



TECHNOLOGY TO IMPROVE CHILD PROTECTION MECHANISMS IN GENERAL SECONDARY SCHOOLS

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Article history:	Abstract:
Received: September 6 th 2021 Accepted: October 4 th 2021 Published: November 18 th 2021	The article deals with the model of ensuring the rights of children, improving the mechanism of protection of children's rights, "child", "children's rights". The effectiveness of children's knowledge has been revealed in child rights in general secondary schools.

Keywords: Children, Ensuring Children's Rights, Child Rights, Protection Mechanisms, Model, School, Secondary School Students, Legal Education.

INTRODUCTION

Creation of a legal framework is placed on implementation for the protection of children's rights in the country, the development of an administrative and organizational system for the protection of children's rights, the introduction of a system of continuing education for children, monitoring the implementation of laws on youth and children great emphasis. Improving the effectiveness of educational activities in the field of children's rights has been identified as one of the priorities. Creation of a continuous system of human rights education in the framework of the "National Strategy" is developed, the introduction of special training courses on "Human Rights", "Children's Rights" and "Women's Rights" should be designed in secondary schools, higher education institutions and retraining centers. The tasks set out in [1] require the improvement of mechanisms for the implementation of constitutional principles on the rights and freedoms of the child in general secondary schools.

MAIN PART

Our research has shown that one of the important conditions for ensuring the protection of children's rights in educational institutions is the formation of knowledge, skills and competencies in children's rights.

The state educational standards for general secondary education set out what knowledge, skills and competencies students should have in relation to children's rights. In particular, for learners in grades 7-8: knowing the concept of "child" in the legislation of the Republic of Uzbekistan, having information about the guarantees of children's rights, being aware to whom and to which organization they can apply in case of violation of children's rights;

being introduced the norms of law and being able to manage their actions in accordance with these norms;

implementing the knowledge of the functions of law and the ability to exercise their rights;

learning the constitutional rights and freedoms of man and citizen, the guarantees of their use and be able to apply them in practice;

using the knowledge of the concept of "minors" in the legislation of the Republic of Uzbekistan, the legal acts applicable to them, the legal status of minors;

studying the basic principles of state policy in the field of education and youth, the existence of all legal bases for the spiritual, educational and physical development of youth;

having the knowledge of the guarantees of the rights of the child in the Law of the Republic of Uzbekistan "On guarantees of the rights of the child";

researching knowledge of the law on the rights of minors in the family, the concept of citizenship, citizens' appeals;

being able to solve cases related to the rights, duties and responsibilities of minors;

knowing about the rights of minors in labor relations, remuneration of minors, their work and leisure time;

Learners in grades 10–11 are able to:
have an understanding of the rule of law and understand the appropriate behavior;

carry out the actions on the basis of the legislation of the Republic of Uzbekistan;

define the formation of knowledge, skills and competencies about the rights and duties of parents and children.

Introducing new topics on children's rights in legal education, asking questions and assignments at the end of each topic, modeling pedagogical situations aimed at protecting children's rights, various illustrations, the use of modern interactive pedagogical technologies An electronic lesson plan aimed at the formation of knowledge, skills and competencies was

developed and implemented in secondary schools and posted on the website of the Ministry of Public

Education of the Republic of Karakalpakstan kkedu.uz (Figure 1).



Figure 1. Electronic manual "Children's Rights"

Based on the results of the research on scientific and pedagogical sources were identified the following stages of the formation of knowledge, skills and competencies in children's rights (Figure 4). We have tried to prove the clear manifestation of knowledge, skills and competencies in the field of children's rights

on the basis of the components of B. Blum's taxonomy (knowledge, understanding, application, analysis, synthesis, evaluation) [2; 184]. At the end of our experiments, we found it expedient to include a component on students' acquisition of knowledge about children's rights:

Identify the current situation and draw conclusions

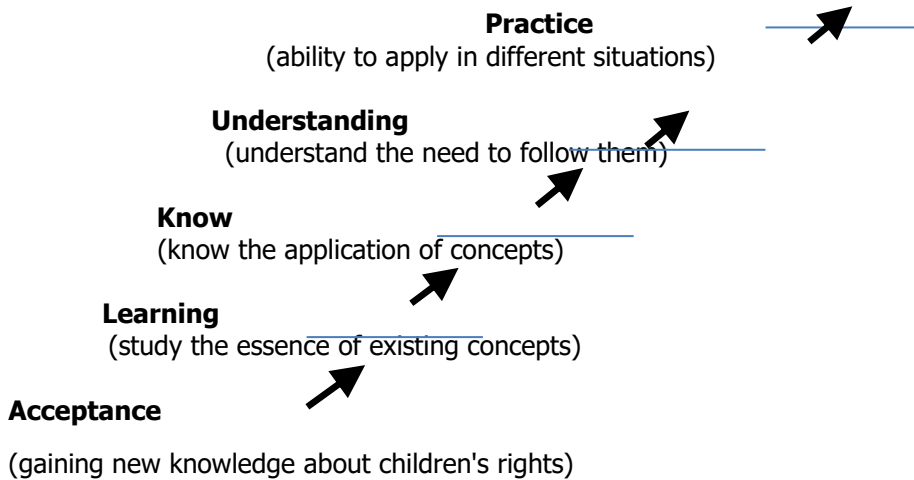


Figure 2. A model for improving the mechanism of protection of children's rights in general secondary schools

Our initial experiments and studies have shown the need to develop a model for improving the mechanism of protection of children's rights in secondary schools, and the model developed during our research has been put into practice.

The purpose of the model is to ensure the effectiveness of knowledge of children's rights in general secondary school students. The following tasks have been identified to achieve the goal as:

- organization, generalization, correction of the process of developing students' knowledge of children's rights;
- form the students' interest in learning about children's rights;

- development of a research program to build students' knowledge of children's rights;
- identification of effective forms and methods of formation of students' knowledge of children's rights, innovative technologies.

The model we have developed consists of 3 parts, target, meaningful, organizational blocks. The mechanisms and content of the model were implemented on the basis of subjects, SST, in-class and out-of-class activities and spiritual and educational activities.

Our research has shown that the following principles should be followed in ensuring the protection of the rights of children of secondary school students:



The principle of responsible attitude is to instill in children a sense of responsibility for the development of their country. To do this, they must be well aware of the rights of the child, human rights, have their own position in social relations.

The principle of priority is that the formation of a legal culture in society should be one of the priorities, the mastery of scientific achievements, regular study and work on national legislation on their rights.

The principle of participation and activity should be based on active participation in social life, free and vital thinking as an active member of society.

The principle of understanding the essence of the problem through modeling is the modeling of pedagogical situations related to the violation of the rights of the child in different situations, increasing the responsibility of parents and their surrogates.

The principle of extensive use of legal concepts is to inform students about the meaning of children's rights by including them in the vocabulary and to ensure their application in consumption.

The principle of continuity of the educational process - the education of children through the transfer of knowledge about their rights is carried out in a continuous educational process.

We have made extensive use of person-centered learning technologies to build students' knowledge, skills and competencies in children's rights. Person-centered learning technology Humanities technology, collaboration technology, free education technology, personal-oriented learning, self-development, collaborative pedagogy, adaptive school pedagogical technology, game technology, developmental technology, problem-based technology, tiered technology, individual learning technology, including independent technologies such as the collective method of teaching, we have made extensive use of game technology and the collective method of teaching throughout our research, as the importance of game technology in ensuring the effectiveness of education. The goals and objectives of education are integrated into the content of the game. Games can be used in different forms and content, especially in the educational process.

The game technology-based lesson development was focused on didactic and educational tasks created during our research, as didactic games perform 3 main functions:

- instrumental - forms certain skills and abilities;
- gnostic - forms the knowledge and consciousness of the student;
- develops socio-psychological - communicative skills.

In organizing lessons based on game technology, we paid attention to their relevance to the goals and objectives, to reflect the various pedagogical situations related to the rights of the child, to the comprehensive development of students. The effectiveness of the "Insert" strategy, Cinquains, Concept Analysis, Communication, Advocacy Group, SWOT methods was also identified in the educational process.

In defining and implementing the educational task, we have focused on the development of legal literacy and culture of students.

A number of social institutions and entities are involved in achieving the goals set in the model of improving the pedagogical mechanism of protection of children's rights in general secondary schools. Their tasks, depending on their direction, are defined as follows:

- improving national legislation on the rights of the child and ensuring its compliance with international law;

- controlling over the implementation of laws on the rights of the child;

- implementing innovative ideas, dissemination of materials on children's rights in the Uzbek and Russian languages through the media and print media;

- increasing the number of materials on social networks aimed at improving children's rights, human rights, legal culture in society;

- organizing international and national scientific conferences;

- establishing of a special fund under the children's organization;

- ensuring the transparency of national reports on the rights of the child;

- conducting research;

- conducting sociological surveys.

The analysis shows that the purpose of the model was to ensure the effectiveness of the knowledge of children's rights in general secondary school learners.

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