

TECHNOLOGY OF IMPROVING CHILD RIGHTS PROTECTION MECHANISMS IN GENERAL SECONDARY SCHOOLS

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Creation of legal basis for protection of children's rights in our republic, development of administrative-organizational system for protection of children's rights, introduction of continuous education system for children's education, monitoring of implementation of laws related to youth and children. great importance is attached to its establishment. Improving the effectiveness of educational activities in the field of children's rights was defined as one of the priority directions. Creating a continuous system of human rights education within the framework of the "National Strategy", introducing special training courses on "Human Rights", "Children's Rights" and "Women's Rights" in secondary schools, higher education institutions and personnel retraining centers. the tasks defined by [1] require improvement of the mechanisms of implementation of the constitutional principles regarding children's rights and freedoms in general secondary schools.

In recent years, a number of decrees and decisions of the President of the Republic of Uzbekistan on ensuring children's rights have been adopted and focused on implementation in various sectors. Including new in the education system

Mandatory 11-year general secondary education, adoption of vocational education on the basis of 11 years, establishment of specialized educational institutions for children, optionality of vocational education, introduction of quota places in higher education , most importantly, an effective mechanism was created for determining preschool education in a separate direction.

Over the past years, Uzbekistan has gained a lot of experience in the field of children's right to education, freedom of conscience and right to religious belief, labor relations, protection in court practice, protection of mothers' and children's health.

Over the past years, the issue of ensuring children's well-being in our country has been considered at the level of state policy, and the following areas have gained priority:

1) improvement of the legal framework aimed at protecting the rights and interests of children and young people, strengthening the legal basis for their proper development;

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2) to improve the system of protection of the reproductive health of the population, to strengthen the material and technical base of the medical service, to further strengthen the work of raising a healthy generation;

3) formation of the material and technical base of the field of education and ensuring its effective use, training of specialists who are in demand in real economic sectors, improvement of state education standards and educational programs;

4) introduction of new information-communication and pedagogical technologies into the educational process, strengthening of the educational-laboratory base of educational institutions, fundamentally improving the quality of teaching;

5) further development of modern information and communication technologies, digital and wide-format telecommunication communication tools and the Internet system, their introduction into the life of every family and their wide adoption;

6) raising the young generation to be physically fit, strengthening children's sports development, widely involving young people in regular sports, building new sports complexes and providing them with equipment;

7) wide involvement of young people, first of all, graduates of vocational colleges and higher educational institutions, especially in rural areas;

8) creation of conditions for realization of creative and intellectual potential of young people, further development of science and broad involvement of talented young people in scientific activities;

9) to strengthen the care of young families, to ensure their legal and social protection, to create conditions for a healthy and stable family settlement;

10) establishing the principles of a healthy lifestyle among young people, protecting them from the harmful effects and threats of low-level "mass culture" diseases coming from abroad;

11) organization of explanatory work on a systematic basis through mass media about the purpose, content and importance of the state programs implemented in Uzbekistan to ensure the well-being of children.

Our advanced research studies have 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 of children's rights.

The state educational standards of general secondary education specify the requirements for the knowledge, skills and qualifications of the students regarding children's rights. In particular, students of 7-8 grades:

To know the concept of "child" according to the legislation of the Republic of Uzbekistan, to have information about the guarantees of children's rights, to know who and which organization children can turn to when their rights are violated;

to know the norms of law and to have the ability to manage one's actions according to these norms;

to know the functions of law and to have the ability to use one's rights;

to know the constitutional rights and freedoms of people and citizens, the guarantees of their use and to be able to apply them in practical activities;

To know the concept of "minors" in the legislation of the Republic of Uzbekistan, the legal acts used in them, the legal status of minors;

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

To know that guarantees of children's rights are defined in the Law of the Republic of Uzbekistan "On Guarantees of Children's Rights";

to know the rights of minors in the family, concepts of citizenship, laws on citizen appeals;

to be qualified to solve cases related to the rights, duties, and obligations of minors;

to have knowledge about the rights of minors in labor relations, payment for the work of minors, their work and rest time;

10-11th grade students:

to have an understanding of the norms of law and to understand the behavior corresponding to them;

perform their actions on the basis of the legislation of the Republic of Uzbekistan;

formation of knowledge, skills and qualifications about the rights and duties of parents and children is defined.

Introducing new topics related to children's rights in the legal education of students, giving questions and tasks at the end of each topic, encouraging them to observe widely, modeling pedagogical situations aimed at protecting children's rights, various illustrations, using modern interactive pedagogical technologies, children's rights The development of an electronic lesson focused on the formation of knowledge, skills, and qualifications about children was prepared, implemented in general secondary schools and posted on the website of the Ministry of Public Education of the Republic of Karakalpakstan (kkedu.uz) (Fig. 1).



Figure 1. "Children's rights" electronic manual

Based on the results obtained from the research, relying on the scientific and pedagogical sources, the following stages of the formation of knowledge, skills and skills of the children's rights were determined (Fig. 2). We tried to prove the clear manifestation of knowledge, skills and competences related to children's rights based on the components of B. Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis, evaluation) [2; 184]. At the end of our pilot work, we found it appropriate to include a component related to students' acceptance of knowledge about children's rights:

Determining the current situation and drawing conclusions

Application in practice _____ ↗

(to have the ability to apply in different situations)

Understanding _____ ↗

(understanding that they need to act)

Knowing _____ ↗

(knowing the application of concepts)

Learning _____ ↗

(learning the essence of existing concepts)

Acceptance _____ ↗

(acquiring new knowledge about child rights)**Figure 2. A model for improving the mechanism of protection of children's rights in general secondary schools**

Our preliminary experimental work and studies showed the need to develop a model for improving the mechanism of protection of children's rights in general secondary schools, and the model created during our research was put into practice.

The goal of the model was to ensure the effectiveness of the knowledge of children's rights among general secondary school students. To achieve the goal, the following tasks were defined:

organizing, summarizing, and correcting the process of developing students' knowledge of children's rights;

formation of students' interest in learning about children's rights;

development of a research program on the formation of knowledge of children's rights in students;

to determine the effective forms and methods, innovative technologies of forming students' knowledge about children's rights.

Our developed model consists of 3 parts, purposeful, meaningful, organizational blocks. The mechanisms and content of the model implementation were implemented on the basis of educational subjects, DTS, curricular and extracurricular activities, and spiritual and educational activities.

The monitoring element of the model represented a diagnostic tool that included criteria, levels, indicators, and diagnostic tools as a whole. In the model, the connection between the blocks is provided based on the stages of development of students' understanding of children's rights and the integration of technological (interactive, dialogic, cooperative learning, information technologies) aspects (Fig. 3).

In the course of our research, it was determined that the following principles should be followed in order to ensure the protection of children's rights of students of general secondary schools:

The principle of responsible attitude - it is necessary to instill in children a sense of responsibility for the development of their country. For that they are children

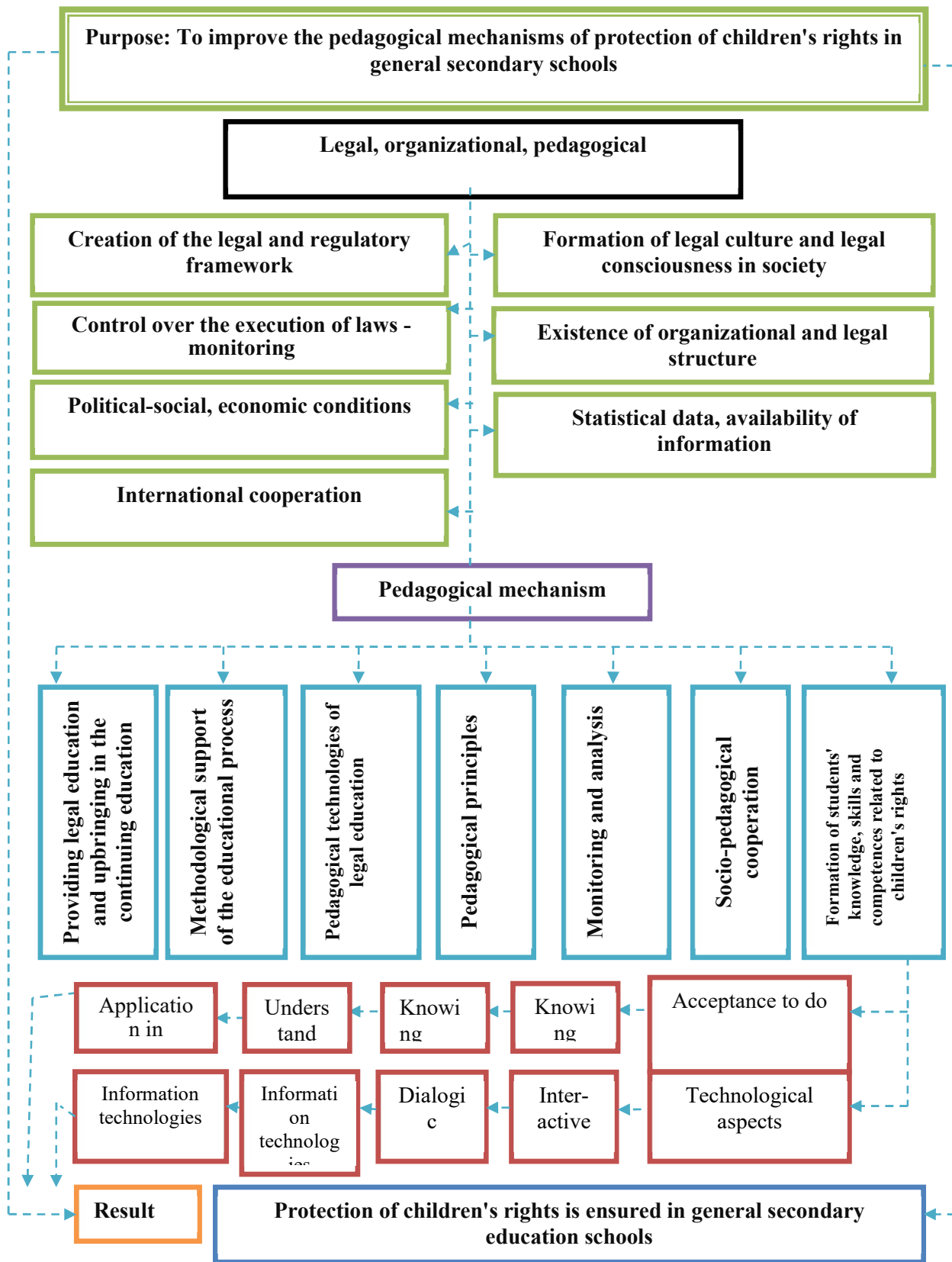


Figure 3. A model for improving the mechanism of protection of children's rights in general secondary schools

he should know his rights, human rights well, have his own position in social relations.

The principle of priority - formation of legal culture in society should be one of the priority goals, assimilation of scientific achievements, regular study of national legislation on one's rights and work on oneself.

The principle of understanding the nature of the problem through modeling is the modeling of pedagogical situations related to violations of children's rights in various cases, increasing the responsibility of parents and their substitutes.

The principle of wide use of legal concepts is to introduce terms related to children's rights to the students' vocabulary and ensure their use in consumption.

The principle of the continuity of the educational process - by imparting knowledge about children's rights, their upbringing is carried out in the continuous educational process.

We have made extensive use of personalized educational technology in the formation of children's rights-related knowledge, skills and abilities. Person-oriented educational technology, humanistic technology, cooperation technology, free education technology, personally oriented teaching, self-development, cooperative pedagogy, adaptive school pedagogical technology, game technology, developmental technology, problem technology, including independent technologies such as level-graded technology, individual teaching technology, team teaching method, we have widely used game technology and team teaching method during our research, because the importance of game technology in ensuring the effectiveness of education big The goals and objectives of education are embedded in the content of the game. Games of various forms and contents can be used especially in the educational process.

The lesson development based on the game technology created during our research was directed to the didactic and educational task, because the didactic games perform 3 main tasks:

instrumental – forms certain skills and abilities;

gnostic - forms the student's knowledge and consciousness;

develops social-psychological-communicative skills.

When organizing classes based on game technology, we paid attention to their compliance with the goals and objectives, reflecting various pedagogical situations related to children's rights, and aimed at comprehensive development of students. Also, the effectiveness of "Insert" strategy, Syncway, Analysis of Concepts, Communication, Agitation group, FSMU methods was determined in the educational process.

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

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

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

establishing control over the implementation of laws on children's rights, conducting monitoring;

implementation of innovative ideas, providing materials related to children's rights in Uzbek and Russian languages through mass media and printed publications;

increasing the number of materials aimed at increasing the rights of children, human rights, legal culture in society in social networks;

organization of international and national scientific conferences;

organization of a special fund at a children's organization;

ensuring the openness of national reports on the rights of the child;

conducting scientific research;

conducting sociological surveys.

Also, in the model, special attention was paid to the issue of improving the activity of the Public Council established on the basis of the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 175 in secondary schools. The work plan of the public council was studied, some issues were discussed in this direction, decisions were made, they were communicated to the officials and control was carried out.

Due to the effective establishment of "family-neighborhood-educational institutions" cooperation, a sharp decrease in cases of delinquency among children was observed in the trial areas.

In conclusion, students' right to education is essential to the realization of their other rights. Therefore, it is necessary to achieve the provision of other rights of the child along with the right to education in educational institutions.

Our initial pilot work and studies have shown that there is a need to develop a model for improving the mechanism of child rights protection in general secondary schools. Based on this, the model created during our research was put into practice.

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