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FORMATION OF THE CULTURE OF STUDENTS IN THE PROCESS OF TEACHING YOUTH STUDIES AT THE FACULTY OF MANAGEMENT AND LAW AT THE DAGESTAN STATE PEDAGOGICAL UNIVERSITY

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The specificity and peculiarities of the disciplines – youth studies, juvenile law, juvenile court and their role in the formation of innovative culture of students are analyzed. The processes taking place among the young generation of the XXI century, with its new geopolitical spaces, challenges and risks of globalization, and geo-economic crises are investigated. For Russia, the role and attitude of young people are directly linked to the country's national security. The mechanisms linking youth studies, juvenile court and juvenile law to all branches of law are traced. An attempt is made to analyze youth studies, juvenile justice and juvenile law in the interdisciplinary aspect as a new complex branch of science, which considers the young generation as the major factor of social reproduction, which determines progressive development of the future society.

Key words: Juvenile policy, civil society, freedom, juvenile justice, juvenile law, juvenile criminology, juvenile prevention, juvenile legislation, juvenile health, juvenile capacity, juvenile technology.

[М.Г. Мустафаева, М.А. Ибрагимов, С.Г. Хиясова Формирование культуры студентов в процессе изучения ювенологических дисциплин на факультете управления и права в Дагестанском государственном педагогическом университете]

Анализируются специфика и особенности дисциплин – ювенология, ювенальное право, ювенальная юстиция, их роль в формировании инновационной культуры студенческой молодежи. Исследуются процессы, происходящие в среде молодого поколения XXI в., с его новыми геополитическими пространствами, вызовами и рисками глобализации, и геоэкономическими кризисами. Для России роль и позиция молодежи напрямую связаны с вопросами национальной безопасности страны. Прослеживаются механизмы, связывающие ювенологию, ювенальную юстицию и ювенальное право со всеми отраслями права. Делается попытка анализа ювенологии, ювенальной юстиции и ювенального права в междисциплинарном плане, как новой комплексной отрасли науки, рассматривающей молодое поколение как важнейший фактор общественного воспроизводства, определяющий прогрессивное развитие будущего социума.

Ключевые слова: ювенальная политика, гражданское общество, свобода, ювенальная юстиция, ювенальное право, ювенальная криминология, ювенальная профилактика, ювенальное законодательство, ювенальное здоровье, ювенальный потенциал, ювенальные технологии.

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The formation of an innovative culture of the student becomes the leading activity in the professional training of the future teacher. Russian society, in its current stage of reform and modernisation, is reassessing previously established values and reference points. Vocational and professional training is no exception. Political, economic and social changes, relations in the sphere of production, the formation of the middle class, the development of a person capable of working successfully in an innovative society, objectively require changes in the content of education, improvement of teaching technologies, application of new teaching methods, increasing the cognitive activity of students [1, p.12].

So, what parameters do the most common innovation systems in education seek to improve? Traditionally they are: grades, comprehension, problem-solving skills, students' communication abilities, etc. The list of parameters targeted by innovations in educational sectors looks quite natural. The demands of globalization of innovation pose a major challenge to education in moving to a qualitatively new phase: from pedagogical innovations aimed at the development of reproductive (non-innovative) thinking of learners to pedagogical innovations aimed at the development of innovative thinking of learners. [8 с.21]

Innovative thinking involves the ability to understand and apply new technologies, methods that meet the needs of modern life, society. Ability to live and work in an atmosphere of change becomes important, as well as the sense of the new, the desire to learn and teach others, intellectual volitional and emotional stress resistance to sudden changes in the environment, the ability to give up the good for the sake of the better, etc.

At the Faculty of Management and Law of DSPU for more than two decades the courses "Youth studies", "Juvenile court", "Juvenile law", which are designed to form an innovative type of thinking in students, capacity for change, the development of creative thinking.

On the basis of the State educational standard of higher professional education teachers of the faculty have developed teaching complexes for the disciplines: "Juvenile Law," "Juvenile court" and "Youth studies" which include the basics of the most complicated legal tasks. The ongoing reforms of statehood and law in Russia have established a new system of law, which includes the principles of humanism, legal, socially-oriented state, the foundations of democratic legal consciousness in students, their mastery of the general theoretical provisions of youth studies disciplines [8, p.113].

Juvenile justice is known to refer to those systems and institutions that are the legal basis for dealing with juveniles. That is why the need for in-depth study of juvenile justice is so important. The concept of judicial reform, as well as a number of normative acts adopted in recent years, speak of the need to create a system of juvenile courts in Russia [6, p. 87].

The educational and methodical material used by the teachers of the faculty was prepared on the basis of the analysis of the cognitive process of the human personality formation and development, the problem of legal socialization of the juvenile. In our opinion, the cycle of youth studies disciplines aims to study not only the "criminal" component of the process of formation, development and behaviour of personality but rather the legal aspects, the system of juvenile relations [9, p.73].

It should be noted that taking into account the peculiarities of the faculty specialization, teachers creatively systematize and reorient the ideas, provisions set out in the works

of such famous pioneers of Russian youth studies as E.L. Voronov, E.B. Melnikov, E.G. Slutsky, V.D. Malkov, N.G. Meleshko, M.B. Skvortsova, G.I. Filchenkov, etc.

The introduction of youth studies disciplines was preceded by coursework and graduate qualification works in order to accumulate empirical material on these issues, to identify problems associated with the perception of these disciplines, which certainly had its substantive value in the practical plane, contributed to the wide use of juvenile technologies.

Colloquiums are held with students in practical classes, students prepare reports, essays, etc. [10, p. 76]. Widely used forms of classes enhancement:

- modeling of different situations in the educational process;
- dividing a group of students into subgroups – opponents, whose members prepare difficult, tricky questions for each other with practical outputs;
- allocating a group of problematic issues with ambiguous ways of solving in a practical session;
- project presentations;
- workshops by leading national education specialists [5, p.114].

In our opinion, the introduction of the disciplines of the youth studies cycle into the educational process contributes:

1. to creating conditions for students to master modern forms and methods of forming an innovative style of thinking;
2. to stimulating the process of personal self-development of future teachers-juvenile educators, creative and creative abilities, which contributes to the development of the innovative pedagogical system of the new generation in the work with juveniles and young people.

Youth studies is the science of youth, young people, it is a complex interdisciplinary knowledge about them, which largely determines the future development of Russia in a dynamic and complex social transformation. Youth studies is based precisely on a complex, interdisciplinary knowledge of the younger generation in the dialectical interrelation of social, socio-cultural, socio-psychological components [11, p. 93; 106].

To comprehend, investigate and successfully solve complex problems of the younger generation is necessary at the interface of various scientific disciplines, based on an interdisciplinary approach (sociology of youth, age psychology and psychiatry, social work, social pedagogy and pediatrics, juvenile (teenage) medicine, problems of socialization, education, professional training, civil education, problems of family creation, etc.) [10, p.114].

It should be noted that only in the second half of the twentieth century domestic and foreign researchers began to pay more or less attention to youth issues, the role and place of the younger generation in all the complex processes of modern society and its prospective development. In this regard, there is an objective need to understand the dialectics of systemic and integrative knowledge of youth issues at the junction of various scientific disciplines. It is on the basis of interdisciplinary knowledge integration, forming the basic systemic knowledge about youth scientists that have formed a new scientific paradigm – youth studies. It accumulates and synthesizes interdisciplinary knowledge about the complex process of the young generation formation, personal development, formation of mature socio-value orientations, needs and motivations. That is, youth studies is a new, young human science. As part of the search for its subject matter, it is called upon to make broad use of the full range of theoretical and practical achievement in the human sciences: it is primarily a problem of psychophysical and emotional maturity; the problem of human development as a thinking, socially mature individual with his spiritual potential; the prob-

lem (rather complex) of socialization, the formation of a full-fledged, independent member of society on the basis of a young, not yet quite a mature organism [10, p. 94]

Thus, the process of interdisciplinary knowledge formation about the young generation, in our opinion, most fully and correctly reflects the general patterns of development of the dialectics of modern scientific knowledge, which, on the one hand, includes in-depth highly specialized knowledge, and on the other hand, recognized macrosociological knowledge about a human. A special place in this process is given to the system of humanitarian knowledge. In the subject of this knowledge, a human appears not only as an object but also as a subject endowed with consciousness, as a spiritual essence influencing the course of the social and historical processes. That is why value and motivational parameters of human activity are not so important in humanitarian cognition of problems of the young generation. This essential specificity of humanitarian cognition determines its methodological peculiarities, typical for youth studies as a complex humanitarian scientific knowledge [7, p. 112].

It should also be emphasized that the humanities are acutely aware of the need to achieve objective comprehension of the world and the human being with its subjective forms of existence. That is why the humanitarian cognition of the problems of the young generation should organically combine the principles of both objectivity and the principles of socio-humanitarian cognition of the research object. That is, the humanities combine both subjective and objective approaches in the cognition of youth studies problems [8, p.72].

Objective approach implies consideration of the problems of youth studies as an object of research, development of objective knowledge, taking into account the laws of nature and society development, allowing the use of social theories in practical knowledge and management of the problems of the young generation. It should be noted that the objective approach in relation to the subjective approach in social cognition should prevail and is widely used in sociology, governance, etc. The subjective approach to the problems of youth studies as an object of integrative knowledge is first of all a specific form of humanitarian knowledge construction, in which a young person as an independent member of society is considered as an active subject of social-historical process, in the system of communication. This approach to the problems of youth studies implies not simply obtaining certain information about the dialectical system of universal connection and relations of a young person as a member of society, collective, family, nation, confession, formal and informal relations, but in-depth, individualized penetration into the world of these rather complex subjective, unique, inimitable relations, knowledge of personal meanings and motivations in the behavior of a young person.

In our conviction, it is this kind of synthesizing approach to the research of youth studies problems that should significantly increase the outcome and ambiguity of the object under study, which determines the value attitude of humanitarian knowledge to the problems of youth studies. In this case, the researcher should not mechanically establish, describe and explain the facts, but evaluate them in terms of the correlation of the system of value-motivational relations. The study of youth issues (studies) from the perspective of certain social attitudes, concrete-historical, socio-ethnic and socio-cultural approaches is a feature of modern humanitarian knowledge, which characterizes its specificity, considering different aspects of youth studies, combining social and natural science knowledge about the young man and youth [5, p. 114; 14].

Since the foundation of the faculty, the teachers, students and other staff have been working closely with the Ministry of Education and Science of the Republic of Dagestan, the Ministry of Internal Affairs and the Ministry of Justice of Dagestan, the Ministry of Na-

tional Policy and Religious Affairs, the Ministry of Youth Affairs of the Dagestan Republic. Joint activities are aimed at involving students in the work of scientific and practical conferences, round tables, meetings with famous people, as well as volunteer work. For a number of years, the students of the faculty have been patronizing the Kizilyurt colony for juvenile offenders, where they met with juvenile offenders, conducted interviews, conducted express-interviews, questionnaires, and also went with concerts to the colony on holidays. In general, this work was the implementation of the theoretical knowledge gained in practice.

The faculty trains legal experts, educational administrators and youth studies specialists. A specialist working with juveniles must not only have basic knowledge of the law, but also be a professional educator-psychologist, a philosopher, and a patriot. In our opinion, the need and importance of training such specialists is justified by the still existing child and youth crime, the increasing number of neglected and homeless children, as well as children in difficult living conditions, requiring increased attention and care from the state.

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