

## **Abstract**

**The theme of the final qualifying work:** Legal activity of the preschool educational institution for the protection of the rights and dignity of the child in the family and children's garden

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**The relevance of the topic of this study** is due to the practical request of the current social development, the needs of the preschool institution and its teachers, and also the logic of further scientific knowledge of forms and methods for protecting the rights and dignities of the preschool child in the context of the implementation of FSES PE.

**The research problem:** In modern conditions, the PEI often has to engage in confrontation with the environment, protecting the interests of the child. Unfortunately, it is not always the PEI teachers who are competent in matters of child rights in the kindergarten.

Considering the education system and the system of children's rights, there are grounds to talk about the mutual influence and development of these two systems. The system of preschool education, preschool educational institution is the place where the child spends most of his time and here it can be infringed in their rights. Within the system of preschool education, a mechanism should be created that would unite the efforts of various structures and tackle the problems of protecting the rights of children.

In this regard, the **goal** of the final qualifying work is to build and implement the legal structure of the pre-school educator for protecting the rights and dignity of the preschool child in the family and kindergarten in the space of a pre-school educational institution.

**Object of research:** protective function of preschool educational institution for saving the rights and dignity of a preschool child.

**The subject of the research:** the methods of legal activity of the kindergarten teacher in the environment of the pre-school educational establishment and the family environment.

In this regard, the **hypothesis** of the study can be determine:

Efficiency of legal activity of a teacher of a children's educational institution is possible according to the following conditions:

- usage of legal and pedagogical opportunities of the kindergarten to protect the rights of the child in the family;
- the implementation of effective methods and techniques for educating pedagogical and parental groups of PEI;
- definition of the problem of violation of the rights and dignity of the child through the use of psychological and pedagogical diagnostics.

**Objectives of the study:**

1. to study the regulatory framework for the protection of the rights of childhood,
2. To analyze the legal and pedagogical culture of parents, educators of preschool educational institutions in matters related to the protection of the rights and dignity of the child at the present stage of development,
3. To determine the essence of the legal activities of the pre-school educator in the process of introducing the FSES PI,
4. To organize and conduct an empirical study of the forms of punishment in the family, to determine the level of awareness of parents 'and teachers' rights of the child and the forms of protection of these rights, and expert observation of symptoms of violence of various forms over preschool children,
5. To analyze the results of all stages of the experiment and justify the need to establish a structural legal activity of the preceptor for protection of rights and protection of the preschooler's dignity,

6. To test the model of legal activity of the preceptor of the pre-school educational institution for the protection of the rights and dignity of a preschool child in the family and kindergarten.

**Theoretical and methodological bases of research:** the theory of development of higher mental functions (LS Vygotsky); theoretical positions on the specifics of the mental development of preschool children (LA Wenger, OM Dyachenko, AV Zaporozhets, LF Obukhova).

**Theoretical significance of the research** is to substantiate and comprehensively characterize the problem of protecting the rights and dignity of a preschool child, dedicated to preventing violence among modern preschoolers, their parents and teachers in the context of scientific knowledge; In the identification of psychological and pedagogical conditions in the emotionally and physically comfortable finding of a child in the pre-school and family, as well as in studying the features of the implementation of the legal activities of the preceptor of the pre-school child protection center in the family and kindergarten.

**The practical importance of the final qualifying work** is the construction and approbation of the model of legal activities of the preceptor of the pre-school child protection center for the protection of the rights and dignity of the preschool child in the family and kindergarten.

**The results of the research.** The optimal mechanism for approving the observance of the rights and dignities of a preschool child is seen in the introduction of a model of the legal activities of the preceptor of the pre-school child protection center for the protection of the rights and dignity of the preschool child in the family and kindergarten.

But even in an environment of pedagogy of cooperation there is a possibility of child rights violations and non-standard situations, which require response from the head of the professional competence and training.

The tested model allowed to reduce the use of negative methods of influence on the preschool child at the control stage of the study in comparison with the ascertaining stage, and also to increase the level of legal competence of the

caregivers at the control stage of the study in comparison with the ascertaining stage.

Together, all the changed indicators determined the quality of the legal activity of the preceptor of the PEI.

Thus, the quality of the legal activity of the pre-school educator has been improved through the approbation of the model of the legal activity of the preceptor for protection of the rights and dignity of the pre-school child in the family and kindergarten.

The results of the research have been tested and put into practice.

The conducted empirical research demonstrated that the use of legal and pedagogical capabilities of the kindergarten to protect the rights of the child in the family, the introduction of effective methods and techniques for educating the pedagogical and parental groups of the PEI, the timely identification of problems in violation of the rights and dignity of the child through the use of psychological and pedagogical diagnosis can improve the quality Legal activity of a teacher of a children's educational institution, through the implementation of a legal model elnosti preschool teacher to protect the rights and dignity of the preschool child in a family and kindergarten.

The results of the research show that this group of parents and teachers have undergone transformations in legal knowledge in the direction of optimization, which will have a positive, beneficial effect on the further relationship between the child, parents, educators and the kindergarten manager.

The interaction of the kindergarten teacher with law enforcement officers helps to influence families in which there is a lack of proper parental care or care when the child is in need, lives in a physically dangerous environment.

Knowledge and timely diagnosis psychologist kindergarten teachers or risk factors for ill-treatment of parents with children:

- alcoholism, signs of asocial personal deformation and crime,
- psychopathic traits in the form of mental rigidity with affective excitability;

- the immaturity of parents and their isolation, lack of social and psychological support of the ancestors;

- low self-esteem in parents, reduced tolerance to stress and personal problems,

And the subsequent influence (psychological, correctional, administrative) on such families by all subjects of legal activity in a children's educational institution, will allow to form an integral unity - a system of intrasessional legal space.

A manager of legal activity in preschool educational institution is the head, respectively, the development of professional and personal competences on the subject becomes the head of the highest priority.

The election of the Ombudsman for the protection of the rights of participants in the educational process kindergarten of the City Higher School of the City of Moscow "School with in-depth study of certain subjects" No. 1794 defines the priority direction in its activity - the protection of the rights of minors in the educational process through such forms of work as:

~ Conducting (independently or in conjunction with public authorities, the head of the PEI) to verify facts of violation of the rights of participants in the educational process or to diminish their dignity;

~ Obtaining an explanation on the issues to be clarified, from all participants in the educational process, etc.

Proceeding from the model of the legal activity of the preceptor of the preschool institution for the protection of the rights and dignity of the preschool child in the family and kindergarten, the forms of influence on offenders (parents, educators, PEI specialists) can be: conducting plot-role, didactic, theatrical games, talks, reading fiction, Fairy tales, poems, proverbs, sayings, descriptions of illustrations, drawings of children and other products of children's activities, studies with pedagogical staff, conversations, photo-exhibitions on legal issues, information Stands, consultations, messages at parents' meetings, discussion of

problem situations in the family with the involvement of specialists in the kindergarten, and others.

The problem of protecting the rights and dignity of a preschool child in the family and in the kindergarten has a multidimensional nature. This necessitates a multidimensional, integrated approach to solving the problem.

The key to the effectiveness of such comprehensive assistance lies in its coordination, which it is expedient to implement through the introduction in preschool space of the model of the legal activity of the preceptor of the pre-school child protection center in the family and kindergarten.

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 pre-school educational establishment 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.