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Use of Didactic Games in Family Law Lessons

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ABSTRACT

The article states that improving the family environment is one of the factors determining the future of the state, and the child brought up in this family is classified not only as the fate of the parents, but also the state and society. Preparing young people for family life is an equal duty of teachers and educators, as well as parents. The seminar on "Fundamentals of Family Law" on the subject "State and Fundamentals" provides a didactic game procedure, methodological developments and recommendations "I am a claimant to parenthood."

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I. INTRODUCTION

The family is the basic unit of society. Our Constitution states, “The family is the fundamental unit of society and has the right to protection by society and the state. Marriage shall be entered into only with the free and full consent of the intending spouses. “[1] For in this holy place not only man is born, but he is brought up spiritually and morally. In the humane democratic state governed by the rule of law and a just civil society that we are building, the family is a unique social unit. One feature of the family is its connection with the interests of society and its social functions. [2]

II. LITERATURE REVIEW

In our country, work is being carried out on the basis of program goals aimed at strengthening the well-being of every family and every person, the harmony of citizens. Speaking about the tasks in this regard, President said, “The most important task is to create a democratic society. The foundation of this society is, first of all, thousands and millions of families who are rich and wealthy, who know the value of work, who are spiritually healthy and have a high level of culture.”[5]

Improving the family environment is one of the factors determining the future of the state. Because the child brought up in this family is the destiny not only of the parents, but also of the state and society. Preparing young people for family life is an equal duty of teachers and educators, as well as parents. I agreed to hold a didactic game "I am a candidate for parenthood" in the seminar on "Fundamentals of Family Law" on the subject "State and Fundamentals" taught in academic lyceums. During the lesson, students tried to test their theoretical knowledge in practice, to express their attitude to the situation as a participant, not as an observer.

III. DISCUSSION

In the course of this game, students analyze the rights, duties and responsibilities of parents and children in the family from a moral and legal point of view. As a result, each student approaches, analyzes, and tries to express his or her point of view on the various conflicts between parents and children. Students also develop the ability to work in a team, distinguishing between right and wrong in a team discussion.

Most importantly, it compares and analyzes the environment in other families with its own family environment. As a result, he will create his future "Ideal Family".

Organization of game lessons:

Course Objectives:

- Familiarize participants with the rights and responsibilities of parents and children;
- Analyze the mechanism of interdependence of rights and obligations from the process of studying the topic;
- The limitation and educational significance of parent-child interactions;
- Psychological expectations in the formation of legal relations between parents and parents;
- Creating problem situations as a result of the test questionnaire "About minors' parents".

Course materials:

Textbook, notebook, lesson presentation, "Questionnaire for parents of minors", thematic situations.

Course:

Step 1: Teacher's introduction on the topic and purpose of the lesson.

A brief statement on the role of the family in society, its importance in human life.

Stage 2: The test questionnaire "About minors' parents" will be distributed to microgroups:

Example:

1. How should parents treat their children in the family?

A) in relation to rigidity;

B) in a softer relation;

C) must be understood;

G) offer _____

2. How should a child treat his parents?

A) free;

B) dependent;

C) capable;

G) offer _____

The teacher invites you to discuss the test results. Each microgroup member will make a presentation.

This methodology explores the views of minors on parental behavior and parenting style. Once the results are clarified, students develop an interest in the lesson, as well as a learning motive.

Step 3: The results of the test-questionnaire are analyzed and the results create problem situations (in microgroups and individually). In this way, the practical environment of the lesson is formed.

Example: Situation 1. The girl and the boy are brought up in a restless family, they do not go to school, the parents force them to beg on public transport.

What moral and legal norms are parents violating? Tell us how to solve these problems without violating the rights of parents and children.

Step 4:

Psychologist: According to the results of the test, some of our students observe how they feel in their families and:

- Enmity with parents;

- Participating in clubs he does not want, forcing him to take classes;
- Parental orientation to the profession of their choice;
- Force to look after the child;
- Parental neglect;
- Excessive whimsy of the parents (searching for dirt inside the nail, constant criticism);
- Assignment of responsibility.

"How do parents feel about their children that the child feels isolated, insecure, and dangerous in the family?" raises a problematic situation such as.

Each group performs the task using the Network method.

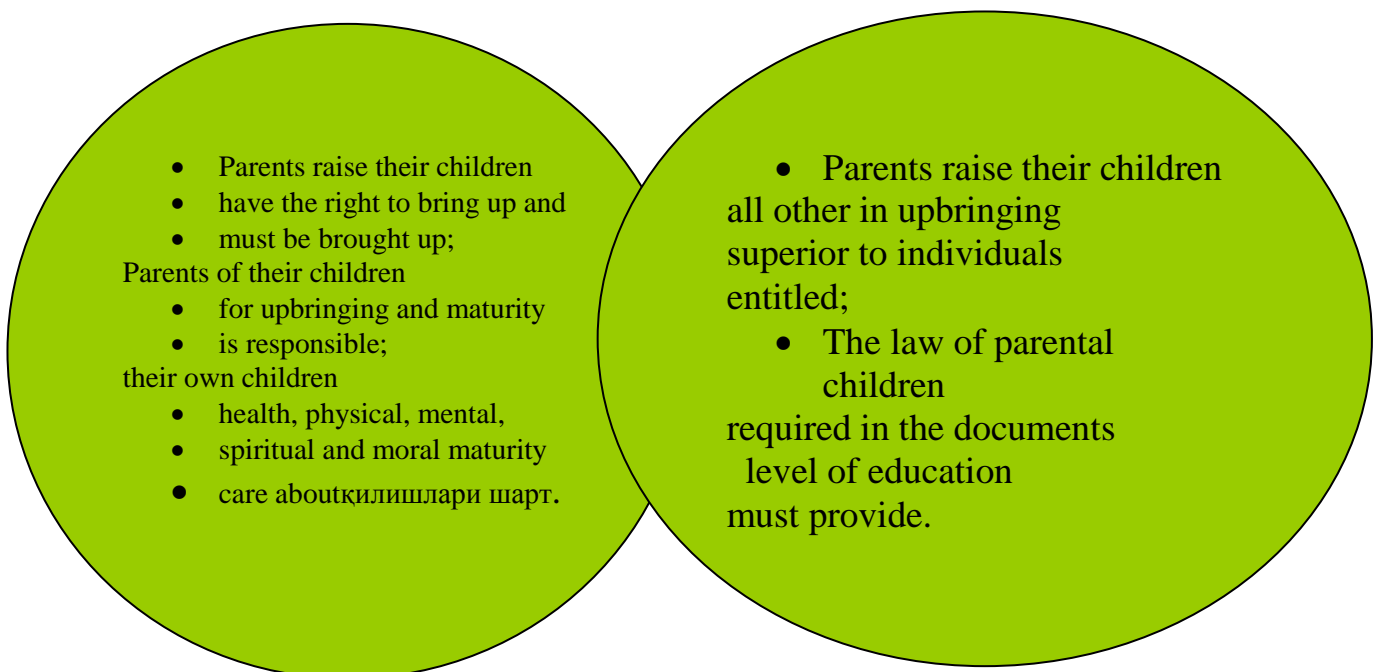
Teacher: How can in such situations establish the concepts of "legal" and "interpersonal" in the relationship between parents and children in the family?

VI. CONCLUSION

This situation is so important that there are families where children feel safe in the family and know and accept every action of the parents. And conversely, there are families where family members (from the eldest to the youngest) routinely ask each other who is right and who is wrong, who has how and how many rights and responsibilities.

Step 5:

The teacher suggests an analysis of the Vienna Diagram on "Rights and Responsibilities of Parents and Children".



Question:

1. Is excessive parental prohibition and restriction a violation of children's rights or custody?
2. What are the rights and responsibilities of children?

Lesson completion:

At the end of the lesson, students will be given a short report on their impressions of the lesson and the lesson will end.

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