

Problems of education of legal culture of students

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Abstract

One of the features of a mature society is the existence of a perfect system of legal regulation. To have a solid system of legal regulations, students need to be trained beforehand, to make them prepared for the world of practice. The purpose of the article is to theoretically substantiate the problem of educating the legal culture of students, to contribute to solving legal problems. The basis of such a system is the high level of legal culture of the members of this society. In order to build a rule-of-law state, for the successful socio-economic development of the country, it is necessary to educate an active young man with a developed sense of justice. The study analyzes a series of student responses that were collected through interviews. In addition, comparative data were revealed in the study using methods such as thematic analysis. As a result of the experimental work, the level of students' legal culture and comparative data on the development of students' legal culture were revealed.

Keywords: education; law; legal culture; society; student; upbringing,

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1. Introduction

Legal culture is the general level of knowledge and the objective attitude of society to the law; the totality of legal knowledge in the form of norms, beliefs and attitudes created in the process of life. It is manifested in the work, communication and behavior of the subjects of interaction. It is formed under the influence of the system of cultural and legal education and training. Legal culture is a component of spiritual culture. Depending on the bearer of legal culture, there are three types of it: legal culture of society; legal culture of the individual; legal culture of the group.

1.1. Conceptual background

We consider the legal culture of the individual. These are the degree and nature of progressive legal development of a person determined by the legal culture of society, ensuring its legitimate activity. The legal culture of the individual presupposes:

1. Availability of legal knowledge, legal information. Awareness has been and remains an important channel for the formation of a legally mature personality (intellectual cross-section);
2. Transformation of accumulated information and legal knowledge into legal beliefs, habits of lawful behavior (emotional and psychological cross-section);
3. Willingness to act guided by these legal knowledge and legal beliefs, that is, to act lawfully - in accordance with the law: to use their rights, perform duties, comply with prohibitions, and also be able to defend their rights in case of violation (behavioral cross-section) (Sofaer, 1989)

The legal culture of a person characterizes the level of legal socialization of a member of society, the degree of assimilation and use of the legal principles of state and social life, the Constitution and other laws. The legal culture of the individual means not only knowledge and understanding of the law, but also legal judgments about it as a social value, and most importantly - active work on its implementation, to strengthen the rule of law and the rule of law. In other words, the legal culture of an individual is its positive legal consciousness in action. It involves the transformation of a person's abilities and social qualities based on legal experience. A person will learn legal culture in the course of such processes as legal education and education (Sabayleh, 2021).

The content of legal culture education is the introduction of people to knowledge about the state and law, legality, rights and freedoms of the individual, understanding the essence of legal doctrines, doctrines, the development of citizens' stable orientation to law-abiding behavior. The defining element of the legal culture education system is the goal of educating the legal culture of the younger generation (Sardohan Yildirim & Akcamete, 2018). It consists in introducing a growing person into complex legal social relations, with the help of I have the right to solve a number of educational problems. It means that the tasks of educating legal culture are to bring to the consciousness of students the requirements of legal norms, to ensure that these requirements acquire personal meaning for them, receive internal sanction, become a guide in everyday behavior.

Innovative educational institutions have the greatest opportunities in building a system of legal education, since their development is characterized by such basic trends as the democratization of education; the inclusion of a resource of freedom (freedom of the student's personality, teaching work, college); significant influence of socio-economic factors on education; the expansion of the educational services market; the inclusion of values and mechanisms of the emerging civil society in the field of education; variability of education (at the level of the education system, educational institution, content of education and technologies of its implementation, etc.); actualization of historical educational experience, etc.

The legal culture of students is a set of legal knowledge, skills, moral and legal value orientations of a person realized in human life, fulfillment of legal requirements and a socially active

position of a person in law enforcement. The process of formation of legal culture is built in accordance with the main components of legal culture: intellectual, emotional-value and practical.

The analysis of the concept of "legal culture" as a type of social culture allows us to consider it as a person's ability to independently find his place in life within the framework of the regulatory requirements of society on the basis of awareness of his own goals, means of achieving them and responsibility for the decision and the consequences of its implementation (Solomenko, 2003). This approach allows teachers to model the personality of students who have knowledge adequate to the modern development of society about society, its goals and values, about human rights and ways to implement them, on the need for continuous civil law education throughout life, about two opposite systems of relations: state - society - personality, personality - society – state, on ways to achieve mutual understanding and cooperation between people, various racial, national, ethnic, religious and social groups (Isik & Jallad, 2019) .

The legal education of students is understood as the process of mastering the system of legal knowledge, practical skills, increasing the level of legal competence and, accordingly, the level of legal culture of the individual, which together determine its socio-legal appearance. Legal education is a necessary component of a person's cultural appearance and a prerequisite for successful life in society. Legal education is a systematic purposeful activity of state and public organizations, as well as individual citizens, aimed at the formation of legal views and beliefs, positive moral and legal value orientations and attitudes that ensure the implementation of legal norms and form an active position of the individual in law enforcement and law-making activities (Shkrobova, 2000).

Consequently, legal culture is a broader concept than legal education and legal education, since it covers not only the level of legal education and upbringing, includes not only the formation of positive legal orientations and attitudes that ensure the implementation of legal norms, but also covers a whole cultural layer, a system of value attitudes, a person's socio-value attitude to the surrounding world, assumes human responsibility for their activities. Education of legal culture is a complex and multidimensional system of activity. Of course, many legal values, having a basis and origin in moral norms, are assimilated by a person in the process of various social practices, through other, non-legal forms and channels of formation of public consciousness. However, legal education involves the creation of special tools for communicating legal values to the mind and feelings of each person, turning them into personal beliefs and an internal guideline of behavior (Malko, 2005).

The system of legal culture education is determined by scientific ideas about the structure of legal consciousness. Its initial element is legal literacy: general familiarity with the legal foundations of the state, types of law and the norms governing people's relations on the basis of the law. However, knowledge of elementary legal norms does not always become a decisive effective motive and incentive for correct behavior. Legal consciousness, elementary legal literacy become an effective force when it organically interacts with civil and moral consciousness (Mimoso, Anjos & Miranda, 2018).

The civic orientation of the entire educational process is both the goal and the means of legal and political education of students, designed to form an active life position in the individual. The most important element of legal consciousness is moral and legal feelings. The moral and legal sense is a deep respect for the law. It is inextricably linked with a sense of patriotism, organically intertwined with patriotic emotional experiences. A huge role in the legal consciousness of a person is played by a sense of civic conscience. It is an internal controller of law-abiding behavior, generates moral suffering of the individual in cases of violation of the law.

Legal thinking is also an element of the structure of legal consciousness (Gulyikhin, 2013). It is based on legal knowledge and represents the ability to evaluate the intentions, actions, behavior of people from the point of view of the norms of law. Legal knowledge, feelings and thinking in

interaction are able to develop in a child the need for law-abiding behavior and the will to actively comply with legal norms, fight against their violation.

1.2. Purpose of study

The relevance of this topic is determined by the special dominant role of legal culture in the process of socialization of the individual. In modern society, legal culture is the most important component of a person's general culture. Important goals of education should be the formation of a high level of legal culture, knowledge of fundamental legal norms and the ability to use the capabilities of the legal system of the state, the ability to defend their rights. The urgency of the problem of forming the legal culture of students increases not only due to the high dynamism of social processes taking place in society, but also due to the increased demands of scientific and technological progress. In order to properly and deeply understand the diverse political life, dynamic changes in all spheres of modern society, flexible thinking, persistent ideological beliefs and a consistent legal position are necessary. The purpose of the article is to theoretically substantiate the problem of educating the legal culture of students, to contribute to solving this problem.

2. Materials and methods

2.1. Participants

The subjects of our research are college students from various universities in the republic of Kazakhstan.

2.2. Data collection tool

The research used an experiment. In the course of the experiment, data was collected using interviews. The main purpose of the experiment was to diagnose the initial level of formation of the legal culture of college students, to identify the initial level of formation of legal knowledge, skills, motivation to study law.

2.3. Procedure

To achieve this goal, we used the following methods: literature analysis from the point of view of the research problem, synthesis, generalization of pedagogical publications and normative documents, advanced pedagogical experience, experiment, practical work, evaluation of its results, and generalization of the results. During the experiment, we conducted a survey among students. And also an event was held with problematic situations of a legal nature to find out how much students know their rights and defend their legal thinking, beliefs.

To change these data, a special course on the legal culture of students was introduced. The special course was introduced as an element of additional education, as a form of organizing students' activities aimed at forming value-legal orientations, which is a socially significant mechanism that allows not only to increase knowledge about legal and moral values, but also to turn them into personal beliefs.

In the program, the material is divided into sections-topics; the order and methodology of working with them are established; content blocks, main concepts, main ideas are highlighted in each topic; all forms of classes are clearly structured; when studying a legal discipline, a link between theory and practice is established; the principle of the subject of activity, which is especially important when stimulating the student's internal potential.

2.4. Data analysis

To improve the results of the analysis, methods of analysis and modeling of specific legal situations, thematic analysis was used.

3. Results

The formation of legal culture is carried out in three main directions corresponding to the main components of legal culture, which are interrelated and interdependent: intellectual; emotional-value; practical (Zavyalova, 2006). The success of the formation of legal culture is ensured by compliance with the following pedagogical conditions:

- 1) optimal selection of legal information and its inclusion in the content of educational material;
- 2) using situations as close to reality as possible;
- 3) optimization of educating students of legal responsibility and an active legal position;
- 4) improving the psychological and pedagogical training of the teaching staff (Ioffe, 1999).

Comparison of the experimental data at the ascertaining stage showed that most of the students had a low level of legal culture formation. The creation of an educating legal environment ensured purposeful and systematic impact on the consciousness and culture of students behavior, the development of a sense of respect for the law and the habit of observing the law based on personal conviction.

To form legal views, concepts, beliefs, methods of forming the legal consciousness of the individual were used. These methods are very important for the successful passage of an important stage of the educational process - the formation of feelings, emotional experience, knowledge of the relationship between law and morality, the required lawful behavior.

The organization of active legal activity of students of the experimental group through the independent compilation of legal documents (civil contract, statement of claim, orders) contributed to the application of the method of law-making. The results of the use of active teaching methods showed that students assimilated legal norms better when they were directly involved in activities aimed at solving practical problems in the application of legal norms.

During the experiment, the participants proposed that activities and optimal techniques, forms and methods such as the following should be used for legal training of students:

1. Game situations with elements of legal knowledge, familiarity with the activities of judicial and law enforcement agencies
2. Schools and lectures of legal knowledge, philosophical hours, conversations, debates, discussions, conferences, evenings of questions and answers, legal labyrinths
3. Meetings with employees of the Prosecutor's office, judicial and law enforcement agencies.
4. Plot - role-playing games, analysis of problematic situations, club meetings "Theme", lessons, video salons.
5. Round tables: "I and the world", "I am not alone in the world", "What is people's diplomacy", "Is eternal peace possible", "Dialogue with the century".

The respondents also gave a description of a well prepared legal professional. According to their responses a legal professional can defend their rights and the rights of other people, set a goal and choose ways to achieve it based on moral and regulatory requirements, to act competently and consciously when faced with the illegal realities of the world. He has the following qualities, flexibility and openness, rejection of dogmatism, impulsiveness and extremes in judgments and actions, readiness to correct their mistakes, correct their behavior on the basis of generally accepted norms, constructiveness and perseverance in the implementation of legal norms, objectivity, responsibility for the decision taken and for the consequences of its implementation (Nikitina, 2005).

The essence of legal culture is characterized by a high level of mastery of legal knowledge and skills; a formed socio-value attitude to law; developed personality qualities that allow her to fully realize herself in legal and socially-oriented activities. From the point of view of an integrated approach, legal culture is connected with political, moral, aesthetic, ecological, economic culture. It includes intellectual, emotional-value and practical components of the legal order and is formed in the process of legal education and legal education.

A special place in the experiment was occupied by the method of analyzing specific problematic situations of a legal nature, creating an educational environment based on problematic situations, the essence of which was that we artificially created situations borrowed from professional practice in the educational process.

If we summarize the entire experimental stage together with the results, we will get the following data.

As a result of the study, a set of pedagogical conditions for the effective formation of the legal culture of college students in the learning process was evaluated, including:

- creation of an educational environment based on problem-based legal education;
- formation of value-legal orientations of college students by introducing a special course;
- purposeful inclusion of students in educational activities with the use of active teaching methods aimed at updating legal functions.

Thus, increasing the effectiveness of the formation of the legal culture of college students in the learning process is possible with the use of the developed model of the formation of legal culture and the introduction of a set of pedagogical conditions.

The results of the experiment confirmed the assumption that the introduction of a set of pedagogical conditions contributes to achieving the highest result and increasing the level of formation of legal culture among college students.

4. Discussion

The formation of legal consciousness includes: knowledge of legal norms; legal thinking; developed moral and legal emotional sphere; the ability to use the rules of law in the interests of organizations, citizens, their own, that is, legal behavior; the civil need for the implementation of legal education and the fight against offenses (Kistyakovsky, 1997). The main causes of offenses: Unfavorable situation in the family, pedagogical neglect; The influence of the antisocial environment; Mistakes in education (permissiveness, impunity); Lack of moral basis of legal culture; Real life contradictions, imperfection of legislation (Mickiewicz, 1964). Criteria of legal education: the presence of conscious legal knowledge; a formed sense of responsibility to legal norms; moral and legal feelings; active rejection of antisocial forms of behavior (Smolensky, 2003).

Legal education is a system of elements that form the legal education process. Its main elements are: principles of legal education, subjects of education (the state and its bodies, officials, public organizations, individual citizens); objects of education (individuals, groups of the population - youth, military personnel, etc.); forms, methods of legal education (Rozin, 2003). Now generally recognized principles of legal education are: taking into account the peculiarities of the perception of legal norms by various groups of the population; awareness of the social significance and moral value of legal norms by the educated, as well as the assimilation of the most important rights and obligations established by law. The effectiveness of legal education largely depends on how much it is based on the requirements of moral norms; development of legal activity of citizens, education of their intransigence to any violations of law and order (Smolensky, 2002).

The forms of legal education include: legal education (special training and education in higher and secondary specialized educational institutions, at school); legal propaganda (legal education of

the population in lectures, public consultations, television, other mass media, etc.); legal education of offenders by law enforcement (law enforcement) bodies (legal education of internal affairs bodies, courts, prosecutors, bodies executing punishment, etc.) (Kravchenko, 2005); legal practice (especially important for practicing students who gain knowledge as a result of direct participation in law enforcement activities) (Gulyaikhin, 2014). Methods of legal education are diverse methods of pedagogical, psychological and other influence on the educated. These include, first of all, persuasion and coercion, personal example, encouragement, etc. In the legal education of students, the main elements will be: subject - teacher, object - student, form - legal education, methods - persuasion, personal example, etc.

In accordance with the purpose and objectives of our research, the meaning of the concept of "legal culture" is determined. Having studied and analyzed the works of scientists, we can draw the following conclusion: Legal culture is a set of legal knowledge, skills, moral and legal value orientations of a person realized in human life, fulfillment of legal requirements and a socially active position of a person in law enforcement.

Legal education as a system of transfer and assimilation of past historical experience, as well as practice and skills of the implementation of law in the conditions of modern activity is designed to formulate an individual's sense of confidence and independence in the legal sphere, to simulate the legal activity of the individual. Legal activity presupposes voluntary awareness, initiative, socially and morally responsible behavior (Kashanina, 2005).

For the majority of students, especially non-legal professions, the main form of legal education is legal education, which, as a rule, is limited to the framework of academic classes. Legal education is closely related to legal education: education cannot take place without training, and training, one way or another, has an educational effect. Thus, legal education, while remaining the main form of legal education for a student for a certain time, is designed not only to transfer legal knowledge, instill skills and abilities, but also to purposefully influence him in order to increase his legal culture. As a result, a huge burden falls on the teacher and the role of the only educator in the legal formation of the student's personality is fulfilled.

Hence, the requirements for the teacher are noticeably increasing. Disclosure of legal terminology, language of legal acts, explanation of the content of laws are an integral part of legal education. The teacher is required to be able to speak correctly, competently and legally soundly, to use the right words in the ethical sense in his speech. It is not permissible to use the language of journalism, which often introduces elements of the so-called "slang language" into the popular consciousness. "This kind of "practice" leads to the moral and legal destruction of the individual, cultural degradation of the individual" (Zavyalova, 2007). An objective presentation of the material is also extremely important for the teacher.

For this reason, the main emphasis in the development of a student's legal culture should be placed on legal education. It is very important to get acquainted with the models and ideals, legal experience and traditions of those countries where the level of legal protection of the individual, and, consequently, the level of legal culture is higher.

5. Conclusion

Legal culture is an integral part of the general culture and functions in interaction with other spheres of culture. Therefore, in order to improve the legal culture, it is necessary to raise the level of culture as a whole. In this regard, the interaction of legal and moral culture is particularly significant. It is moral consciousness as an element of moral culture that indirectly contributes to the activity of the individual in accordance with the requirements of the legal law.

So, legal culture is the main indicator of the effectiveness of legal education and legal education, which act as the main mechanism for the formation of a legal culture of an individual. Therefore, the problem is relevant and requires further research.

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