

Use of Fairy Tales in the Legal Education of Children Aged 5-8

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Abstract—The question of using fairy tales in the educational process of children of preschool age is considered. The necessity of realization of this process in close interaction with parents is proved. Effectiveness of plot and role-playing games and analysis of fairytale plots, didactic games in the process of legal education is shown.

1. Legal education must be carried out in close cooperation with the family;
2. Effective means of legal education of senior preschool children are fairy tales, story and role-playing games using them, didactic games, problem

The results of the legal upbringing of preschool children can be considered as an understanding of children's responsibilities and rights, the ability to assess their own actions and those of others from a legal perspective, and the ability to comply with obligations and prohibitions.

The main direction of the legal upbringing of children is the formation of children's duties and rights, their place in society, and this implies:

1. Familiarity with the duties and rights of people (in an accessible form, this can be done by reading fairy tales)
2. Formation of the basis of moral and legal norms of conduct in society.
3. And the use of fairy tales can be useful for all this.

Keywords— legal education, fairy tales, legal culture, preschoolers, didactic games

I. INTRODUCTION

The main international instruments of UNICEF relating to the protection of children's rights include

- Declaration of the Rights of the Child (1959);
- UN Convention on the Rights of the Child (1989);

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- World Declaration on the Survival, Protection and Development of Children (1990);
- According to which it is recognized:
- The right of the child to a family
- The right of the child to protection by the State
- The right of the child to go to school and study
- The right of the child to express himself/herself freely.
- The right of the child to have his or her own opinion
- The right of the child to have citizenship and his or her own name.
- The right of the child to receive information
- The right of the child to protection from abuse and violence
- The right of the child to health care
- The right of the child to leisure and recreation
- The realization of the above-mentioned rights of children requires their legal education

This problem has been raised in the scientific literature for a long time, for example, by the works of British scientists Souther Susan [11] and Richardson M., Gardner D. [12]. Many researchers focus on specific aspects of this problem: sex education of Koblinsky S., Atkinson J., Davis S. [3], racial education Comer J.P. [4] Nxumalo Fikile, Ross Kihana [13], environmental education Madison Megan [19], moral education Stengel Susan [8], social education Winsor Charlotte. [9]. In South Korea, Japan and Taiwan, education based on the national traditions of Chen Yen-Ting, Liang Jyh-Chong, Lai Meng-Lung, Chang Fung-Yuen has become widespread. [17], Sohn Soo. [16], Choi Kyung. [15], Hosoda Y. [5], Kim M.-J. The big role in home education of preschool children is shown in the publications of McClure, Worth. [14], Kim Narim, Kwon, Yiyeong. [20], Fiddy Pamela, Yam Lloyd. [22]. Audio lessons with preschool children based on folklore are considered in the works of Indian scientists Viruru, Radhika, Cannella, Gaile. [21]

Since Slavic culture is very rich in various kinds of folklore, including fairy tales, we have decided to apply the use of fairy-tale studies to the solution of the problem of legal education of preschool children

II. METHODS

In order to identify the level of legal culture of older preschool children, a diagnostic survey tool was selected. The survey of children consisted of the following topics: "Legal culture" "What's the right thing to do?" "Good and evil."

In the process of research, the following methods of educational work were used: analysis and reading of fairy tales, it educates the attitude to fiction, forms the ability to notice bright metaphors, comparisons, epithets, project behavior of fairytale characters on real life, gives the chance to the teacher to express the attitude to the read work, and also personal understanding of actions of heroes of fairy tales and motives of their actions. Pre-read fairy tale gives the child an opportunity to understand the illustration and the actions of the characters.

Reading fairy tales serves as a foundation for the formation of the skill of independent work with the book, the need for new knowledge. Showing pictures allows the preschooler to feel the meaning of what is happening and contributes to the formation of visual memory, as well as visual perception of the discussion of the behavior of heroes with different traits of character, analysis of their actions and actions.

Playing out scenes (excerpts from fairy tales) allowed to teach children to perceive the artistic image adequately, to be able to use mimics, gestures and intonation for the embodiment of the image, to perform simple dance movements, to develop interest to theatrical activity. Masks of animals were used as a material for scenery.

Painting or drawing positive and negative heroes, it helped to develop observation in children, brought up their desire for beautiful, taught basic drawing techniques, contributed to the formation of creative abilities of children in creating images of surrounding objects by accessible visual means, developed creative activity and independence, developed aesthetic attitude to the surrounding world. Discussion of acts of heroes, contributes to ability of the child to conduct dialogue, recounting on pictures contributes to memory training, formation of a dictionary reserve ability to critically analyze events described in an artistic work, design situations on itself and others: that the child would make on the place of a hero, etc. Discussing together with the teacher the content of fairy tales, children realize that it is impossible to be away from the common cause (fairy tale "Three piglets," Teremok "); Everyone should help each other, help out (Turnip); For the sake of the triumph of good, it is sometimes worth risking your life (the fairy tale "The Tale of Three Riches").

III. RESULTS

In order to identify the level of development of the legal culture of older children of preschool age, we organized a study on the basis of Kindergarten "Vasilek", № 297, the city of Dnepr, Ukraine. In this kindergarten 25 pedagogical staff work, the Higher category have 12 teachers, Level of education of pedagogical collective: With higher education - 16 teachers.

Employees of institution skilled experts and tutors, with the long-term experience: the teacher-psychologist, the teacher-speech therapist, two musical heads, the instructor on physical culture and sports occupations, the tutor on training of children to the Ukrainian language.

The sample of research is presented by children of the senior preschool age: 36 girls and 35 boys. Age of examinees is in a range of 5-7 years.

According to the results of the survey on the topic "Legal culture" 22% of respondents gave the correct answer, that is, only these children were able to give correct answers to the largest number of questions, 28% of children showed the average level of legal culture. The remaining 50% of the respondents were unable to answer the questions correctly, which indicates a rather low level of legal culture.

The survey on the topic "What is the right thing to do?" showed that the level of legal culture is higher than the average for 30% of the interviewed preschool children, the average level of legal culture is recorded for 40% of the surveyed children, and the remaining 30% of the surveyed children showed a level lower than the average

A survey on the topic "Good and Evil": a higher level of legal culture was identified in 45% of respondents. The average level of legal culture was demonstrated in 30% of respondents, the remaining 25% showed the level of legal culture below the average.

The results of the survey of the legal culture of senior preschoolers are presented in Table 1.

Table 1

Survey subject	High level of legal culture	Mid level of legal culture	Low level of legal culture
«Legal Culture»	22%	28%	50%
«What is the right thing to do?»	30%	40%	30%
«Good and Evil»	45%	30%	25%

We studied children's ability to express themselves freely, using the following criteria

- a. the ability to establish causal links and to reflect them in their speech. This means the ability to formulate a thesis, to properly build its evidence, to highlight the essential for the proof of the thesis signs of phenomena;
- b. compliance with the correct structure of his narrative.
- c. The ability to make short statements with arguments for proof and conclusions was analyzed here;
- d. the content of the statement-discussion. It analyzed children's ability to analyze on the basis of their knowledge, to compare the characteristics of different subjects.
- e. children's use of complex sentences and introductory-model words in their statements.

Having conducted the survey, we obtained quantitative indicators of children's ability to reason in Table 2.

Table 2. Quantitative indicators of levels of ability to form speech reasoning in children of the seventh - eighth year of life (in %)

Levels	Indicators
Above average.	13%
Medium	50%
Below average.	37%

Typical mistakes made by children are: disruption of speech structure, insufficient vocabulary, difficulties in finding arguments for evidence. According to the results of the surveys, training seminars were held with senior preschool teachers and educational work with their parents. Plot and role-playing and educational games were offered, including the use of fairy tales "KozuDereza", "Kotigoroshko", "Red Riding Hood", children's rights, children's attitudes to the elderly, etc.

Reading fairy tales is traditionally the most important element of culture, and with its help it increases the creative and intellectual potential, communication skills of the child, and to increase the desire for fiction in

preschool children to read fairy tales should occupy a worthy place among other literature, because fairy tales are most understandable for children's perception.

Interest in fiction depends on the external design and illustrative material. Images arising from the perception of fairy tales give the child an opportunity for self-realization in various activities: motor, play, visual, theatrical, etc.

In preschool age children are already able to express their attitude to literary heroes, to show empathy. At the same time, it should be noted that the interest in literature is closely related to the general level of knowledge of the child, if this knowledge is primitive, then the interest in books will be unstable or absent at all.

Topical conversations on the subject of children's behavior on the road were devoted to reading fairy tales "Bunny - prankster and uncle traffic lights", "Traffic lights". Then with children in a court yard of a kindergarten game employment where they have fallen out in a role of drivers of bicycles, pedestrians and policemen were spent. In addition, a real policeman was invited to the kindergarten, who told the children a lot of interesting things.

At the age of 5-8 years old, the process of personality formation begins, skills and experience of safe behavior in extreme situations are acquired.

One important aspect of children's safe behavior is to introduce them to the basics of fire safety, because it is related to the protection of the child's health and possibly life. Making the right decision in a fire is the main condition for salvation. Children of this age usually lack a protective reaction to fire, and at the same time are more prone to learning something new, and this curiosity can lead to adverse consequences.

To study fire safety rules would be to study fairy tales. "The Cat's House and the Teddy Bear's Fire. On an example of action of fantastic characters to preschool children elementary requirements to fire safety and examples of behaviour in case of a fire were explained. Children were introduced to the profession of firefighter, explained where the enemy fire is, and where he is a friend, brought up a sense of self-preservation in extreme situations.

In addition to reading fairy tales, a fire safety corner was designed, children were shown learning pictures, video films, and didactic games on fire topics were conducted with them, and toys for children were purchased with the help of their parents, which imitate firefighting equipment.

Children also learned poems and proverbs on firefighting topics, health saving conversations, and fires caused by children's prank. All this contributed to the formation of the basics of safe behavior of children with fire.

In addition to working with children to master fire safety rules, discussions would also be held with their parents on this topic.

Formation of communicative skills, as an integral element of legal education, at children of the senior preschool age by means of studying fairy tales can consist of following stages: explaining, practical and creative.

The first stage (clarifying).

- Formation of the correct understanding of the non-verbal meaning of words and expressions used in fairy tales, as well as the rules for their use.

- To begin with, children develop the ability to understand the content of folk tales, to respond emotionally to their stories, to evaluate fairytale characters and events, and to evaluate the significance of various expressive media in revealing the emotional image. The meaning of sayings and proverbs, which are found in fairy tales "It is not easy to pull a fish out of the pond", is explained "No one's looking for good from good."

The second one's a developmental one.

- It is designed to teach non-verbal and verbal means to create images of fairytale characters the allegorical images of folklore works. Methodical work at this stage can look as follows.
- Children are offered a verbal description of the hero of the fairy tale or his actions. The children must either give an affirmative answer or a reasoned negative answer. Next, the children retell the episodes of fairy tales by role, it gives them the opportunity to express various questions, complaints and requests by means of intonation.
- For this purpose, it is advisable to group pre-school children into groups, which promotes respect for each other and mutual understanding.

The third stage is creative.

- It consists in teaching children to use imaginative expressions, proverbs and sayings in self-created statements, which can take the form of compositions of their own fairy tales, short stories of discussions of various life situations.
- Children can be encouraged to tell, for example, what would have happened to Kolobk if he hadn't run away from his grandparents.

On the basis of the fairy tale about "Dr. Aybolit", children were told that the pills are not candy, they can only be taken under the supervision of adults and as prescribed by the doctor. Although medications and vitamins are beautifully packaged and shiny, they should not be played, but stored in designated areas. This is very important because most of the poisoning in children is caused by medication.

The children would be interviewed on the topic "How to behave with a stranger". Unfortunately, there are cases when children do not understand the danger and get in contact with strangers and get into various troubles. On the example of fairy tales ("The Kolobok", "The Rooster, the Fox and the Hare", "The Wolf and the Seven Goats"), children realized that any stranger can be a dangerous person and regardless of age or sex. Playing various problematic situations, the guys realized that it is undesirable to talk to strangers, that either they do not take, and also do not go anywhere with them. In case of danger it is necessary to apply all methods of defense: to attract the attention of others, namely to shout, fight, bite, call for help.

Legal education of the senior preschool children by means of a fairy tale is presented on an example of table

Table 3: Use of fairy tales in the legal education of preschool children

The right	Fait tale
Right for life	"Kolobok", "Red Riding Hood", "Wolf and Seven Goats", "Snow Maiden"
Right for housing	"Three piglets."
Right for protection	"Kotigoroshko", "The Tale of Three Bogatyrs", "Swan-Goose"
Right for rest	"Cinderella."

For example, in the fairy tale "Turnip" children noticed that everyone's efforts are necessary for the common cause. All together, the animals can build a tower even better than before, and build a wintering house and save a cat's house ... The sister violated the obligation to look after her brother, left him, a small one, without the protection of the elder, one, which was used by Baba-Yaga and Goose swans, and after all, every child has the right to protection. This wise fairy tale, according to children, teaches that Alyonushka understood the responsibility for her younger brother and, having passed all the severe tests, rescued him from captivity in Baba-Yaga. If to transfer conversation with children in a legal course of our days when children are abducted, this fairy tale helps to bring up skills at the child in dialogue with strangers. As the fairy tale "The Wolf and Seven Goats" and "Red Riding Hood" show that there is bad and good in the world nearby: kind and trusting people and treacherous criminals who violate law and order, violate the rights of others. By evaluating the heroes of fairy tales, the child learns to compare the deeds of heroes with the behavior of adults and peers, as well as with their own deeds in real life.

Tolerance education with fairy tales can be illustrated by the following examples:

- Pushkina A.S.'s "Fish and Fisherman's Tale" shows an example of greed and aspiration to power. The old woman sent the old man to the goldfish several times, and each time her demands became higher and higher. But in the end it does not bring her any good, she stayed with a broken trough.

Exorbitant greed and zeal for power can lead to disastrous results.

And in the work of Andersen G.H. "Snow Queen" the main fairytale character, fragile girl Gerda, for the sake of her love for her little brother, goes to sacrifice herself. Overcoming all trials on her way, she saves her brother.

The main values for this girl are friendship, love, a sense of mutual help and camaraderie. Education of these qualities is very important for children.

- In the fairy tale by Gauff I. "The Dwarf Nose", one of Jacob's protagonists was turned a strange grandmother to a dwarf, for mocking her. Later on, he had the opportunity to go through a difficult path of hardship and trial to become what he was before. This fairy tale teaches children to be tolerant of people who have a strange appearance. They too have the right to a place under the sun.
- The fairy tale "Turnip". In this fairy tale it is shown that in order to achieve results, it is necessary to unite all of us together.

- Andersen's fairy tale G.H. "Ugly Duckling" teaches to stay kind in any life situation. The main character of a fairy tale the duckling has survived mockery, humiliation, exile, ridicule, but despite it all the time it remained kind and sympathetic and in the end would be rewarded - became a beautiful swan.
- The fairy tale is an important assistant in the education of tolerance.
- She teaches that the world is divided into good and evil people, but always the majority of good people and good always overcomes evil.
- A fairy tale forms an image of a positive hero for children, from which they can to set an example: kind, strong, intelligent, responsive, honest.
- The fairy tale teaches not to be afraid of difficulties. Positive fairytale character always takes on the performance of any work, no matter how difficult and difficult it may be.
- The fairy tale says: not wealth is the main thing, but the presence of friends who can always come not to help. And the most correct method of getting a friend is to help him in difficult times.
- The fairy tale teaches not to evaluate people by their appearance. Ivan the Fool may turn out to be Ivan Tsarevich, and the Frog Tsarevna may be a red girl.
- The fairy tale teaches: not always everything works out the first time, you need to show perseverance in to achieve the goal.
- The fairy tale teaches patriotism. The main character of the fairy tale always comes out to protect his native land from monsters.

With the help of fairy tales, the communicative qualities of a person are developed, namely sincerity, openness in communication, friendliness, ability to show initiative; communicability, ability to conduct a dialogue with a partner, listen to the interlocutor, ability to negotiate, use the means of non-verbal and verbal communication, ability to start a dialogue, to continue and finish it. For example, (the fairy tale "The Wolf and Seven Goats") teaches children how to behave properly and communicate with strangers, not to be too trusting.

Fairy tales bring up a willingness to help out friends (the fairy tale "Three Piglets"), humane attitude to others, helps to form interest in peers, the desire to play and be friends with them, to take into account the opinion of other people (the fairy tale "Cosa-dereza")

Tales ("Dr. Aybolit", "Kotigoroshko") help to familiarize children with different professions, promote interest in them, teach them to appreciate the work of others, to understand that it is difficult to achieve anything in life

In preschool age, social motives of labour are formed; basic labour skills and abilities begin to be formed; the child's independence is expanded by joint work with his or her peers; an idea of adult labour is formed; interests in certain types of activity arise; and the need for labour is instilled.

At this age, the child already has certain ideas about adult labor and its content, the professions of doctor, policeman, teacher, cook.

In order to assess the effectiveness of the study, a final analysis of the level of development of the legal system in children of older preschool age was made. The results show certain positive changes in the skills of

children. Thus, there were significant "shifts" in the information and communication skills of the experimental group's children. Children became more likely to show goodwill, empathy, initiative, openness and sincerity in dealing with peers, their communication skills and ability to navigate better in a situation of communication, more effective use of means of verbal and non-verbal communication.

IV. DISCUSSION

In the course of analyzing the content of fairy tales (together with the tutor or parents), preschool children learn about the problems that arise between the heroes, conflicts caused by the violation of certain rights, identify which rights have been violated, and how these rights can be restored, thus acquiring legal ideas. Children develop an understanding of the law and a knowledge that every person, regardless of age, has certain rights, which are enshrined not only in national legislation, but also in international law.

V. CONCLUSIONS

Having analyzed the problems of legal education of preschool children, we came to the conclusion:

1. Legal education should be carried out in close cooperation with the family;
2. effective means of legal education of senior preschool children are fairy tales, story and role-playing games with their use, didactic games, problem

The legal upbringing of preschool children can be considered as a result of children's understanding of their responsibilities and rights, the ability to assess their own actions and those of others from a legal perspective, and the ability to comply with obligations and prohibitions

The main direction of the legal education of children is the formation of children's duties and rights and their place in society, which presupposes:

1. Familiarity with the duties and rights of people (in an accessible form, for this purpose may be the use of fairy-tale reading)
2. Formation of the basis of moral and legal norms of conduct in society.

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