

LEGAL CULTURE FORMATION OF A FUTURE SPECIALIST

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Abstract

Purpose: To identify Legal Culture Formation of a Future Specialist.

Methodology: This is an analytical-critical research that uses content analysis and interviews to gain data. In this research, all the information obtained are coded, then meaningful propositions were specified and finally a list of these factors are provided.

Main Findings: Results showed that knowledge about the foundations of law in the modern times becomes the primary necessity of every member in the society, including students of professional educational institutions, as the success of people in any sphere of their activity largely depends on this: in business, when working in enterprises for hiring new talents or in budgetary organizations, medical care, etc.

Applications: The research implications can be used by legal training professional educational institutions and universities.

Novelty/Originality: For the first time, hours devoted to the study of law subjects; unsatisfactory qualification of teachers in the legal course; lack of systematic educational and methodical literature, and documentation has been studied.

Keywords: *Legal State, Legal Literacy, Legal Culture, Legal Training, Professional School.*

INTRODUCTION

With recent plans for the development of Russia as a democratic state governed by the rule of law, the concept of law, its functions, social value and significance acquire special relevance. The rule of law in a democratic society can be established only as a result of fundamental changes in all spheres of our society. Numerous social institutions, social processes, and new concepts are constantly emerging and developing that did not have any place in the life of Russian citizens before. These include private property, corporatization, privatization, entrepreneurship, business, commerce, securities market, mortgage and many, many others. These are all real examples of the formation of a market economy in which graduates of professional educational institutions live and work.

Hence, knowledge regarding the basic laws of modern conditions is the first necessity of every member of society, including students of professional educational institutions, as the success of people in any sphere of life (in business, when working at enterprises for hiring or in budgetary organizations, in conditions of life and rest, medical care, pension and other types of social security) depends to a large extent on this for exercising consumer rights and protecting their rights and legitimate interests in the field of economy, ecology, civil, administration, crime, family, labor and other branches of law. Therefore, considering how the education system of the 21st century should be, it is necessary to

understand the role of legal procedures and legal culture in it, when an educated person becomes a significant factor in the economic development of the country.

LITERATURE REVIEW

Fears of failure in the business, loss of capital, and such problems make people act cautiously, or sometimes refrain from bargaining and conducting transactions. Hence, knowing the basics of contract and transactions, and generally having a basic legal knowledge can in many cases protect people from such failures and help them to make their transactions in the best possible way, and at no potential losses. Legal uncertainty can cause many problems in business, family, or even more crimes such as fraud. Therefore, it can be claimed that increasing the level of legal awareness of individuals in a community can lead to a reduction in judicial records ([Borisova & Novoseltseva, 2016](#)).

Increasing injuries due to population growth, multiplicity of interactions and relationships among the members of community has made it more convenient for people who are profitable to harm other people and incur losses to them. Therefore, it should be noted that raising public awareness of legal issues can resist such people from prospering by harming other people. There are many people who are not aware of their rights, and this causes them to be abusively exploited, especially in those days when cyberspace created many problems for people. Imagine being caught in cyberspace and harassed by someone for various reasons. If the person being threatened is not familiar with his or her rights and does not know how to deal with the threat, he/she will surely fail to complain and will have to act on threats. However, if they are aware of their rights, they will file a complaint on time and will be able to resolve potential problems legally ([Borisova et al., 2018](#)).

The concept of a state governed by the rule of law is associated with two fundamental principles: order in the state and protection of citizens. In this case, everyone has the right to expect predictability, consistency and reliability of decisions, and knows his rights and obligations clearly defined by law. In its final form, such a statement of the issue was embodied in political democracy, and its most important institutions and was built on the principles of political and ideological pluralism. These principles are reflected in the law, which is intended to consolidate the foundations of civil society. The rules of law should first of all fix the possibility of resolving mutual claims and obligations arising from conflict, spontaneously emerging relations. Naturally, the state is competent to regulate, control and, if necessary, adjust these relations only within certain limits ([Badakhova, 2017](#); [Aminova et al., 2016](#)).

The reforms taking place in Russia reflect the realities of today associated with the transition of the country to a new model of economic, political, spiritual, social and legal development. This is an indispensable factor in the further development of a humane democratic state with a market economy on a solid legal basis. The reforms carried out in the country deeply affected all the sectors of the society and all the sectors of the economy. However, further qualitative implementation is impossible without studying the issues of law, which are the main basis for the implementation of these reforms ([Lee et al., 2018](#)).

RESEARCH METHODOLOGY

This is an analytical-critical research that uses content analysis and interviews to gain data. In this research, all the information obtained is coded, then meaningful propositions are specified and finally a list of these factors are provided.

RESEARCH RESULTS

In modern conditions, in the preparation of a specialist emphasis should be placed not so much on knowledge, they are now rapidly aging, especially legal, but on skills, including communication. Therefore, in the present conditions, our country's life goal lies primarily in the formation of a common legal culture with practical skills for the students of professional educational institutions so that they, firstly, become worthy citizens of their country of residence, understand their role, capacity and responsibility in society, know their rights and obligations; secondly, they acquire necessary legal knowledge for their professional activities; thirdly, acquire the skills that allow them to independently understand the existing laws, legal norms, and skillfully understand them; and finally, fourthly, they must know to which bodies and what questions should be addressed, how to prepare any contract, write a statement, a power of attorney, a statement of claim to the court, and other documents necessary for everyone in everyday life.

For the implementation of these tasks, a certain role is assigned to the professional personnel on the basis of law at all levels of training. The objectives can be achieved if the educational needs in the field of law are met by the individual, who is the main actor, in obtaining vital knowledge about the Russian legal system, the most important one, key laws, the rights of freedom for a man/ citizen, the contents of the Constitution of the Russian Federation; society in order to obtain the rights of educated and law-abiding members who respect the rights and freedoms of the individual and have high

consciousness and morality; the state receiving guaranteed educated young generation in the spirit of high sense of justice and respect for the law; the economy of the country as a whole and a particular region to provide trained and qualified professional staff with sustainable legal knowledge, skills necessary for the successful functioning and development of the national economy in modern conditions; the system of education for effective research, ensuring the development of the legal framework for the implementation of legal training and education of students in modern conditions ([Abdulatipova & Tsakhaeva, 2017](#)).

In order to do this, a revision of the conceptual system of views on the legal training of students of professional educational institutions is required, including: the development and implementation of updated content of legal education and training, taking into account the levels of professional training of students; determination of the educational system model in terms of the content and organization of legal education in vocational schools; complex forms and methods of legal training of students; system of complex methodological support of legal training and education ([Akopyan & Hovhannisyan, 2017](#)).

Assessing objectively the pace and direction of democratic reforms in our country, it should be noted that they generated and highlighted many serious problems in the society, including the purposeful formation of legal culture among the individuals. This is manifested in the strengthening of negative trends in the social environment: social maladjustment is aggravated, the number of offenses and crimes among the children and youth is growing; the system of education of children and young people is being destroyed, opportunities for the full-fledged beginning of their independent life are being reduced, general and professional education is not guaranteed, opportunities for inclusion in social and professional activities are not guaranteed, etc. Such negative trends do not form the respect for the law and the rules of behavior in society among young people ([Borisova & Novoseltseva, 2016](#); [Borisova et al., 2018](#)).

Currently, the need to prepare young people, including students of professional educational institutions, for a successful entry into a conscious working life in a developing democratic society is being actualized. However, until now graduates of professional educational institutions, who receive a good, stable knowledge of the management of mechanisms, complex equipment, and production processes, have a very rough idea of the methods and forms of management of people standing in these mechanisms ([Gasanova et al., 2017](#)).

The current state of legal culture has not met the challenges of legal, social and educational policies in the country yet. The weak development of the scientific basis for the formation of legal culture is also accompanied by the fuzziness and vagueness of positions in the most important documents on the basis of which legal training and education are carried out (state educational standards, qualification characteristics, and the profession of various categories of specialists), as well as in the existing approaches to professional diagnosis, in the principles of personnel selection, and training of teachers for legal courses in a professional school.

New priorities associated with the development of a democratic state, the rule of law, the strengthening of the human resources of the country and the individual citizen, pose the task of forming a legal culture, which Firsov considered as a universal component of professional training of any specialist with the mastery of legal knowledge and skills, positively affecting the development of professional activity and the harmonization of relations in the society.

In the course of the study, we have found that the term “legal culture” in the literature is defined both in narrow and broad sense. Legal culture, in the narrow sense, is defined as the general state of legislation, the work of law-making and law enforcement agencies, legal awareness of individual citizens and the population of the whole country, expressing the level of development of law, its place and role in society. Legal culture in its broadest sense is not just an appropriate level of legal awareness, but, as one of the leading legal theorists S.S. Alekseev notes “the main thing in the legal culture is the high place of law in the life of society, the implementation of its supremacy and the corresponding state of affairs in the whole “legal economy” of the country (training and status of legal personnel, the role of legal services in all parts of the state system, the position of the bar, the development of scientific institutions on law, etc.)”. However, these definitions are based on purely legal approaches to the concept of legal culture ([Gaivoronskiy, 2017](#)).

Under the legal culture after G.A. Firsov, we understand the set of knowledge, methods of activity and evaluation formed by means of legal training and education, which include a conscious attitude to rights, freedoms and duties, responsibility to society and the state, respect and compliance with the existing laws and regulations. This definition allows considering the legal culture as a universal and mandatory component of the process of training and education of professional personnel. The development of legal culture is carried out through: the formation of a system of legal knowledge; formation of beliefs; awareness of their subjective rights and freedoms, moral and humanistic value of law and its general permissive nature; and formation of motives, needs and socio-active behavior. Thus, the development of legal

culture among students is influenced by such factors as the nature of the dominant industrial relations that contribute to the development of the economy and the need for social and legal protection and adaptation of an individual in the society. At the same time, the minimum goals of the legal culture will contribute to the formation of students' respect for the current Russian laws; the rules of behavior and legal norms established by society, and the maximum goals provided for the preparation of a guaranteed educated young generation in the spirit of respect for the law, having stable legal knowledge and skills, respecting the rights and freedoms of the individual and being the bearer of high legal consciousness and morality in a democratic state.

This sequence in achieving the goals of the legal culture allows taking into account the knowledge of law, legal beliefs, willingness to legitimate social and legally active behavior, and proceeds from the fact that the legal culture should be one of the effective means of development of social activity of the individual. As a result of this approach, students have a need (habit) to correlate their actions with the generally accepted legal norms in society.

Due to the fact that legal training and education are designed to solve directly the problem of formation of legal culture in an individual, its content should be not only the subject of the legal course, other subjects containing elements of legal aspects as in training, life activities, attitude of students towards law in general must also be included. Therefore, it is impossible to establish a strict sequence in the legal education of individual qualities by years of training, levels of education or other periods, for example, the 1st course to raise awareness of the law, the 2nd – law obedience, and the 3rd – lawful behavior in the society, etc. Because all its qualities are inextricably linked in lively personality, legal-educational work requires a holistic approach and solutions. But this does not mean that age and other features, as well as different levels of educational training, does not have its own specifics. This does not mean that teachers do not need a program for legal training and education ([Daudova et al, 2016](#); [Zakharchenko, 2016](#); [Zulaeva et al, 2018](#); [Ilkevich & Medvedkova, 2017](#)).

Legal training and education in a professional educational institution should have its own program, clearly defining its objectives and content, the basic pedagogical requirements for the forms and methods of training. The essence of the program should be the question “what to educate?” This issue should not be resolved arbitrarily. The answer to it should be given by the needs of social development, the transformations that are taking place in our country. Of course, the program of legal training and education cannot be exactly the same for all types and kinds of professional educational institutions, it cannot regulate all the content and forms of legal training and education. It can be very exemplary and should allow the teacher to select from the recommended material what is most appropriate and necessary in these specific conditions ([Solopanova & Tselkovnikov, 2016](#); [Zare, 2015](#)).

Observations show that the existing forms and methods of legal training and education in professional educational institutions are extremely diverse. By their organization, they can be divided into: mass, when a particular activity covers all students or part of the courses; group, when a group of students is covered (study group or part of it, members of the circle, sections, etc.); individual, when legal education and training is conducted with individual students ([Yazovskikh, 2018](#)).

The study and analysis of the relevant literature showed that in pedagogy different and diverse principles of education and upbringing are applied depending both on the type and kind of educational institution and on the personality of students. The process of legal training and education is based on generally accepted pedagogical principles of training and education, which are the starting points in the practice of educational work. In our study, we mainly relied on such principles as: the principle of an integrated approach to education; the principle of unity of the educational process; the principle of age and individual characteristics; the principle of reliance on the positive qualities of man; the principle of unity of word and deed; the principle of education in the team and through the team (by Batyshev). On the basis of the initial provisions of the above mentioned pedagogical principles, we conducted an analysis to identify the features of legal training and education of students of professional educational institutions ([Sergeeva & Trubakova, 2017](#); [Gadzaov & Dzerzhinskaya, 2018](#)).

In the process of legal training and education in professional educational institutions, the age and individual characteristics, as well as in training, require not passive adaptation to the characteristics of the student, but their active development in accordance with our common goal ([Bakhshandeh et al., 2015](#)).

Students of vocational schools, as well as students of other educational institutions, are primarily young citizens of the state. Compared with the rest of the youth, students have such characteristics that allow them to be identified in a special social group (Ishchenko).

The characteristic features of students as a social group follow from the characteristics of the social situation, from the real features of life and the study of students. Considering youth as a social group, T.V. Ishchenko especially emphasized the nature of study and social functions of students. Distinctive features of students as a social group, according to T.V. Ishchenko, are primarily the nature of the work of students, which consists in the systematic accumulation, assimilation, mastery of knowledge, and its main social role, defined by the position of students as a reserve of the intelligentsia and its belonging to the younger generation of the country – youth ([Morozov et al., 2018](#); [Tsahaeva et al., 2016:2017](#); [Pozharskaya & Deberdeeva, 2017](#)).

DISCUSSION

On the basis of the study findings, analysis of psychological, pedagogical and legal literature on the study problem, and generalization of the existing practical experience, we made an assumption that for organizations of their own right education, students must know the requirements of the civil society and their own capabilities, see their negative and positive qualities, objectively assess them, not underestimate or overestimate their capabilities, and know the level of claims, etc. Depending on the degree of self-criticism, objectivity of self-assessment, attitude to their shortcomings, and understanding of the need to work on themselves, students can be classified into the following groups: 1) persons who have an adequate self-assessment, they know their shortcomings, seek to eliminate them, know how to overcome and are able to practically overcome the identified shortcomings; 2) persons who have an adequate self-esteem, they are aware of their shortcomings, objectively seek to eliminate them, but do not know how to do it; 3) persons with adequate self-esteem, aware of their shortcomings, but not seeking to eliminate them; 4) persons with inadequate, often inflated self-esteem. Such persons consider their shortcomings as advantages by mistake, and hence do not see the need to eliminate them; 5) persons with low self-esteem tend to do “soul-searching”, but fail to take action to eliminate their shortcomings; 6) persons who are able to evaluate their positive qualities and shortcomings are indifferent to self-improvement; and 7) persons with adequate self-esteem know their merits but do not know how to implement them fully.

The features of students of professional educational institutions revealed in the process of research are determined by a set of essential features that distinguish them from students of childhood and adolescence, which must be taken into account both in theory and in the practice of professional education of students, in the organization of policies aimed at its development, as well as in the formation of legal culture. The main difference that determines everything else is that students of professional educational institutions are to a certain extent socially mature, generally formed individuals who already have the potential status of a paid employee, a full-fledged citizen, and an active member of various social relations. Hence, the diversity of their activities, for responsible and competent participation in which they must have certain personal qualities, professional knowledge and skills. Their training activities are ultimately focused on the successful completion of tasks and solving problems that they face in everyday life situations ([Abishov et al., 2018](#)).

While setting the goals for the professional education of students, framing its content and the choice of optimal learning technologies, including legal, it is important to take into account three groups of features of the subject of educational activity: a) social – status of students, their involvement in the practical life of society and their professional, economic, political and other interests; b) socio-psychological – already established views on life, value orientations, habits, motives of behavior, the tendency to perceive various manifestations of life through the prism of their social experience; and c) mental – generally formed mental mechanisms of perception, attention, memory, thinking.

In the course of the study, we also came to the conclusion that studying the characteristics of the student’s personality associated with society and the team in the process of legal training and education, it is necessary to pay attention to the data on the formation of interests and needs of students of different ages, professional and value orientations, their capabilities and abilities, aspirations, their moral experience, available legal knowledge and civil appearance in general. The analysis of the state of the problem allowed determining the features of legal training and education of students of professional educational institutions: development of future professional activity of the specialist, which will allow him to find his place in the labor market; organization of the educational process, providing a variety of forms and methods of training, focused on the development of theoretical and practical knowledge and skills; formation of collective relationships necessary for professional activity; the change of the legal status of the student and the graduate during his training and subsequent adaptation in labor team.

Thus, in the process of legal training and education of students the characteristics of the individual associated with society, professional activity and team should be taken into account ([Kryazheva & Vinogradskaya, 2017](#); [Taova, 2017](#); [Machado et al., 2019](#)).

CONCLUSION

The development of professional education in modern conditions highlights the importance and relevance of legal culture in the professional school which in turn has a positive impact on the development of personality and professional activity of graduates and harmonization of relations in society.

The study showed that knowledge regarding the foundations of law in modern conditions becomes the primary necessity of every member of society, including students of professional educational institutions, as the success of people in any sphere of their activity largely depends on this: in business, when working at enterprises for hire or in budgetary organizations, in conditions of life and rest, medical care, pension and other types of social security, the implementation of consumer rights, protection of their rights and legitimate interests in the field of economy, ecology, civil, administrative, criminal, family, labor and other branches of law. At the same time, the modern process of legal training and education is distinguished by: insufficient continuity of legal training in professional educational institutions; critically small number of training hours devoted to the study of law subjects; unsatisfactory qualification of teachers of the legal course; lack of systematic educational and methodical literature and documentation.

The analysis of the state of the problem allowed determining the peculiarities of the legal culture formation among the students in professional educational institutions; the need for the formation of knowledge of legislative norms, correlated with the future professional activity of specialists; the use in the educational process of a set of forms and methods of training, focused on the development of theoretical and practical legal knowledge and skills; change the legal status of students and graduates during training and subsequent adaptation in the work team, etc.

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