



 Research Article

FORMING LEGAL LITERACY IN PRIMARY SCHOOL STUDENTS VIA EXTRACURRICULAR ACTIVITIES: PEDAGOGICAL- PSYCHOLOGICAL CHARACTERISTICS

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ABSTRACT

The pedagogical-psychological aspects of helping primary school pupils develop legal literacy and legal consciousness through extracurricular activities are examined from a scientific standpoint in this study. Additionally, methodological suggestions based on several approaches are given for fostering legal literacy in elementary school pupils through extracurricular activities.

KEYWORDS

Psychological traits, pedagogical process, educational activity, educational material, teaching method, teaching techniques, legal culture, legal consciousness, legal literacy.

INTRODUCTION

The New Uzbekistan Development Strategy incorporates programmatic efforts to improve human rights literacy and cultivate a human rights culture as Uzbekistan makes decisive strides toward creating a lawful democratic state. These steps include expanding basic and creative

human rights research, improving the efficacy of scientific research and advancements, guaranteeing their incorporation into global human rights research, and broadly putting research findings into practice—all of which are well-established as crucial practical tasks.[1] In

this sense, the school must function well in order to guarantee the development of well-rounded people who can engage in creative and productive work, advance science and technology, and be prepared to contribute to the material and cultural advancement of society. N.I. Pirogov once said: "Science is not only needed to acquire knowledge, but it also contains another important element hidden within it - sometimes deep and therefore not immediately visible - education." Anyone who is unable to use it is not yet fully aware of science's capabilities and abandons a lever that can effortlessly raise heavy objects.[2]

Primary school pupils' interest in the subject should be cultivated, their legal knowledge should be improved, their creative independence should be encouraged, and they should get aesthetic, moral, and legal education through extracurricular activities. Developing legal literacy in elementary school pupils through a variety of extracurricular activities can have a significant impact on the caliber of their legal knowledge and abilities.

Primary school pupils' interest in the subject should be cultivated, their legal knowledge should be improved, their creative independence should be encouraged, and they should get aesthetic, moral, and legal education through extracurricular activities. Developing legal literacy in elementary school pupils through a variety of extracurricular activities can have a significant impact on the caliber of their legal knowledge and abilities. When focusing extracurricular activities on improving students' legal knowledge and general growth, we must

remember that psychological development is not solely the product of all the influences that a person is exposed to. This also has to do with the internal conflicts that result from outside influences and are a part of the person's own behavior and evolving psyche.

Various extracurricular activities can be planned more efficiently when these psychological traits of elementary school pupils are taken into consideration. It is important to remember that primary school students are not the same as preschoolers or teenagers when planning extracurricular activities for them. In this sense, the approach taken to carrying out extracurricular activities have to be in line with the age range of the kids at this point.

Children have a wealth of developmental chances, according to psychologists and physiologists. I.P. Pavlov maintained that "due to the unique plasticity of human higher nervous activity, nothing remains static or flexible, and if the appropriate conditions are met, everything can always be achieved and improved." [3] In order to attain the best educational and parenting outcomes, it is necessary to consider these psychological traits in both the classroom and extracurricular activities that aim to improve primary school students' legal knowledge.

Enhancing students' legal understanding depends on a variety of educational and psychological elements, as we have stressed. The primary focus of education is the similarities in human mental activity and psychology. It is necessary to first examine the specific pedagogical and

psychological elements that underpin this activity before considering their general aspects in order to address the issue of enhancing legal knowledge regarding this object in the direction of the individual's overall development.

A primary school student starts to view their schoolwork as a socially significant, strictly required activity, as D. B. Elkonin accurately noted. This leads to the development of new socially conscious learning motivations, a new role in the classroom, and new relationships and demands towards themselves and their peers [4]. Even though they are prepared to start school, children at this age do not yet comprehend the concept of a responsible attitude toward learning. Younger pupils show an immediate interest in the outcomes of their actions. Additionally, the need will pique interest if the teacher acknowledges the child's little accomplishment. In this sense, when planning extracurricular events, the instructor should deftly support students' innovative discoveries and share them with other students. The act of positively assessing children's behavior is known as encouragement. This strengthens constructive abilities and routines. Evoking pleasant feelings is the foundation of the encouragement action. Taking an interest in children's accomplishments and shortcomings can be a way to promote attention.

According to I.P. Podlasiy, "Approval is the simplest form of encouragement." The instructor can communicate approval by facial expressions, gestures, positive feedback on the team's or students' actions or work, or public praise [5].

Even though it seems easy, the incentive approach necessitates cautious use and precise dosage. The psychological component of motivation and its effects are considered first.

- It is not appropriate to support a student at the expense of other team members. Therefore, youngsters who have worked hard for the common good as well as those who have excelled in their studies should be encouraged.
- Answers to the questions of who receives what and why should be the first step in creating incentives. Arrogance results from giving too much praise. You must consider the team's viewpoint when motivating them.
- There should be frequent consultations with the students in the class while making decisions on motivation. This makes things more successful overall.

A first-grader's voluntary attention is not well developed. Attentional stability is seen in the short term. In this sense, it is essential to improve primary school pupils' attention stability and consistently cultivate voluntary attention in extracurricular activities. The following essential requirements must be fulfilled for the intellectual development activities for elementary school pupils to be successful.



1. The activity's objective. Students in elementary school must comprehend their actions and their motivations. Telling them to finish the assignment is insufficient. We must give kids a clear, engaging task to do: what will they see? Why? What information do they require?

2. A primary school student's motives—small objectives that drive them to behave and pursue success—play a big part in their activities.

The following is how A.I. Leontyev describes the process of personality development: "The development of the goal-setting process and, consequently, the development of the subject's actions are involved in the formation of personality." Richer and more complicated behaviors appear to transcend the boundaries of perceived reality and clash with the motivations that gave rise to them [6]. The motivations behind the goals, their order, and the formation of new incentives—new kinds of activities—all alter as a result.

2. The knowledge (ideas, concepts) that children must work with—not just the knowledge they already possess, but also the knowledge that students must learn in order to solve tasks that the teacher sets for them in this kind of activity—is the activity's content.

3. Most significantly, the activities that the children participated in. These are the approaches, skills, and abilities that students must employ when working on their assignments, applying their legal knowledge.

4. If the organizational conditions required for children to carry out this activity are not established, the development possibilities that come with any kind of activity will not produce positive outcomes. If the organizational conditions required for the children to participate in this activity are not established, the developmental chances that come with any kind of activity will not be effectively utilized. These consist of:

- a) the necessary supplies;
- b) the scheduling of activities;
- c) the teacher's expectations, the assignments they assign, and every event they plan are in line with the class's actual capabilities: preparedness for the pertinent activity, degree of independence, attention to the planned activity's content, students' developmental stage, and the class community's formation stage;
- d) the students' required completion of the outcomes of group activities that are visible to them.

5. Activities for pupils must consistently become more complicated and place progressively greater demands on the kids in order to have a developmental character:

Demands for the independence and variety of decisions, as well as their justification and validity, are growing; the activity's substance, goals, and objectives are progressively becoming more complex; and the speed and quality of actions are becoming more and more necessary.

The most crucial requirement for improving the developmental impact on elementary school pupils is to make the activities more complicated.

6. In order to reinforce the former and overcome the latter, the teacher should keep an eye on the student's activities and assess their accomplishments and shortcomings. The instructor should keep an eye on the students' actions and support them by assessing their accomplishments and shortcomings, highlighting the former and overcoming the latter [7].

If the teacher implements strategies and organizational conditions that align with the new teaching system, all conditions for the students' development activities will be provided, guaranteeing the educational activities of primary school students working on new programs.

In legal education, extracurricular activities can have a direct impact on the development of legal knowledge through assignment content and an indirect one, especially by sustaining and fostering interest in the topic. The areas of generality, independence, effectiveness, and awareness of legal knowledge may benefit the most from extracurricular activities in legal education because it might be challenging for "weak" and "average" students to reach a suitable level of these in the classroom.

The study of the state of school practice has shown that extracurricular legal education classes for primary school students are conducted using oral methods, mainly based on a model proposed by the teacher or with their assistance,

solving problems that do not develop logical thinking by utilizing the reproductive activity of the students. Extracurricular legal education classes are not conducted systematically; they are carried out spontaneously. Their content is unplanned and random. Teachers do not guide the selection of legal exercises that could interest "weak" and "average" students. The methodology for conducting such classes has not been developed, which is why the effectiveness of extracurricular activities is very low.

As with other types of education, extracurricular activities aimed at developing legal literacy are an integral part of the school's educational work, designated as one of the forms of organizing students' free time. It can vary in content and forms. The necessity of this is emphasized in pedagogical and methodological literature.

In a given subject, extracurricular activities are voluntary, after-school pursuits that assist students expand their knowledge, hone their skills, and develop their interests and abilities. There are two interrelated components to extracurricular activities: first, they are elective lessons in a particular subject offered to schoolchildren; second, they are the result of the teacher's and the educational team's efforts to plan and direct these sessions.

Nonetheless, it is important to distinguish legal extracurricular activities from the unique kind of schoolwork referred to as "extra classes" or "working with those who are lagging behind." Furthermore, as is occasionally done erroneously, it is not acceptable to reduce all work to lessons

for individuals who are falling behind or who are being replaced.

Primary school-aged children vary typologically in their high levels of nerve activity, talents, interests, character traits, and physical and mental development. The idea of treating each student individually in extracurricular activities becomes even more pertinent in this context. Therefore, in order to achieve the general goal of individualizing education, it is required to create more opportunities for the development of individual inclinations in extracurricular activities as opposed to regular classrooms, taking into account students' interests, inclinations, and personal needs.

The lack of methodology and inadequate training of primary school teachers to lead various extracurricular activities, including subject clubs, olympiads, competitions, and extracurricular classes, which are frequently impromptu, is currently the biggest issue in planning extracurricular activities to foster legal literacy.

It is reasonable to draw the following key conclusions from the analysis of educational-methodological literature: extracurricular activities are intended to help develop legal literacy.

1. To arouse and foster students' enduring curiosity for the law.
2. Deepening and broadening understanding of legal education-related subjects.

3. Gaining the capacity to operate autonomously and imaginatively using instructional materials that support legal ideas for elementary school pupils. developing the capacity to work independently and imaginatively with instructional materials that improve elementary school pupils' understanding of the law.

4. Helping pupils develop a feeling of teamwork and the capacity to balance individual and group efforts.

We may say that the classroom serves as a partial setting for achieving these objectives. However, due to time constraints in the teaching process, this cannot be accomplished to a sufficient degree during the class. Therefore, extracurricular activities are where these goals are fully implemented.

Children's general cultural awareness, legal understanding, and ability to successfully absorb program material are all improved by extracurricular activities. The following should be considered when planning extracurricular activities:

- ❖ classes should be based on bright, lively, interesting, and comfortable materials appropriate for primary school children;
- ❖ extracurricular activities should not last longer than thirty to forty-five minutes;

- ❖ students should regularly switch between relaxation and physical activity during lessons;
- ❖ classes should be structured to engage students in the learning process, encouraging independent exploration and the "discovery" of new knowledge;
- ❖ the classes should be beautifully decorated, emotionally engaging, and include visual materials as well as elements of ethics and aesthetics;
- ❖ students should regularly switch between relaxation and physical activity during lessons;
- ❖ the classes should be based on bright, lively, interesting, and comfortable materials appropriate for primary school children;
- ❖ school students' participation in these activities must be supported and encouraged; children should be taught in a variety of ways and with an emphasis on "I need to learn this, I understand its importance and relevance."
- ❖ primary school pupils should be able to complete the duties, but it's crucial that they be lively, emotional, and intelligent.

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