

JUSTIFICATION AND DEVELOPMENT OF A MODEL FOR IMPROVING LEGAL LITERACY IN PRESCHOOL EDUCATION INSTITUTION DIRECTORS

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Abstract

This article substantiates the relevance and necessity of developing the legal literacy of preschool education institution (PEI) directors. It also highlights the theoretical and practical significance of creating a modern model aimed at enhancing the legal knowledge of PEI directors. The article presents key principles, stages, and methods of developing legal literacy, as well as the structural components and expected outcomes of the proposed model.

Keywords: Preschool education institution, director, legal literacy, legal knowledge, development model, pedagogical personnel, management, regulatory-legal documents.

Introduction

Preschool education plays an important role in ensuring the continuity of the education system in Uzbekistan. In the current context of wide ranging reforms in the field of preschool education, enhancing the professional competence of PEI directors particularly their legal literacy is of critical importance.

Throughout their activities, PEI directors encounter various legal issues, such as organizing the educational process, managing pedagogical staff, handling financial and administrative tasks, and collaborating with parents and the public. Insufficient legal knowledge may lead to problems and legal violations. Therefore, developing and implementing a scientifically grounded model for improving the legal literacy of PEI directors is an urgent need. Currently, the lack of a comprehensive and scientifically grounded approach to developing the legal literacy of PEI directors is a problem. Existing courses and seminars are often fragmented and unstructured, failing to fully meet directors' real needs. Moreover, effective mechanisms for assimilating and applying legal knowledge are still underdeveloped.

Tasks for developing and substantiating a scientifically based model for developing legal literacy in the director of a preschool educational organization

Numerous studies have addressed issues of preschool education management, enhancing professional competence of pedagogical staff, and improving legal education and literacy.

However, the absence of a dedicated, comprehensive model for improving the legal literacy of PEI directors underscores the relevance of this topic.

The tasks to be addressed in developing and justifying a scientifically based model for improving the legal literacy of PEI directors include:

1. Defining the concept of legal literacy in PEI directors and identifying its components.
2. Analyzing the modern requirements for the legal knowledge of PEI directors.
3. Studying the current state of legal literacy among PEI directors and identifying existing issues.
4. Developing the theoretical foundations and principles for improving legal literacy.
5. Designing the structural components, stages, and methods of the model.
6. Defining criteria for assessing the model's effectiveness and forecasting expected outcomes.

Methodology

The research employs the following methods:

- Theoretical analysis (review of academic literature and regulatory documents)
- Observation (monitoring the activities of PEI directors)
- Surveys (among PEI directors and specialists)
- Interviews (with experts)
- Modeling (developing the legal literacy enhancement model)
- Pedagogical experiment (testing the model's effectiveness)
- Statistical analysis (processing collected data)

The main goal of the model is to enhance PEI directors' legal knowledge, foster their legal awareness and culture, and ensure legality in their professional activities. The core principles of the model include systematization, continuity, individualization, practical orientation, activity, and collaboration.

The model comprises the following stages:

- **Analysis and Diagnosis:** Assess the current legal literacy level of PEI directors.
- **Targeted Planning:** Develop legal knowledge enhancement measures based on identified needs.
- **Implementation:** Carry out the planned activities (trainings, seminars, webinars, courses, self-study).
- **Monitoring and Evaluation:** Evaluate the effectiveness of implemented measures and analyze the results.
- **Correction and Development:** Eliminate shortcomings and refine the model.

2. Tools and Methods: The model emphasizes active and interactive teaching methods (case studies, business games, group work, discussions), as well as the use of information and communication technologies.

3. Expected Results: Implementation of the model is expected to increase the legal knowledge and skills of PEI directors, foster legal awareness and culture, and ensure legality in management activities, thereby contributing to the overall quality of preschool education.

Conclusion

Developing and implementing a scientifically grounded model for improving the legal literacy of PEI directors is crucial to increasing the effectiveness of the preschool education system. The model helps systematically and continuously improve directors' legal knowledge and promote a culture of adherence to legal norms in their professional activities. Future research should aim to test the model in practice and evaluate its effectiveness.

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