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**DESIGNING THE CONTENT COMPONENT TO FORM LEGAL
CULTURE AMONG LAW TEACHERS**

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Abstract

Today, when it is necessary to recognize that our society lives in an aggressive environment, and adolescents often do not realize and cannot realize that the models of behaviour that lead to the manifestation of power and violence settled in their minds. Teachers whose work consists in transforming modern society into a society free from aggression and violence, face the problems of limited pedagogical opportunities in the sphere of influence on children. In this situation of society social development, no matter how paradoxical this may sound, we must "socialize" the personality of a teenager to a safe life in a world full of violence.

There is no need to look for any preventive means of getting rid of aggression. Aggression is only a response to the teenager's environment. It is necessary to work with the etiology of aggression, with the causes of fear or violence. This understanding changes the attitude towards a difficult child, the role of the teacher becomes a Director in the relationship with a teenager with whom they overcome the difficulties of the relationship.

This psychoanalytically oriented approach will have an effective preventive means of aggressive manifestations in minors. It is the awareness of the possibility and ability to transform aggressive manifestations into constructive activities and contributes to the gradual elimination of destructive aggression.

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1. Introduction

In modern society, when there is an active introduction of various educational technologies aimed at legal training and education of the individual involved in its activities in the political, economic, social, cultural, educational sphere of interaction, the problem of choosing the most effective modern technologies in education remains insufficiently developed. It is necessary to direct attention to the process of formation of respect for the law, the statement in the consciousness of the individual importance of the law as a necessary social value; development of the necessary character qualities in the person, contributing to the development of intransigence to the violation of the law. Educational and training measures will help to form the consciousness of the individual, and eventually the legal culture of society as a whole.

2. Problem Statement

All social relations in modern society are permeated with aggression and, if we suppress aggressive manifestations among adolescents, there is the probability of educating a person who is not able to survive and socialize in modern society. Accordingly, in this situation, teachers need to learn new technologies of upbringing the younger generation.

Pedagogy is on the verge of opportunities in those cases when it comes up against the direct manifestation of aggression in children. So, the teacher is often forced to realize his own debility before aggressive children, to regulate their helplessness before childish fear. Wanting to educate without violence, he cannot overcome the contradiction between his goals and the goals of society.

There is no need to look for any preventive means of getting rid of aggression. Aggression is only a response of the adolescent to the environment. It is necessary to work with the etiology of aggression, with the causes of fears or violence. This understanding changes the attitude towards a difficult child, the role of the teacher becomes a director in the relationship with the adolescent with whom they overcome the difficulties of the relationship together (Figdor, 1982).

This psychoanalytically oriented approach will have an effective preventive tool for aggressive manifestations in minors. It is the awareness of the ability and the ability to transform aggressive manifestations into constructive activities and contributes to the gradual elimination of destructive aggression (Rozhkov, 2010).

3. Research Questions

To understand the nature of unconscious motives of aggressive behaviour of a person, to reveal his needs and motives, redirecting them to the path of social and cultural self-expression; to increase the level of professional competence of teachers through their mastery of accessible methods of psychoanalytic pedagogy.

4. Purpose of the Study

The aim of the research is to include a psychoanalytically oriented approach to upbringing, as a preventive measure against aggressive manifestations in minors.

5. Research Methods

Analysis, synthesis, modelling, abstraction, transfer, analogy, generalization, dialectical cognition method and system approach.

6. Findings

The source of human behaviour is the character of a person, as an empirically known, constant and unchanging nature of the given individual will. Character as a manifestation of will forms the basis of a person's value choice, because the reasonable and vicious can perfectly coexist together, and the irrational and high-minded can combine with each other. To grasp your character, to determine its value orientation, and, ultimately, to know yourself, a person will be able to, only through activity. In other words, a person does what he is.

Hence it follows that person's actions are always necessary, that is, in any action of man, the will is given with a certain character, to which all of its actions must correspond, so that they will necessarily be just such, and not others.

However, values are relative in nature and depend on one's own desire and man's desire, from the measure of awareness of one's needs. Values are wrongly regarded as separate entities "on their own". Values always occupy a certain place in the relations of people who accept these values as the ultimate bases of their thoughts and actions. Values are understood as the basis for the goals of human action. Human efforts to find order and meaning in life are determined by values. For the formation and growth of life it is required that everyone finds "his virtue", "his categorical imperative." The system of values of the individual only then will have persistence and stability, when the values that make up him become an internal necessity, the result of a deep conscious personal choice.

Man does not have the capacity for the original "natural" discrimination of right and wrong. Often, wrong is desirable and enjoyable. Since initially, one's own inner feeling does not lead one to a path that determines what is good and refers to positive values, and what is evil and, accordingly, refers to values negative, it is necessary, Freud believes that, some "outside influence" that does not allow a person to get off the right track. Consequently, the process of the formation of personal values occurs, on the one hand, under the influence of norms and rules of social life, which are formed on the basis of interpersonal relations, and on the other hand, under the influence of the inner strength of character on the basis of a conscious relationship of "himself to himself." Thus, human behaviour is determined by, on the one hand, its natural attractions, on the other hand, by the social and moral requirements of the environment, i.e. internal and external stimuli (Freud, 1999).

The function of choosing values is also performed by the person's character. The character chooses the value system of orientation, thereby consolidating the already established character. Before the implementation of this choice, in fact, one's own character is not known to the person himself. Values in this case do not appear as something necessary, general, but as stimulating motives of character. Nature makes a person want to do what he must do. (Kuznetsova & Ibragimov, 2016)

Man is free to choose his own values, directing his actions and deeds. However, there is a gap between what a person considers his values, and the real values with which he is guided, but which are not

realized. The discrepancy between conscious and unconscious values can lead to devastation of the individual. This is a kind of "value dichotomy."

Values are a form of reflection the parameters in the people's minds and phenomena of life, which reveals their possibilities for satisfying their needs and interests, which underlie the activity and orientation of the individual. Each person is characterized by a unique combination of needs, which, however, do not have the same value. The social value of the personality is largely determined by the needs that prevail for it, for which the person lives and acts (Valeeva & Suleymanov, 2016).

Personality values should be taken into account, first of all, when studying the features of the formation and formation of a person's personality. The formation of a system of values takes place in the process of personal self-realization and on the basis of the exercise of a person's free choice. If values are attached to the personal meaning of the standard that determines the choice of purpose, motive, action, then one can speak of the assimilation of values at the highest level - in the role of persuasion. The personal meaning attached to values learned at the level of beliefs can be actually valuable. The value system forms the inner core of culture, predetermines and influences the structure of needs and interests.

Realizing the value of this or that object, a person is also getting to know himself. Each thing, combined with its significance and semantic content, becomes a sort of "social symbol" of intersubject relations, which the person, figuratively speaking, comprehends as a message about himself. In the same way, all values, including spiritual ones, fulfill a "practical" function, for example, acting as reference points for human activity.

In addition, the value orientations of the individual have a complex character. Firstly, they are formed as a result of the development of culture, society, the results of which are assimilated by a separate person or social group; secondly, the value orientations of the individual or social group are a social factor that shapes the behavior of a person or a group of people in society; thirdly, cultural and social value orientations are formed and exist in the consciousness of the individual, which determines their personal character.

Value orientations of the individual, the dominance of one of the levels of values over another determine the type of attitude of a person to the world, to other people, to himself, constitute the essence of the type of personality. Here, we note that human activities, as a rule, are aimed at establishing a harmonious relationship with the world, with other people and with oneself, i.e. it is a process of actualization of values. At the same time, values are not only an actual form of life activity, but also its potential basis, one of the sources and a condition for further development. The more "actualized" values will include the life of the individual, the brighter and more saturated it will be, the wider the range of life manifestations, the more valuable will life itself be. On the one hand, values, expressing the quality of life, its culture, ensure its authenticity, value, contribute to the "absolute fullness" of its manifestations; on the other hand, life is a condition for the existence of values and is their carrier (Kuznetsova, 2015).

7. Conclusion

Psychoanalytic theories correspond to the current trends in the development of education and upbringing of the younger generation, since humanistic priorities occupy a central place in it.

Values fulfil the "practical" function, for example, acting as reference points of human activity.

The task of preventing aggressive manifestations in minors, starting from psychoanalytic theories, is to reveal the nature of deep, unconscious motives for the behaviour of a person, to reveal his selfish motives and guide them into the mainstream of socio-cultural self-expression.

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