



The Current Situation and Strategies for Educating Young People in the Values of the Rule of Law

Zhiguo Cheng

Ningbo Childhood Education College, Ningbo, China
chengzhiguo@vip.163.com

Abstract. The education of young people in the values of the rule of law is an important element of national ideological education, which is not only conducive to fostering the development of young people as future qualified citizens, but also conducive to the establishment of a State governed by the rule of law, a Government governed by the rule of law and a society governed by the rule of law. However, there are still many problems, which are manifested in the following: firstly, the rule of law values of young people are not consistent with the development of the rule of law in the modernized society; secondly, the education of young people on the rule of law values is largely detached from the special law of physical and mental growth of young people; and thirdly, out of the respect for the young people, the subjective authority of the teachers has declined. In this regard, the education of young people in the values of the rule of law can be optimized by improving the mechanism of top-level design, deepening the mechanism of coordinated promotion and building a long-term mechanism for educating people.

Keywords: rule of law values, status of education, adolescents, countermeasures

1 Introduction

Young people are the future of the motherland and the hope of the nation; strengthening the education of young people in the value of the rule of law, so that the majority of young people can establish the concept of the rule of law from an early age, and develop the habits of mind and behaviour of consciously abiding by the law, looking for the law when in trouble, and relying on the law to solve problems, will not only promote the healthy growth and all-round development of young people, but will also be conducive to the objective requirements of the socialization of young people, and will also be conducive to the establishment of a society under the rule of law.

2 Content of youth education on the values of the rule of law

The United States Rule of Law Education Act of 1978 defines rule of law education as "education that enables nonlawyers to acquire knowledge and skills related to the law, the legal process, the legal system, and to appreciate the fundamental principles and values upon which it is founded".^[1] Rule of law values education for young people is a form of education that reflects "young people's awareness of the need to regulate their own behavior in accordance with the law, to distinguish between right and wrong, to use legal methods to protect their rights and interests, and to participate in the life of the State and the community through legal channels". Strengthening the education of young people on the value of the rule of law means guiding young people to develop "habits of mind and behaviors of consciously abiding by the law, seeking the law when in trouble, and relying on the law to solve problems".^[2]

The cultivation of young people's thinking and concept of the rule of law is an important task of national education, and is also programmed as a fundamental right, namely, young people's right to education is protected by law.^[3] Schooling is not merely the transmission of knowledge and the cultivation of intelligence, but further stabilizes the character of the child through small class-type societies and cooperative associations.^[4] Children should be aware of the laws of a democratic society and understand what it means to obey them, and be able to form subjective judgments.^[5] The building of a society based on the rule of law is not a one-man show sung by the Government. Moving towards the rule of law is not just about achieving modern democracy in the usual sense; it means infusing the rule of law into every corner of citizenship under political governance.^[6]

3 Current status and evaluation of the education of young people in the values of the rule of law

Although China has included "rule of law education in the national education system" in its documents, survey statistics show that schools are less influential in teaching rule of law values; if students are supposed to have a higher level of awareness of the rule of law according to the accumulation of knowledge and experience, survey research has found that their awareness of the rule of law is weaker, and so on, and all of these issues warrant further in-depth reflection on the reasons behind them.

3.1 Relative lag in the concept of education in the values of the rule of law: imbalance between awareness of the times and awareness of the rule of law

First of all, under the influence of traditional examination-oriented education, most schools in China are still in a single duck-filling, indoctrination and formalized mode of teaching, treating students as passive learning machines and throwing miscellane-

ous theoretical knowledge of the law to students in a mechanical and general way, and this is still the case in the rule of law values education. Rule of law values education should be oriented from the teaching of knowledge of the rule of law to the perception and experience of the awareness of the rule of law, guiding students to think about the realities of the new era, so that they can adhere to the correct value orientation in the realities of the new era.

Secondly, in the new era, new changes have occurred in both the body and mind of young people, and the age of young people's subjective cognition has begun to be low, so education in the values of the rule of law should be adapted to such changes. The level of awareness of the rule of law should grow with age, but it has been overlooked that the level of awareness of the rule of law is also the result of the unification of knowledge, emotion, intention and action, and that the accumulation of more knowledge does not mean a high level of awareness of the rule of law, but also includes belief in the law, practice and so on.

3.2 Inadequate mechanisms for teaching the values of the rule of law: imbalance between core literacy and physical and mental development

There is insufficient building and coordination of resources for educating young people on the values of the rule of law in the region. The regional system of education on the values of the rule of law is inadequate. China attaches great importance to education on the rule of law, and in October 2002, the Ministry of Education, the Ministry of Justice, the Central Office for Comprehensive Governance and the Central Committee of the Communist Youth League jointly issued a document entitled "Opinions on Strengthening Legal Education for Young Students". In September 2013, the General Office of the Ministry of Education issued a document entitled "Notice on Comprehensively Strengthening Teachers' Legal Education Work". In June 2016, the Ministry of Education, the Ministry of Justice, and the National Office of Law Enforcement issued the document "Outline of Rule of Law Education for Youth". In June 2021, the Ministry of Education issued a circular on the Eighth Five-Year Plan (2021-2025) for Publicizing and Educating on the Rule of Law in the National Education System.

3.3 The lack of quality of the subject of education in the values of the rule of law: the imbalance between teacher originality and teacher authority

The level of teachers' own awareness of the rule of law affects the effectiveness of teaching the values of the rule of law. In the interviews, it was found that some of the teachers teaching Ethics and the Rule of Law courses in schools had a relatively small number of legal backgrounds, mostly in ideological and political education, and there were even some teachers from other disciplines who taught rule of law on a part-time basis. According to a survey conducted by Wang Ying, 54.5 percent of students said that the teachers who conduct rule of law education in their schools are ideology and

morality teachers, 27.5 percent of whom are classroom teachers and other subject teachers, and 0.5 percent of whom are law teachers hired by the school to teach law.^[7] The surveys conducted by some other scholars also further illustrate that the actual ability of some current teachers of rule of law education is not yet able to meet the requirements of rule of law education in the new era, and that their rule of law literacy constrains the level of education in the values of the rule of law, such as insufficient knowledge of the fundamentals of jurisprudence among teachers of the current class, insufficient ability of teachers to grasp the standards of rule of law education, and insufficient ability of teachers to practise education, among other problems.^[8]

3.4 Lack of social cohesion in values education for the rule of law: imbalance between freedom of the subject and emancipation of humanity

school education has not fully utilized and brought into play the resources of education outside the school. There is a lack of effective exchanges between schools and schools in the area of legal awareness education. There is insufficient family synergy. When examining the question "Do your parents discuss with you hot social and rule of law issues such as violence in schools and pyramid schemes?" 42.92% of the students chose "often", 47.41% chose "occasionally", 7.35% chose "hardly ever", and 2.32% chose "never".

4 Methods and strategies for educating young people in the values of the rule of law

Regularized education on the rule of law values for young people in their daily lives and studies, so that they can correctly understand and grasp the essence of the rule of law in the new era, is the key to carrying out education on the rule of law values. Therefore, in this process, we should pay attention to the top-level design of the rule of law values education for young people at the regional level, coordinate the planning of the rule of law values education for young people, promote the practice of the rule of law values education in an all-round way, optimize the use of the rule of law awareness of resources and platforms, do a good job of cultivating teachers for the rule of law values education, and create a culture of the rule of law and immerse the rule of law values cultivation and so on. Through the above strategies, we will promote the improvement of education on the rule of law values for young people, and effectively bring into play the role of education on the rule of law values in the construction of a society based on the rule of law and in the comprehensive development of people.

4.1 Improve the top-level design mechanism

In the process of educating young people in the rule of law values, we have actively coordinated the relationship between different departments and schools, and have

established and improved various kinds of organizations to comprehensively coordinate the resources for educating young people in the rule of law values in all schools; and we have set up a joint meeting system for educating young people in the rule of law values in the educational administrative department, the judicial department, the propaganda department, the financial department and other relevant institutions, so as to regularly discuss matters relating to the promotion of young people in the rule of law values education. promote matters; establish a management network and a teaching and research network for youth rule of law values education; and from the education administration department to the schools, clarify the main body responsible for rule of law values education, with specialists in charge. From the judicial department to the community, there are also people responsible for publicizing and popularizing the rule of law, so as to build an organizational pattern of rule of law education that is "all-encompassing, all-encompassing, and all-process nurturing", and the improvement of the organizational and management system is the only way to form an effective driving force for rule of law education.

4.2 Deepening the mechanism of synergistic promotion

A practical system of integrated rule of law values education for primary, secondary and tertiary schools has been constructed. In the survey, it was found that the education of the rule of law values in schools is still relatively weak, and as the main position of the education of the rule of law values of young people, the school has an obligation. In the school field, can systematize the construction of youth rule of law values education practice system. The Government, schools, society and the family should establish an integrated system of participation by multiple actors. Previous rule of law education has overemphasized the responsibility of schools and the government, but the influence of parents on their children is subtle, and the position of the family in rule of law education should be emphasized. In Japan, parents or guardians were obliged to ensure that their children received nine years of compulsory education, failing which they forfeited the relevant rights.^[9]

5 Conclusions

The education of young people in the rule of law is an important component of the modernization of the national governance system and governance capacity in the new era, and the education of young people in the rule of law is an important means and key link in the realization of a State governed by the rule of law. Practice has proved that to promote the modernization of the national governance system and governance capacity, it is necessary to pay attention to the rule of law values education for young people. Therefore, conducting research on the education of young people in the rule of law values in the new era, focusing on young people in the critical period of cultivating the rule of law values, focusing on enhancing the rule of law values of young people, and fostering the rule of law beliefs of young people, is increasingly becoming

ing a major and realistic issue to be resolved in the context of the modernization of the national governance system and governance capacity.

Rule of law values education is different from rule of law education, is an important element of national ideological education, needs to be studied from the perspective of the overall process of youth growth, and combined with the rule of law values education of the value of the empowerment of the subject, the growth of the main body, the rule of law practice of the characteristics of the development of the rule of law in order to enhance the effectiveness of the rule of law awareness of the education to achieve the maintenance and preservation of the development of the power of the youth of the individual view of the development of the power of the youth, and to comply with the rule of law of the new era of social change, so as to build a culture of the rule of law in a new era of the country.

References

1. What is Law-Related Education? [EB/OL].(2017-01-19) [2017-01-19]. https://www.americanbar.org/groups/public_education/resources/law_related_education_network.html.
2. China's Ministry of Education, Ministry of Justice, and the National Office of Law Enforcement, jointly issued a notice on the issuance of the Outline of Rule of Law Education for Youth [EB/OL]. [2022-01-12].
3. Maunz/Dürig, Grundgesetz-Kommentar,2015. §7 Rn.74.
4. Sato, Yoshiyoshi, Onuma, Kazu. A Form of Child Education[C]. The Japanese Society of Education Conference Research Presentations,1958 (18):122.
5. Hasegawa, Mari, Noriko Toyama, et al. Current Status and Possibility of Legal Education: Considering Citizen Literacy (The 12th Workshop of the Society of Law and Psychology) [C]. J-STAGE Top/Law and Psychology,2012(12):69.
6. Waldron J., "Getting to the rule of law, "in Flaming J. E. (ed.), Getting to the Rule of Law, New York: New York University Press,2011:3-31.
7. Wang Ying. Research on the rule of law education in middle school "morality and rule of law" curriculum [D]. Anqing: Anqing Normal University Doctoral Dissertation,2019:16.
8. Li Qiang. Teachers' professionalism:The bottleneck and crack of "morality and rule of law" education[J]. Journal of Tianjin Academy of Education,2019(4):71-72.
9. Satoshi Minamikata, Family and Succession Law in Japan, Wolters Kluwer Law and Business, 2015, p.29.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

