore, parents, relatives, and teachers should lay a moral and ethical foundation that will further form other components of legal culture in the child. S.B. Dumov attaches special importance to the family as an educational institution. In his opinion, "the importance of family upbringing is that it is in the family that not only socially important functions of an individual are formed, but also evaluation criteria, emotional infrastructure, and the main basis are formed. personal functions of a person".

All legal knowledge is built step by step on the basis of legal experience, which has a positive and negative effect on the acquisition of knowledge. possible Firstly, experience accelerates the understanding of perceived material, and secondly, new knowledge will not have a solid foundation if you do not revise previously formed concepts and attitudes.

After all, legal knowledge makes sense only if it helps to solve certain legal problems. Based on the chosen direction of behavior, it allows them to orientate themselves in the legal situation. This is especially important because, on the one hand, there are still many morally outdated legal stereotypes of adults that do not meet the interests of the rule of law and civil society, have a negative impact on the child, and on the other hand. Under the guise of demagogic arguments about personal freedom, there is a real threat of violation of legal law, the evil nature of which is difficult for a young elementary school student to recognize. This function is a student's unique legal memory, which is manifested through intellectual and mental, theoretical and organizational activities aimed at understanding the complex processes of building a legal state and ensuring the formation of a civil society. It helps the integration of public, group and personal interests.

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