

## FACTORS AND PRINCIPLES OF FORMATION OF LEGAL CULTURE OF DISABLED PRIMARY STUDENTS

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### Abstract

This article describes the current issues of forming the legal culture of children with disabilities, the requirements and principles for the process of forming legal culture in educational activities.

**Keywords:** children with disabilities, deaf and hard of hearing children, special boarding school, educational training, teacher, educator, state, law, society, democracy, legal order, law, humanity, freedoms, justice, humanitarianism, legal culture.

### Introduction

In our country, among healthy young people, the legal education of children with disabilities has been raised to the level of state policy. In particular, it is important to educate them in the spirit of respect for the law. It is known that the legal education of the young generation is very important in establishing a legal democratic state. Especially, due to the unique psychological development of deaf and hard of hearing children, they find themselves in situations where they are held responsible at various levels without understanding the lies and malicious intentions of others. Therefore, if they are systematically taught legal knowledge, they will avoid such unpleasant situations. An educated generation does not engage in any offense or crime. He is not affected by different ideas. The more delinquency among young people is prevented, the more people will have their place in society and easily overcome obstacles in independent life. In order to form the legal culture of deaf and hard-of-hearing children from the period of primary school education, it is appropriate to start methodological work in specialized state educational institutions with a legal orientation. In the educational process in specialized state educational institutions, educating students with legal culture is emerging as a methodological problem. Legal culture - general level of knowledge and unbiased attitude of the society towards the law; a set of legal knowledge in the form of norms, beliefs and attitudes created in the course of life. It is manifested in the work, communication and behavior of the subjects of interaction. It is formed under the influence of cultural and legal education and training system.

Legal culture occupies an important place in people's lives within the framework of concepts such as justice, stability, independence, non-oppression of anyone, security.

Legal culture is a part of human culture, a set of norms, values, legal institutions, processes and forms that characterize the socio-legal orientation of people in a particular society.

Legal culture and legal consciousness, legal education should have a special place as one of the effective means of forming the needs and interests of a person in a legal society, strengthening the rule of law and legality. Knowledge is of great importance in the formation



of legal culture. Deaf and hard-of-hearing children, like healthy people, should learn and assimilate existing legal sources, the ideas, worldviews and points of view presented in them. In the process of learning legal knowledge, deaf and hard-of-hearing children develop their intelligence and abilities, and their legal culture is formed. This category of children should be trained not only to accept knowledge, ideas and views, but also to approve some ideas and use them in practice, that is, in necessary life situations. Only then deaf and hard-of-hearing children try to observe legal norms in their personal life, draw critical conclusions from some of them or deny them. This process develops independent thinking and creativity in children. From this point of view, children with disabilities gradually understand the essence of universal and national legal culture through legal culture. On the basis of perception, thinking, drawing conclusions, he forms a true attitude to the laws of nature and society.

Pedagogical mechanisms for educating the young generation with legal culture are being improved in new Uzbekistan. Because there is a growing need for young people to independently create their social trajectory and future plans in the information world. The legal consciousness of society is changing. As a result of mass media and propaganda work, the area of necessary conditions for the systematic formation of legal consciousness, knowledge, skills and qualifications is expanding. However, deaf and hard-of-hearing teenagers and young people do not sufficiently analyze the legal relations in relation to their healthy peers, they do not have the necessary knowledge. Therefore, deaf and hard-of-hearing young people who have graduated from most specialized educational institutions face certain obstacles in post-school education and professional activities. They need the help of others in processes such as concluding a contract, understanding and using the specified benefits, and improving their living conditions through self-expression.

It is known that in a legal democratic society, a good knowledge of the law becomes a vital need for every citizen. Therefore, a person should not understand this knowledge as a privilege that gives him some advantage, and he should not try to use it to realize his personal interests. Let's imagine that if a person knows the law, acts only in his own interest, if he thinks that he will protect his interests based on the law, then he cannot be considered a person with legal culture. Laws, first of all, are based on morality and high humanity. They require everyone to exercise their rights and freedoms without harming or offending others. Because in laws, in addition to the rights and freedoms of a person, the duties and obligations of citizens before society and the state are strictly defined.

In order for children with disabilities to understand the legal culture, it is necessary to provide information appropriate to their age, to explain legal relations depending on their learning characteristics. It is also necessary to regularly monitor the formation of legal consciousness and imagination in them. Then they will be ready to consciously demand their rights in their private life and become civilized in the process.

To teach legal culture to students with disabilities, the teacher is required to use accessible methods. These methods are important because they make students interested in learning and provide an opportunity to easily understand information. The level of speech development of deaf and hard-of-hearing children is taken into account in the selection of methods by teachers and educators. In particular, students' sufficient speech reserve necessary for understanding legal texts is one of the pedagogical conditions that ensure the expected result from the



process. Here, there is a need to determine the general and specific principles of formation of legal culture in deaf and hard of hearing elementary school students. Here are the principles:

1. The principle of demonstrability. Legal information is required to be decorated with visual and easy-to-understand information.
2. The principle of transition from simple to complex. Deaf and hard of hearing elementary students should begin by introducing simple concepts to help them understand a particular text. This principle is integrated with the principle of demonstrability. Because deaf and hard of hearing students learn concrete and abstract concepts effectively only when presented visually.
3. Principle of repetition interval priority. Deaf and hard-of-hearing elementary school students retain information for a long time in exchange for short-term repetition.

The principles listed above serve to form the legal culture of deaf and hard of hearing primary school students. Using them in a corrective direction in special educational conditions allows to obtain more effective results.

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