

Abstract

This bachelor's thesis examines the role of laws in the process of habituation, primarily on the basis of Aristotle's *Nicomachean Ethics*. It focuses on analysing the relationship between external coercive means, particularly the fear of punishment, and the internal motivations that lead to genuine moral development. The thesis compares three significant interpretative approaches: Myles Burnyeat, who emphasises the pleasure derived from virtuous action; Howard Curzer, who develops the theory of the gradual internalisation of punishment in the form of the feeling of shame; and Marta Jimenez, who points to the seeds of proper motivation already present in the early stages of education, and in this light also interprets the feeling of shame as a proto-virtue that enables the development of proper motivation from the very beginning. Furthermore, the thesis examines how laws and social norms shape the sense of shame and how shame is related to the punishment prescribed by law. Drawing on Books VII and VIII of the *Politics*, it also considers Aristotle's reflections on the character of public education, especially musical education, which contributes to the cultivation of moral sensibility and the ability to discern the beauty of virtuous action. The primary aim of the thesis is to contribute to a deeper understanding of the complex relationship between laws and moral education within Aristotle's ethical-political framework.