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Publicação Contínua

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Formação da cultura jurídica dos estudantes universitários

Formación de la cultura jurídica de los estudiantes universitarios

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Abstract: The legal culture of students (hereinafter LCS) can be defined as a spiritual and material system which ensures the effective usage of legislative and other regulatory documents in professional activities to solve issues. The LCS in professional training is a unity of gnoseological, axiological, activity-based and technological components which can be considered as criteria in forming this culture. The selected structural components of the LCS in professional training are refracted into functional ones. The most important functions are: cognitive-transformative, legal-regulatory, value-normative, communicative, prognostic, legal socialization, and humanistic functions. The pedagogical model of the LCS formation, represented by the target, structural-content, organizational-procedural and control-evaluation components, which reveals the theoretical essence, internal structure and logic of the complex process under consideration, the unity of all its elements that are interrelated and interdependent, allows creating a legal educational space and provides for the process of forming the LCS in the conditions of professional and pedagogical education. The basic principles in the formation of LCS in professional training are revealed: consistency, conceptuality, legal conditionality, and prognostic-based principles.

Keywords: Legal culture, College students, Professional training, Approaches, Components, Functions, Pedagogical model, Principles, Experiment.

Resumo: Pode-se definir a cultura jurídica dos estudantes como um sistema espiritual e material da vida jurídica dos estudantes, que assegura a utilização eficaz de documentos legislativos e outros documentos regulamentares em actividades profissionais para resolver problemas profissionais. A cultura jurídica dos estudantes na sua formação profissional é uma unidade de componentes gnoseológicos, axiológicos, de actividade e tecnológicos, que podem ser considerados como critérios da formação desta cultura. Os componentes estruturais seleccionados da

cultura jurídica da formação profissional do estudante são refractados em componentes funcionais. As funções mais importantes são cognitivo-transformativas, legal-reguladoras, valor-normativas, comunicativas, prognósticas, de socialização legal, e humanísticas. O modelo pedagógico da formação da cultura jurídica dos estudantes, representado pelos componentes de destino, conteúdo estrutural, organizacional-procedural e de avaliação-controlo, que revela a essência teórica, estrutura interna e lógica do complexo processo em consideração, a unidade de todos os seus elementos inter-relacionados e interdependentes, permite criar um espaço educativo jurídico e proporciona o processo de formação da cultura jurídica nas condições da educação profissional e pedagógica. Os princípios básicos revelados da formação da cultura jurídica dos estudantes na formação profissional são consistência, conceptualidade, condicionalidade jurídica e também o princípio baseado em prognósticos.

Palavras-chave: Cultura jurídica, Estudantes universitários, Formação profissional, Abordagens, Componentes, Funções, Modelo pedagógico, Princípios, Experiência.

Resumen: La cultura jurídica de los estudiantes universitarios puede definirse como un sistema espiritual y material de la vida jurídica de los estudiantes, que asegura el uso eficaz de los documentos legislativos y otros documentos reglamentarios en el marco de las actividades profesionales destinadas resolver problemas de índole profesional. La cultura jurídica de los estudiantes en el proceso de su formación profesional es fruto de la unión de componentes gnoseológicos, axiológicos, tecnológicos y componentes que están basados en la actividad, que pueden ser considerados como criterios en la formación de dicha cultura. Los componentes estructurales de la cultura jurídica de la formación profesional de los estudiantes seleccionados aquí se refractan en los funcionales. Las funciones más importantes son: la cognitiva-transformativa, la legal-reguladora, la valorativa-normativa, la comunicativa, la pronóstica, la de la socialización legal y la humanista. El modelo pedagógico de la formación de la cultura jurídica de los estudiantes, representado por los componentes meta, del contenido estructural, los de procedimientos organizativos y del control-evaluación, el modelo que revela la esencia teórica, la estructura interna y la lógica del proceso complejo en cuestión, la unión de todos sus elementos que están interrelacionados e interdependientes permite crear un espacio educativo legal y proporciona el proceso de formación de la cultura jurídica en las condiciones de la educación profesional y pedagógica. Se describen los principios básicos en la formación de la cultura jurídica de los estudiantes en el marco de la formación profesional: la consistencia, la conceptualidad y la condicionalidad jurídica basada en el pronóstico.

Palabras clave: Cultura jurídica, Estudiantes universitarios, Formación profesional, Enfoques, Componentes, Funciones, Modelo pedagógico, Principios, Experimento.

INTRODUCTION

The need to develop the LCS in professional training is due to systemic changes in the sphere of social and spiritual values of Kazakhstan's society, the processes of integration in the modern world and education, caused by the increased importance of the role and requirements of law in improving the legal basis of public and social life, as well as the modernization of higher professional education. It also consists of a change of priorities, when the focus is on the identity of the student, their culture, professionalism, the knowledge and skills they possess, and the means of professional development and self-improvement.

Satisfaction of significant spiritual needs of Kazakhstan's citizens is inseparable from the professional activities of college students of vocational training who participate in the preservation and reproduction of the culture of society, and in the education of the young generation on the basis of authentic national and cultural patterns, mediating the norms and commandments of universal morality.

In this regard, the need of society for a student of professional training who has a humanistic orientation and is able to ensure the interaction of educational subjects on an equal legal basis is growing.

The process of forming a legal culture is aimed at the student's awareness of professional training of their role in passing the culture to the future generation, which makes them responsible for their education and their demeanor. At the same time, these problems have not yet been studied comprehensively and holistically, all the peculiarities of the process of forming the LCS are not taken into account in the current theory and practice of professional education. In this regard, the contradiction between the need of society in professional education that provides a high level of LCS in professional training and the lack of an integral system of its formation is becoming more acute.

Recognition of the importance of LCS in professional training and together with the scientific and methodological lack of its formation in the educational environment of a pedagogical University determines the relevance of the research topic, identified as *Scientific and pedagogical foundations for the formation of legal culture of college students in professional training*.

The work aims to theoretically substantiate and develop a pedagogical model for the formation of the LCS in professional training and to determine the set of pedagogical conditions necessary for its effective implementation.

The aim defined the research **objectives**:

- To study the set of scientific provisions that make up the theoretical and methodological basis of legal culture.

- Based on the philosophical, sociological, cultural, legal and psychological-pedagogical literature review, it is theoretically possible to identify the essence, content, structure and functions of the legal culture of future teachers in professional training.
- To identify and experimentally justify the pedagogical conditions for the effective formation and development of the LCS in professional training.
- To develop and experimentally test the model for the formation of the LCS in professional training.

METHODOLOGY

The problem of legal culture is on the agenda, because each historical stage in the development of society, forming its legal ideal, makes new demands or modifies the previous ones, reorienting a person in their assessments of legal reality.

Analysis of legal culture is impossible without philosophical reflection. Firstly, it is a clarification of the concepts of law and culture, the nature of their relationship, and the development of ideas about law as a cultural phenomenon. Second, it is necessary to understand the factors-phenomena that provoke a particular state of legal culture and form its character (Kramaruk, n.d.).

The concept of LCS is deep; this is a unique phenomenon of modern society that combines legal and educational aspects: legal relations, legal awareness, legal capacity, and legal personality. This concept is an indicator of the legal culture of the entire society, it determines the degree of legal maturity of the society, its cultural and legal integrity and civilization.

There is a variety of approaches to the interpretation of the legal culture itself, as well as of its structural components, content, and functions. Modern scientific-pedagogical literature considers legal culture from the point of view of five main methodological approaches: axiological, activity-based, sociological, information-semiotic and system-based.

Numerous supporters use an *axiological approach* to the study of legal culture. At the same time, legal culture is understood as a developing system of legal values (legal awareness, legal science, legislation, law and order, legal activity) created during the development of society and absorbing the advanced achievements of the legal culture of mankind. This approach characterizes legal culture as a measure of humanization of the person and the society, allows clearly distinguishing legal culture from other close and interrelated legal categories, allows justifying its continuity and emphasizing that it includes only processes and phenomena that reflect the essence of the rule of law and civil society, its basic foundations and principles.

The axiological direction in the study of legal culture is based on the philosophical study of the value aspect of culture and allows determining the social foundations of legal culture, the objective properties of its normativity, spiritual and moral aspects. In this case, “the connection between the legal culture and the morality of members of society is traced, without which legal culture is impossible” (Azarkin, 2000).

V. S. Nersesyants (2016), a specialist in the philosophy of law, defines legal culture “as the totality of all values created by people in the field of law legal culture”, as “a set of value components in legal reality”.

T. V. Sinyukova notes that legal culture is a sphere of human practice that combines various legal forms, values, institutions and norms that perform the functions of legal orientation of people in society (2015).

Thus, within the framework of the axiological approach, the LCS is defined as a set of legal beliefs, ideas and values of a student, which they are guided by in legal situations, as well as being an agent of legal socialization of children and youth.

There is also an *activity-based approach* to defining legal culture that focuses on various aspects or characteristics of human activity. In this aspect, culture is understood as a synonym for creative activity, as the embodiment of the creative forces of society, as a specific way of human activity. Proponents of this approach emphasize that legal culture is created, developed and transformed through activities. One of the directions of the activity-based approach is technological; its representatives emphasize that the systematizing principle is a specific way of organizing and developing social and human activities. Culture is considered as a certain system of social norms and institutions that regulate the relationship between people and their relationship with nature.

Within the framework of the activity-based approach, legal culture is defined as “an activity that corresponds to the values developed in the legal sphere, consistency of behavior with legal norms, including the usage, observance and execution of legal norms, as a result of which there is a constant enrichment of the system of legal cultural values and further harmonious development of the person” (Kurbayeva, et al., 2019).

N.L. Granat and V.V. Panasyuk (1998) distinguish the way of thinking, norms and standards of personality behavior, as well as the peculiarities of the personal mentality in the basis of legal culture.

Z.E. Bekzhanova, K.T. Ryssaldy (2015) distinguish legal culture from culture in general and point out its progressive and creative nature, aimed at transforming the existing reality within the framework of the activity approach.

Thus, representatives of the activity-based approach do not just define legal culture as a human activity but emphasize the creative nature of this activity. Humanity within the framework of legal culture not only studies and applies its experience in its activities but

also acts as an innovator in the legal system, creates new legal values and norms.

From the point of view of the activity-based approach, the LCS acts as a legal pedagogical activity. It has its limitations, because the student is not a subject of law-making but only acts as a carrier of legal culture, an agent of legal socialization of young people.

Thus, to understand the definition of LCS, it is advisable to apply the activity-based approach as one of the most important aspects of the legal culture.

Within the framework of a *sociological approach*, legal culture is viewed as a social phenomenon. Proponents of this approach define legal culture as a kind of general culture of humanity, as the degree of development of law in society, legality, and the development of the legal culture of the population. The main categories in the framework of the sociological approach are such as legal awareness, legal beliefs, legal literacy and attitudes of the population, social groups and their influence on legal behavior. The researchers consider the phenomenon of legal culture on two levels: as the development of legal phenomena at a certain stage of society and as a qualitative characteristic of the perception of law by an individual. In particular, Z.E. Bekzhanova (2015a, 2015b) notes that legal culture is a qualitative state of society at every stage of its development.

S.V. Voronkov (2013) notes that the LCS is understood as an integrative personal quality that combines: knowledge of the legal norms of domestic and international legislation in the field of education; a set of personal qualities; willingness and ability to organize pedagogical activities in accordance with their legal status and the status of participants in the educational process; value attitude to the norms and subjects of educational law.

Nikolayeva L.N. (2005) considers that “the majority of graduates do not have a sufficiently developed legal thinking, legal knowledge, there are no legal skills and the ability to use the law”.

Yermakova Ye.I. notes the main task of the college is to help a student, a future specialist, achieve a high level of legal culture, which will give them the opportunity to engage in constructive professional activities, as well as to be a free person with a system of formed legal views ” (2007). Besides, Khaliullina L. speaks about the role of legal culture as a factor determining the successful legal socialization of future specialists (Markova, 2014), Kuznetsov S.A. describes theoretical approaches to the design of regulatory and legal training of future specialists in the field of social tourism (2013, 2018), Togaybaeva A. discusses pedagogical conditions for the formation of legal culture of Kazakhstani students (2013).

Freud's views on the possibilities of culture in resisting the destructive manifestations of human nature are analyzed (2021). The question of how urban law is represented in the monastery chronicle compiled in the 13th century in Dunstable Priory (Bedfordshire, England) is chosen for the study (Lecture Notes in Networks and Systems, 2021).

In formation of legal culture, the image of the interaction of adolescents with a teacher, accessible to external perception, is attributed to the system of means used, built in a certain logical sequence based on the selected methods (Legal education and legal training..., n.d.).

Thus, the peculiarity of the sociological approach to the study of legal culture is its analysis as a social phenomenon. The LCS in this context is considered as the study of certain specific social groups.

Within the framework of the *information-semiotic approach*, legal culture is understood as “legal information (a set of regulations, values and knowledge in the field of legal reality) which is accumulated and transmitted in society using sign systems created by people” (Bobyleva, Borisova & Gritsenko, 2014). Proponents of this approach note that the results of people's legal activity are embodied in the role of signs and symbols that carry legal information. A sign is a text, phenomenon, or event in public life that acts as a carrier of information and meaning and is used as a repository of information. Such signs, united in systems, form a legal culture which is a set of sign systems in society. An example of a sign that can preserve and transmit information meanings is the text of the Constitution of the Republic of Kazakhstan, which contains provisions on the foundations of the state system, the separation of powers, etc.

In this approach, it is impossible to separate the LCS from the legal culture of the whole society, highlighting its specific characteristics. The system of pedagogical legal signs is reduced to the legal framework of employees of pedagogical professions – the Law on education of the Republic of Kazakhstan.

Thus, this approach is narrow in assessing the multidimensional and complex phenomenon of legal culture. Legal information is only part of the legal culture, which also includes such important characteristics of the human psyche as legal awareness, legal capacity, regulators of legal behavior, and others that lie outside the information legal field.

A *system-based approach* to the study of legal culture is presented in the research by V. I. Kaminskaya and A. R. Ratinov. They understand the legal culture as a system of materialized and ideal elements that relate to both the scope of law and their reflection in the minds and behavior of people. The authors distinguish such components as law, legal relations, legal institutions and legal control in the system of legal culture.

Socio-pedagogical research allows considering the directions and factors of socio-pedagogical activity which ensure the formation of the LCS on the basis of interdisciplinarity, and the legal education of adolescents is an important direction of social and pedagogical activity (Kharnikov, 2018).

Thus, analyzing five main approaches to understanding the LCS, we can conclude that the spiritual and material system of the legal life of the student ensures the effective use of legislative and other regulatory documents in professional activities to solve related issues.

Based on the approaches of the LCS, we can single out its main components:

1. Legal knowledge (gnoseological component);
2. Spiritual and legal values, ideals, norms (axiological component);
3. Knowledge, skills and abilities of professional activity (technological component);
4. Personal qualities, abilities and attitudes of a person to nature, themselves and others, reflected in the activity of the individual (activity-based component).

The selected components of the legal culture of the individual are universal and closely interrelated in the content of students' professional training.

The selected structural components of the LCS in the professional training are refracted into functional ones. The most important among them are: *cognitive-transformative, legal-regulatory, value-normative, communicative, prognostic, legal socialization, and humanistic functions.*

The cognitive-transformative function of the LCS is subordinated to the task of forming the rule of law and civil society, integrating social, group and personal interests, placing a person at the center of social development in accordance with the principles of legality, social, legal and moral justice and the rule of law, the priority of human rights and freedoms, and the possibility of comprehensive personal development. It is associated with the creation of legal and moral guarantees in the educational environment of such universal values as honesty and decency, kindness and mercy, moral self-control and conscientiousness, tolerance, human dignity and freedom of choice.

The legal-regulatory function of legal culture is aimed at ensuring a stable, well-coordinated, dynamic and effective functioning of all the elements of the legal system. The legal regulatory function is implemented through legal and other social norms. Thanks to this function, legal culture ensures that people are subject to certain rules in their activities, the realization of their needs, interests, social aspirations and ideals, the reciprocity of rights and obligations in legal relations, consolidates and harmonizes social relations, outlines the boundaries of social contours and behavior of people, regulates relations between people in society and normalizes them in a certain way. This function ensures the sustainable and effective functioning of an educational institution based on current legislation, approved programs, concepts and doctrines. It is carried out through legal attitudes and value-legal orientation of students, causing one or another of their legal activity.

The value-normative function of legal culture is expressed using a system of axiological characteristics. It manifests itself in a variety of

phenomena and facts that acquire value, reflected in the mind and actions of the student. Based on this, legal norms and other elements that together make up the level of legal culture of a particular society are the objects of assessment. Here we are talking about values in law and law itself as a value.

The communicative function of the LCS provides communication in the legal sphere, it exists through this communication and affects it. Legal culture is a new basis for professional and pedagogical communication, which is one of the most important factors of professional and moral development of the individual. It has specific vectors of its actual implementation, which allow the legal culture to develop in the direction of continuity between different generations. At the same time, it provides a link between different legal cultures that exist in the same range of various state systems. Mastering this function will determine the attitude to the legal cultural heritage, to other types of modern legal culture, and will allow mastering the sociocode of legal culture of various epochs. The communicative function of legal culture provides ideological and legal connections, continuity of legal experience and improvement of society, formation and improvement of legal culture. Legal communication acts as a form of intersubjective interactions in the field of law. The communicative function of legal culture is a necessary element of planning and forecasting legal cultural development.

The prognostic function of legal culture covers law-making and implementation of law, problems of strengthening the rule of law, ensuring the lawful behavior of citizens, their civic activity, etc., and includes analysis of trends characteristic of the entire legal system. The legal sphere is subject to targeted influence and is inevitably associated with forecasting, including forecasting the legal culture. In the educational environment, the function of forecasting is to anticipate and determine the consequences of students' work on the formation of legal culture. The true function of forecasting in the field of legal culture is not only to determine the most appropriate means to achieve legal cultural goals but also to predict possible consequences and explain the need for new legal values. Legal cultural forecasts are peculiar projects of the most probable result in those situations, the lack of certainty of which makes it impossible to provide sufficiently well-founded predictions. The initial prerequisite for predicting the development of legal culture is not only the study of the current state of legal values but also the search for ways to eliminate contradictions in legislation and the legal system, ensuring comprehensive legal development of the individual.

The legal socialization function of the LCS is considered through the prism of the formation of the legal culture of the student's personality. This process is significantly influenced by the legal reality; at the same time, purposeful legal education work is necessary, measures are important to form a legal culture and to activate the processes of self-education of the individual. The work of students on the formation of a legal culture contributes not only to the prevention of offenses but also forms strong moral principles,

understanding and acceptance of the norms of society. The basis of legal culture should be the traditions of respect for the individual, their human dignity, awareness of the value and necessity of law in the life of a person, society and the state. The humanistic function of the legal culture is that the degree of humanization of social relations should be the best possible for these specific historical conditions. Law is a powerful and active factor in humanization of social relations, including humanization of education. Moreover, true law is not only a means but also a goal in the movement towards a more humane organization of society.

Considering the problem of the formation of the LCS in professional training, it should be noted that the personality itself in the system of this training is complex and multifaceted, therefore, the LCS is a model of socio-cultural personal and professional development and includes both personal qualities, knowledge and skills that should be developed in a specialist of any profile, and specific qualities, knowledge and skills dictated by the tasks of preparing for a specific profession. In general, with this approach, the LCS in professional training is an integral phenomenon that characterizes the essence of the legal state of the individual and society. In this sense, it does not only represent legal knowledge but acts through a high level of internal beliefs, activity and professionalism of the individual.

RESULTS AND DISCUSSION

Having a clear understanding of the essence, structure and content of forming the legal culture of a professional training student requires a reference to the process of modeling the phenomenon under study, to the application of the method of pedagogical experiment.

Modeling in the present research is used to detect patterns in forming the LCS in professional training, is a way to analyze existing problems in this area and to identify areas for further study of this topic.

The main task of the research is to create a pedagogical model in the formation of the LCS in professional training.

The implementation of the proposed model takes into account the following basic principles, highlighted by the authors on the basis of the study and analysis of psychological and pedagogical literature:

1. *consistency* (formation of the LCS is considered in the connection between internal and external relations and is a holistic process);
2. *conceptuality* (formation of the LCS is carried out on the basis of the synthesis of scientific provisions of humanization, democratization of education, the usage of student-centered and developmental training);

3. *legal conditionality* (formation of the LCS is based on legal acts that contains the fundamental ideas of equality, legality, justice, democracy, humanism);

4. *prognostic-based* (assumes a special scientific study of changes in the educational process in connection with the development of trends in continuous multi-level professional education as the basis of forming the LCS).

As noted above, the legal culture has the following specific components: gnoseological, axiological, activity-based, and technological.

The gnoseological component characterizes the level of the specialist's legal understanding. It is highlighted in the scientific and systematic formation of legal knowledge, their holistic perception as part of the legal culture of society, and a broad understanding of the cultural and historical significance of law as a cultural value.

The gnoseological component is aimed at enriching students' knowledge and ideas about law in general and its various spheres, structural components, and features. It involves knowledge on: "the essential nature of universal values and natural-subjective law, their place and role in the development of the individual and the system of interpersonal relations; features of improvement of the legal system, basic principles, laws and mechanisms of moral and legal activity; concepts and categories of law used in education; basic documents on human rights, their importance in the development and socialization of the individual".

The gnoseological component functions in the mental activity of the individual – analytical, synthetic and dialectical skills of cognition, and reflection of valuable legal information.

The axiological component is highlighted by the authors because the student is constantly in a situation of legal assessment of events, setting tasks, finding and making decisions and their implementation. The axiological component is considered as the basis on which the personal-value attitude of the future teacher to the law is purposefully formed. The function of the axiological component becomes dominant, as it helps awaken students' interest in law, since it provides future specialists with the opportunity to master the scientific and theoretical foundations of the management of pedagogical systems and also has a beneficial effect on the formation of personal qualities. The axiological component ensures a positive attitude to the law, to legal culture and to its formation.

The activity-based component determines the level of flexible, responsible, creative world transformation manifested in the activity of the student in professional training. The main goal in the development of legal culture and at the same time its main indicator is the lawful behavior of the individual in all spheres of public life regulated by law. The implementation of this component of the LCS provides practical activity in mastering and improving legal knowledge, skills and values.

The activity-based component involves the formation of legal literacy and the ability to effectively use legal knowledge and values in specific situations; the ability to use legal terminology at a certain level, interpret legislative acts, draw up official and business documentation, organize legal education, create a legal educational space, and build pedagogical interaction on a parity legal basis.

The technological component in the LCS is interconnected with understanding of legal knowledge, values and lawful behavior and, on this basis, the socially responsible choice of ways to organize the pedagogical process. It reveals the ways of implementing pedagogical activities and of meeting the needs of the student in communication, in obtaining new information, in transferring and appropriating the accumulated experience.

The constructed pedagogical model of LCS as a system of research, design operations and procedures identifies the certain structural components – *target, structure and content, organization, procedure, control, and evaluation*.

The *target component* specifies and structures the goals and objectives of legal culture formation.

Goal setting in forming the LCS in the professional training performs a number of functions: incentive (to the beginning of the research activity); locating (guiding the formation of a legal culture); constructive (regulating the process of forming a legal culture); evaluation (describing the student's attitude to the formation of legal culture); regulatory (adjusting the implementation of forming a legal culture).

The practical implementation of the *structural-content of education* is carried out in a real pedagogical process which is associated with the choice of a system of methods, forms and means of teaching. Here, we are speaking about the content of education, the mastery of which would lead to the proper socio-cultural development of the individual and to the formation of their legal culture. Without modern legal knowledge, it is very difficult to develop students' proper ideas and skills of general culture, social adequacy in the rapidly changing parameters of lifestyle and value orientations of modern society, and to form legal culture.

The primary role here should be played by interdisciplinary and elective courses which contain the most fundamental knowledge. Therefore, knowledge can shape a broad, holistic view of law and legal culture which helps overcome the subject disunity and isolation.

In terms of content, a legal component is included in the teaching disciplines, and an optional course "Legal culture of a student as a factor in improving the educational process" was developed to perform an integrative function.

The *organizational and procedural component* of the pedagogical model of forming the LCS in professional training is the development of technology designed taking into account the conditions of organization of students' activities.

The essential feature of pedagogical technologies, according to D. B. Shayakhmetova (2019), is the development of techniques based on

a specific idea of the student and a specific expected result; building a pedagogical chain strictly in accordance with the chosen goal; ensuring the functioning of techniques through the interrelated activities of subjects of the educational process, taking into account didactic principles; application of a sequence of elements of the developed techniques by any teacher; control and correction using proven tools and mechanisms of the process and result of the applied techniques.

By organizing study time, problem-based, system-based, and value-informing approaches are planned in a problem-solving lecture and seminar or educational discussion, etc.

The control and evaluation component of the pedagogical model assumes diagnostic control of qualitative changes in the structure of the LCS, and an adequate pedagogical assessment of the results obtained. At the same time, students have self-control, self-diagnosis, and adequate self-assessment of legal culture.

On the basis of adequate control and self-control, pedagogical correction and self-correction by future specialists of the level of legal culture are arranged.

The organization of corrective actions and measures takes into account both the individual abilities (intellectual, communicative, creative) of students, and the tasks of achieving unity in the manifestations of value consciousness, active self-awareness and socially meaningful behavior of the individual in the education environment. In this case, the pedagogical means are advanced and current counseling, value-oriented lectures and conversations (Table 1).

Table 1

Pedagogical model of forming the legal culture of the college student in professional training

The LCS in professional training			
Gnoseological component	Axiological component	Technological component	Activity-based component
Principles of forming the LCS			
consistency (formation of the LCS is considered in the connection between internal and external relations and is a holistic process)	conceptuality (formation of the LCS is carried out on the basis of the synthesis of scientific provisions of humanization, democratization of education, the use of student-centered and developmental training)	legal conditionality (formation of LCS is based on legal acts that contains the fundamental ideas of equality, legality, justice, democracy, humanism)	prognostic-based (assumes a special scientific study of changes in the educational process in connection with the development of trends in continuous multi-level professional education as the basis of forming the LCS)
Components of forming the LCS in professional training			
Target component (specifying and structuring the goals and objectives of forming the legal culture);			
Structural and content component (selecting, structuring and concretizing the formative and developing content of education)			
Organizational and procedural component (development of techniques aimed at forming the LCS)			
Control and evaluation component (pedagogical assessment)			
Learning outcome: high level of the LCS			

To implement the model of forming the LCS, a set of pedagogical conditions was developed. The study allowed identifying the following conditions:

- system of structuring goals and objectives of the legal culture formation;
- selection of the educational content that forms the legal culture;
- development and implementation of an optional course “Legal culture of the student as a factor in improving the educational process” which considers the issues of the LCS and performs an integrative function;
- creation of software and teaching materials;
- development of techniques that contribute to the achievement of goals in forming the legal culture that includes value-oriented, content-modeling, and reflexive-creative stages;
- creating a legal educational space that reflects specific characteristics of the legal culture and serves as a universal educational environment;
- ensuring the unity of the rights and obligations of students in educational process;
- pedagogical control and correction in forming the LCS;
- comprehensive diagnosis and evaluation of the legal culture formation.

The theoretical foundations of the model and its interconnected components allowed formulating the following provisions: the pedagogical model in the formation of the LCS in professional training is considered as a theoretical way of displaying the structure of the LCS development through the characteristics of the components and internal relations of the model; the model is a theoretical result of scientific research and a strategy of pedagogical experiment and reflects the logic of forming the LCS.

To test the research hypothesis and the conclusions obtained by theoretical modeling, a pedagogical experiment was organized in 2019-2020 with 102 students participating: the control group (CG, 50 students) and the experimental group (EG, 52 students).

The authors took into account the fact that when the experiment started, the students already had a certain level of legal culture development. The authors assume that the student of professional education is the subject in legal culture development.

Based on a comparative analysis of the selected components of the legal culture of the teacher in professional training, the authors identified the **levels of the LCS**.

The low level implies the development of some of legal culture components and is manifested in the forced implementation of the law, the unsustainable awareness of the importance of legal culture in education; theoretical knowledge in the field of law is superficial and unsystematic.

The average level is characterized by uneven development of the legal culture components and means the compliance of behavior with the norms of law, an understanding of the need for legal culture in education, the positive attitude to legal knowledge and experience in practice.

The high level is manifested in the significant development of legal culture components, which means a sufficient degree of mastery of legal knowledge, socially active behavior aimed at compliance with and enforcement of legal norms, the use of legal knowledge and a conscious focus on legal values.

The result of the model was to increase the level of formed LCS components, expressed in intellectual and motivational-value development, the formation of value knowledge and qualities to transmit and form professional and social experience (Table 2).

A system for diagnosing levels in forming the LCS in professional training was a modified version of the diagnostic method of a worldview culture, moral and legal culture and ethical and legal culture.

To achieve the goal of the experiment, it was adapted to the conditions of the model's implementation. The authors considered the core of the used system of diagnostic tools to be self-diagnostic methods, supplemented by group assessment, interviewing and expert evaluation.

Table 2

Level characteristic of forming the LCS in professional training (in %)

№	The name of the component	Group	The levels of LCS					
			Low		Average		High	
			Pre	Post	Pre	Post	Pre	Post
1	Gnoseological component	CG	35.3	19.6	52.9	58.8	11.8	21.6
		EG	34.8	10.9	52.2	59.8	13.0	29.3
2	Axiological component	CG	33.3	23.6	56.9	60.8	9.8	15.6
		EG	31.5	13.0	57.7	62.0	10.8	25.0
3	Technological component	CG	43.1	33.3	47.1	52.9	9.8	13.8
		EG	41.3	26.1	47.8	53.2	10.9	20.7
4	Activity-based component	CG	43.1	37.3	49.0	52.9	7.9	9.8
		EG	42.4	32.6	50.1	51.1	7.5	16.3

Analysis of the data in Table 1 shows that implementing the holistically-designed model of the LSC in the EG increased the number of students with high and average levels of the legal culture, while in the control group the changes are not significant.

Thus, the experimental work confirmed that the developed pedagogical model contributes to the successful formation of the legal culture of students in professional training.

CONCLUSION

The problem of forming the legal culture is most urgent in students' professional development, especially in the context of the humanization of the education system, and puts forward the issue of implementing the humanistic function of law. Analysis of theoretical research allows concluding it is an integral part of the pedagogical culture, an important professional and personal characteristic of the student, and its high level is an important condition for effective professional activity.

The analysis of theoretical positions and the results of the study allow drawing the following conclusions:

1. The essence of the LCS, which characterizes a specialist in terms of personal socially-meaningful and practical readiness for competently constructed professional activities, is revealed. Legal culture is considered both as a component of professional competence and as a sphere of personality development, which in turn affects pedagogical activity.
2. In the structural and content terms, the LCS covers the main areas of personality manifestations – cognitive, emotional-value, motivational-semantic, volitional and behavioral. At the same time, the basic components of legal culture are: gnoseological (legal knowledge), axiological (spiritual, legal values, ideals, norms), activity-based (personal qualities, abilities and attitudes to nature, oneself and another, reflected in the legal activity of an individual), technological (knowledge, skills to carry out professional activities).
3. A pedagogical model in the formation of the LCS is developed for a comprehensive examination of the process under study. It creates an opportunity to cover in a single system the main directions and pedagogical conditions. The model is an integral phenomenon in the unity of the target, structural-content, organizational-procedural and control-evaluative components and is aimed at forming the components of the legal culture.
4. The basic principles in the formation of the LCS in professional training are revealed: consistency, conceptuality, legal conditionality, prognostic-based.
5. The experimental work confirmed the effectiveness of the developed pedagogical model of forming the LCS in professional training.

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