

THE ROLE OF MORAL EDUCATION IN THE FORMATION OF SOCIAL AND LEGAL SUSTAINABILITY OF THE INDIVIDUAL

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The article considers the concept of "socio-legal sustainability". The role of moral education in the formation of social and legal sustainability of the individual has been determined.

The development of socio-legal sustainability of the individual presupposes the presence of a certain internal core, stable moral, socio-legal beliefs. Social and legal sustainability, as a property of a person, reflects such a life position in which behavior is determined not only by socially approved goals, but also by a moral choice, which implies that a person accepts personal responsibility for his decision.

Given the specifics of this research, we are interested in the views of scientists on the problem of socio-legal sustainability. So, A.V. Petrovsky, speaking about the sustainability of the personality, argues that with all the dynamic transitions from sustainability to mobility, the personality itself remains a stable invariant structure. Orientation to the sustainability of the personality allows you to foresee the behavior of a person, the internal condition of which is this stable structure of his personality. Based on this, it can be assumed that a stable personality in its actions is subordinated not to influences from outside, but to conscious goals and intentions. In this case, human behavior is sustainable only when it is regulated by a stable system of moral and legal values [1, p. 70-80].

The importance of the formation of the socio-legal sustainability of the individual and the moral component of this phenomenon has been noted by outstanding scientists since ancient times.

For example, the famous educator of pedagogical thought Simeon Polotsky noted, that the morality of a growing person does not depend on his wealth and nobility of the clan. He urged parents to promote the moral qualities of their children by engaging in righteous activities. To every young person, including those of noble birth, he recommended communicating with people who are wise, kind and conscientious. In his essay "The Spiritual Supper," the enlightener cites the following statements: "Be friend of good people, bypass bad people," "Who walks with the wise will be wise." [4, p. 335].

Y.A. Komensky argued, that moral qualities and socio-legal norms should be brought up from a young age until vice "settled in the soul of a young man." The scientist assigned an important role to communication

with noble people and the fulfillment of all kinds of assignments before their eyes. He demanded that school-age children be carefully protected from communication with spoiled people. Parents, teachers, friends should constantly show children examples of a decent life, which stimulates the desire for the same worthy behavior [2, p. 281].

S.V. Molchanov conducted a deep analysis of foreign theoretical approaches in the psychology of moral and legal development of the individual. His research highlighted two principles, underlying moral and legal choices: the principle of justice and the principle of care.

Conceptual approaches in the theory of moral and legal development of personality S.V. Molchanov are represented by: the concept of cognitive constructivism of moral consciousness, developed in the works of J. Piaget and L. Kohlberg (moral judgments and moral thinking, acting as criteria for the level of development of moral consciousness); C. Gilligan's empathic approach (the principle of care is fundamental - empathic orientation to the needs and needs, feelings and experiences of another person); N. Eisenberg's concept of prosocial behavior (the development of altruism, which is defined as purposeful voluntary behavior in favor of another person, realizing the principle of care and not motivated by reward or punishment); the theory of domains of social norms by E. Turiel (three main domains are distinguished, differing in importance, meaning, genesis and level of generalization - moral norms, conventional norms and personal norms); four-component theory of moral development of personality J. Rest [3, p. 60-65].

Of particular interest in the research of S.V. Molchanov is the four-component theory of the moral development of the personality of J. Rest (a student of L. Kohlberg), developed within the framework of the Minnesota approach. According to this theory, the structure of moral behavior includes four components: *moral sensitivity* (manifested in the reflection of the consequences of their actions for other people; sensitivity to the desires, needs and rights of others, especially in a situation where they are opposed to your own interests); *moral thinking and moral judgments* (reveal the reasons for the act and the rationale for the moral choice); *moral motivation* (determined by the hierarchy of values and moral ideals of the individual, where moral choice involves a person taking personal responsibility for his decision); *moral character* (represented by the adequacy of the perception of the moral dilemma, taking into account the positions and expectations of all its participants and the consequences of moral choice for everyone) [3, p. 66].

It should also be noted that the entrenched basic moral relations of a person are manifested in the presence of certain moral principles and the corresponding personal qualities. It is no coincidence that we attribute to socio-legal values such moral concepts as patriotism, duty, honor, conscience, dignity, humanism, etc.

Thus, based on the above, we can conclude that the role of moral education in the formation of social and legal sustainability of the individual is very large. In this regard, it seems expedient to further study social and legal sustainability in terms of the concept of moral education.

Literature

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