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At the adolescent age schoolchildren have the need for self-upbringing. The formation of moral ideal and their aspiration for the future enable its development on the basis of which he or she is developing the ability to self-projecting. It is necessary to take into account not only psychophysiological features of the age. It is important how they are transformed into intellectual, moral development of modern personality in the direction of her or his needs and interests valuable orientations as well as moral choice.

This stage in the formation of personality characteristics of a high school student is connected with reflexion appearance, with qualitative leap in the self-consciousness development. The tenor of life formulated during junior years changes considerably. The character of the requirements to the high school student in all spheres of vital activity changes in the direction raising his private, subjective responsibility for all his actions. The moral consciousness of a high school student becomes inner regulator of his feelings, relations and actions; the unity of a word and deeds becomes a norm of his everyday behavior.

Due to moral development a school boy gradually needs no direct guidance of the adults in every concrete case of taking decisions. The normal moral development increases a part of consciousness and freedom of a schoolboy in his actions, makes his personality morally stable and active.

For example, P.F. Kapterev wrote that the art of mental and moral upbringing is the art of heart excitement and mind of school students but not a simple information of facts [Kapterev 1998]. His contemporary P.P. Blonskiy in 1917 wrote: "Morally autonomous personality, the creator of new, better than our human life – that is who must be created by our school. We must [...] upbringing a person able to constitute oneself. To be upbringing means to be constituted" [Blonskiy 1961].

The close thoughts may be found with representatives so called humanistic psychology, for example M.R. Rogers: "To help people be personalities is more important than to help them become mathematicians or French language experts" [Rogers 1972].

The elder age is determined by the growth of intellectual forces. For example, Y.A. Kuznetsov determined this process as purposeful mastering ethic and legal knowledge, interiorization of that knowledge into private convictions and formation on their basis responsible relations to subjective actions and behavior, objective development to follow moral and legal principles.

Mental activities are characterized by higher level of generalization and abstracting; increasing tendency to casual phenomena explanation, the capacity to argue and prove a situation, to make conclusions, to connect the system phenomena being studied. The intellectual advance permits high school students to carry out the deep material analysis, to reveal moral and legal laws, to reveal wide analogies, to master the cognition means of common laws of nature and society. High school students are developing skills to use different means of logic memorizing. One can observe substantial changes in their mental activity directed to master moral norms which becomes of more active, independent and creative character. The purposeful cognitive activity is typical of this age. It is a high level of cognitive requirement and is connected not only with the development of intellectual sphere of high school students but with the formation of human personality as a whole.

One can see the evident specialization of cognitive requirements that is the narrow range of curricular and extra – curricular interests appear, the field of professional activity is determined and the whole system of interests refers to it. The whole cognitive activity obeys the definite personality purpose.

The peculiarity of this age is higher realization rate of study activity as a way of achieving professional purposes. The main needs of high school children is the need to search the meaning of life, world outlook as a knowledge system [Markova 1982: 28].

Considering moral-legal self-consciousness of school children as a component of the integral personality self-consciousness we believe that the activities in the process of upbringing and education cause his self-consciousness development.

Moral-legal self- consciousness of the student is considered to be the main part of his personality, which organizes motives, directions, values, ideals (Yu.M. Zabrodin, B.A. Sosnovskiy, A.I. Shutenko and others). V.E. Klochko says a man as an integral system is not against objective world, but in unity with it, to penetrate into that part of the world which “has already been mastered” by him that is it is important and valuable for him [Klochko 1995: 104–113]. A.B. Agafonov considering a man as a meaningful world model determines a man as a intersection of four meaningful spheres (biosphere, cognitive sphere, social sphere, spiritual sphere) in space and time and unification of all these spheres. It is important to understand that the peculiarity of moral-legal self-determination requires the formation of students “I am concepts” comprehension relation to his abilities and social roles, other people and to the world in the whole.

Temporary perspective includes at this level long-term planning based on meaningful relation to personal experience and objective reality.

On the basis of mentioned above we can say that modern state of modern state of moral – legal education of high school students determines main socialization parameters the purpose of which may be represented by the following orientators: patriot of Russia, guided by priority of national Russian values re-

specting the values of other cultures, trying to combine private interests with the interests of society, state and other people; able to choose properly life purposes avoiding both collectivism extremes; tolerant to other people and their values [Nikandrov 2006: 231–234].

One can imagine that the given list of qualities reflects basic, systematic culture signs: its spiritual, social and technological image, the system of cognitive, valuable and regulative meanings. Social creative work as a technology of upbringing is directed at Motherland service; formation of personal and social values, rendering assistance and care to near ones, friends, all needies. That may be expressed in the process of formation moral-legal values both in the social creative work and in the education in the whole; it is realization by the child that he is an active world builder transforming subjective and social reality.

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Abstract

The article discusses the nature and significance of moral and legal education of high school students as a basic psychological and educational problem. The author analyses scientific positions of educational classics and makes an attempt to distinguish benchmarks helping to improve the moral and legal culture of high school students.

Key words: moral and legal culture of high school students, tolerance, value framework, intellectual advancement.