

## **The essay**

**The theme of the final qualification work:** Designing educational activities on legal education of children of the senior preschool age.

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**The relevance of the topic** of this study is conditioned by the fact that, in accordance with the requirements dictated by modern life and laid down in the RF Law "On Education" and the concept of modernization of Russian education, the educational institution is obliged

- to provide individualization for each child.
- to implement the child's right to free choice activities, opinions, and reasoning;
- to remember that the child is an active participant in the pedagogical process;
- to involve children in activities without psychological coercion based on their interest in the content and forms, given their social experience.

All these demands can be realized only under one condition – to radically change the organization of pedagogical process in preschool, by selecting the most effective means of training and teaching, which requires wide implementation in educational process of innovative and alternative forms and methods of educational activities.

Taking as a basis the project activity, teachers can expand the educational space, search for new forms of organization of the children's collective, as well as the possibility of developing creative, cognitive thinking of preschoolers.

The supporters of the project method in Russia are V. N. Shulgin, M. V. Krupenina, B. V. Ignatiev.

The relevance of the project methods nowadays is due, above all, the need to

understand the meaning and purpose of the work, to set professional goals and objectives, devise methods for their implementation. In modern Russian preschool pedagogy have addressed this issue following scientists Veraksa N. E. Veraksa A. N., Evdokimova E. S. etc.

According to L. V. Pimenova, acquaintance of children with rights and responsibilities appropriate to the preschool age to 7 years children are unable to evaluate the actions of others, show tolerance towards representatives of other nationalities.

Pedagogical conditions of formation at children preschool age ideas about human rights were studied S. V. Fedotova.

**The problem of the research** is insufficient illumination of the issue of the influence of designing the educational activity of the kindergarten, as an effective means of teaching and education on the basis of modern methods, on the legal development of the preschool child.

Analysis of the studies makes it possible to establish that the legal education of senior preschoolers is a complex process: it involves not only informing children of knowledge, but also the formation of an emotionally evaluative attitude to social facts and events, and then applying this knowledge to practical activities.

In this regard, the **objective** of this work is to study the impact of project activities the older preschooler on his Object of study: the implementation of designing in the environment of the preschool.

**Subject of research:** the project activity older preschoolers as an effective tool of legal education.

The subject of the research: the project activity of the senior preschooler, as an effective means of legal education.

**Research objectives:**

1. To study the peculiarity of designing the educational activity of a preschool educational institution at the present stage;
2. To determine the essence of the legal education of preschool children in the process of introducing GEF DO;

3. To get acquainted with the specifics of the introduction of project activities with children of senior preschool age on the issues of legal education in a pre-school educational institution;

4. To organize and test the project "Interaction of the pre-school and family in the process of legal education of preschool children" in the Municipal Educational Institution "Progymnasium No. 1", pos. Zalukokoazhe Zolsky district of the Kabardino-Balkaria Republic;

5. To analyze the results of the study of indicators of legal upbringing of senior preschoolers before and after inclusion in the project activity/

**Theoretical and methodological basis of the study:** were the following topics: L. S. Vygotsky — "cultural-historical psychology", A. N. Leontiev — "psychology of activity", V. N. Myasishev — "psychology of relations", P. K. Anokhin, L. bertalanfi, I. V. Blauberg, B. F. Lomov, and others – "the principle of consistency (development, integrality, hierarchy, formalization, etc.).

**The theoretical significance of the research** is to justify the problem of choosing a teacher of PEI more effective means of training and education based on modern methods and new integrated technologies. One of the promising methods for facilitating the solution to this problem is the method of project activities. Based on student-centered approach to learning and education, it fosters a legal culture of senior preschool children, the cognitive interest in different areas of knowledge, skills cooperation with peers and adults.

**The practical importance of the final qualification work** is that the results of theoretical and analytical research allow us to comprehend and introduce the project method into the practical activities of educators. The results of the research can be used when counseling educators, parents, as well as when organizing the project activity by PEI educators.

The results of the study. In the course of the work was performed theoretical and methodological analysis and study of the peculiarities of legal education of senior preschool children through project activities.

Analyzing the diagnostic data, we can conclude that the cognitive indicator

of legal education in pre-school age, "Gymnasium №1" Zalukokoazhe , Zolskij region of Kabardino-Balkar Republic is in the position of low level -14 people (56%), and average 11 persons (44%). Children practically have no knowledge about their rights and responsibilities.

Emotional – evaluative low – 9 preschoolers (36%) and average -16 preschoolers (64%). The preschoolers in this sample are unable to assess their own behavior, the other person's behavior from the point of view of the law, and do not know how to explain and evaluate the actions of people.

Behavioral and activity – low -15 people (60%) and the average size is 10 people (40%) – the guys don't operate on knowledge in the implementation of the legal behavior, are not able to comply with the prohibitions and perform the obligations in full.

Thus, all indicators of legal education of older preschool children are underdeveloped, none of the indicators are not demonstrated to a high degree of development.

The study revealed that there are contradictions existing educational process is characterized on the one hand by a sufficient number of activities to promote legal culture, on the other hand, the focus of these activities on the legal education of preschool children in isolation from their parents.

The cooperation of the kindergarten with parents provides full continuity of education in the family and kindergarten, to improve the legal knowledge of children and parents, and as a result, develop positive relationships – this is the proof put forward by the study hypotheses. Confirmation is also seen in the ordering of work on legal education in the system: kindergarten – preschooler – family. Namely, in the implementation of a long-term project: "Interaction of Preschool and families in the process of legal education of preschool children".

The results of theoretical research are reflected in the report "Legal and pedagogical culture of parents, educators of preschool educational institutions in matters of protection of the rights and dignity of the child at the present stage of development" at the Regional interuniversity scientific-practical conference of

students, postgraduates and young scientists "Young science-2017" Pyatigorsk – PSU.

### **Psychological and pedagogical conditions**

Theoretical analysis of scientific and methodological literature made it possible to determine the psychological and pedagogical conditions for the formation of legal upbringing in senior preschoolers.

1. Identification of the laws of the main problems of the formation of the regulatory competence of pedagogical cadres and the legal education of preschool children and their parents.

2. Integration of all the lines of educational influence on the emerging children's personality, which can be built when organizing active dialogue, communication (coordination) and meaningful interaction of the creative activity (integration) of all participants in the educational and educational activities of the DPU.

3. In organizing the work on legal education, it is recommended to rely on this type of activity, such as project work, to organize work in 3 directions: with educators, with parents, with children.

### **Pedagogical recommendations**

1. In order to achieve the objectives of legal education, please consider them in relation to those programs for which the Dow operates, because legal education includes education and upbringing in their inseparable unity and represents the process of mastering the rules and norms of generally accepted relations between the individual, and Society.

2. When selecting materials on legal education, it is necessary to take into account the age-related characteristics of preschool children, in particular their special receptivity, desire and ability to play, which contributes to effective knowledge of the world around them. Consider that the child is guided in relation to reality by emotions and unconscious aspirations.

3. Meanwhile, the opportunities missed at preschool age are not subsequently filled up or filled up with difficulty. In the preschool age, it is

possible to significantly activate the cognitive interests of the child, contribute to the education of self-confidence, will, benevolent attitude to people, feeling like a Human Earth and a citizen of one's own country.

4. Legal culture is not limited only to knowledge, assessments, attitudes, it is broader than the sphere of consciousness, since it includes the direct actions of a person, his behavior in various, often unforeseen situations.

5. Actively introduce project activities into the practice of the DPU, which contributes to the development of a positive attitude of the child to those around them; Creates opportunities for involving children in the values of cooperation with other people; Develops the communicative competence of the child; Develops social skills; Forms the legal consciousness of children, parents, educators.

The content of the final qualifying work can be used in the organization of pedagogical councils, methodical hours, group and individual conversations with parents and teachers.

Continuation of work within the research topic may be a further empirical study of the influence of the style of pedagogical activity of the head of a pre-school educational institution on building business relationships with participants implementing legal education and protection of the rights and dignity of the child in the preschool and family space.