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PECULIARITIES OF TECHNICAL UNIVERSITY STUDENTS' LEGAL CULTURE FORMATION

The paper aims to present an experimental technique of the formation of technical university students' legal culture and provide the results of its practical implementation. The suggested conception is composed of the following units: a culturological unit, an axiological unit, an activity unit, and a personal one. Every unit has its specificity and provides certain forms of work. The process of the formation of technical university students' legal culture should take place in stages, based on the structural and content characteristics of the process. The experimental work in the framework of the suggested conception involved various kinds of activities with experimental group students aimed at making them interested in self-development in the area of law and legal sciences. The study was conducted throughout three years involved forty students who were divided into experimental and control groups. The experimental one was taught using the suggested conception, and the control one followed the traditional curriculum. According to the results of the study, the experimental technique has appeared to be efficient for the formation of technical university students' legal culture as compared to the traditional teaching methods.

Keywords: legal culture, jurisprudence, legal education, formation of legal culture of students.

Introduction

Legal training of technical university students should be classified as a social quality category, since it is aimed at satisfying the needs of both teachers and students, as well as the society as a whole. In this regard, the formation of the legal culture is connected with overcoming a number of major problems caused by the change in the role of technical education in the modern world. These global problems involve the strengthening of the role of the human factor in all forms of work, where compliance with the rules of law becomes an essential requirement for the success of addressing professional challenges; the need to possess the minimum level of legal competence, both for every person and specialist in areas of technical science; change in the mentality of the society.

At present, a divergence in the standardization of the requirements for the quality of graduates' training on the basis of the allocation of educational and professional standards emphasizes the importance of integrating the requirements of the professional community and the requirements for the training of students in the educational process.

Starting professional activities for a technical university graduate, unlike graduates of other areas, is associated with a special feature of the "object of work", where the principle of "do no harm" always prevails. The legal provision for the preservation of the psychological and physical health of those with whom a specialist works, becomes an integral, organic property of activity.

The training of a specialist in a technical university should be aimed at the formation of a graduate with a stable moral-volitional legal orientation, characterized as a civil one. Along with this, in the pursuit of the protection of the rights and freedoms of the individual, legal

support is important, oriented to the non-violent observance of the norms of morality, which is the basis of professional activity for an expert. The priority of universal values and observance of the rules of law as a professional value for a specialist in the technical field should be considered as an important component of his/her professional culture.

Under conditions of the creation of a law-governed state, the formation of the legal culture becomes of paramount importance, as without it, it is impossible to implement legal reforms, provide the normal life of the society. Legal culture is the knowledge of the most necessary legislation, understanding and using it in practice, impatience with any violations of law.

Aim and Tasks

The paper aims to determine the importance and necessity of the practical realization of the scientifically-based concept of the formation of the legal culture of technical university students.

Research Methods

Verification of the effectiveness of the university system for the formation of the legal culture of technical university students took place as part of the experiment. The study was aimed at assessing a level of legal culture of students of throughout three years of study. It was conducted from 2014 to 2017 academic years. The students (n=40) were randomly divided into control and experimental group 20 persons each. The EG students were taught according to the experimental technique (conception) and the control group respondents were taught according to traditional methods in the framework of the curricula.

During the research work, with the help of specially developed techniques (questionnaires, testing forms) as well as by means of expert evaluation, the level of legal culture of students was evaluated. 7 Law teachers acted like experts. The students were suggested to fill in the questionnaires containing a number of various profession-related problem situations which require legal awareness to be solved. They were not provided with any variants of reply so it was up to them to suggest a way out of the problematic situation basing on their knowledge of law. The testing tasks included questions concerning legal matters with four variants of answers. In such a way, their legal awareness and knowledge of legal regulations and rules was assessed. Then the students were involved in extracurricular activities where they were given some topics of professional and legal nature for discussion. The experts observed their work and afterwards evaluated their activity. This set of evaluative measures was taken twice in both groups of students: at the initial, intermediate and final stages of the experiment.

Based on the developed and substantiated criteria (cognitive, estimation, emotional, motivational, volitional, practical, behavioral) and indicators of the formation of the legal culture of students, we conducted measurements of the results of the selected set of pedagogical conditions and methodological recommendations for their implementation.

When interpreting the results, the following scale of evaluation of the levels of legal culture was used: very low level (expressed badly) – 1 point; low (expressed satisfactorily) – 2 points; average (well expressed) – 2 points; high (expressed very well) – 4 points.

Theoretical Study Results

According to the Constitution of Ukraine, our country has the status of a democratic, social, legal state, which in its perspective development is oriented towards the development of civil society. However, the process of restructuring the state, its reform, unfortunately, is associated with crisis phenomena: the decline of production and the growth of unemployment, the collapse of the system of state and public institutions, the decline of morality, almost frank propaganda of pornography, cruelty and violence, etc. A state governed by the rule of law is the state in which the conditions for the most complete guarantee of human and civil rights and freedoms are created [2].

It cannot exist without a legal culture, without developed legal consciousness, it is incompatible with legal nihilism, lawlessness, anarchy. Meanwhile, today we can see the legal culture of different categories of the population is at a low level. Democratization of all spheres of public life puts forward new demands on the understanding of such fundamental issues as the formation of a new social legal consciousness, the implementation of the idea of the rule of law, the legal security of the individual. Democratization is impossible without combating negative phenomena that exist in the modern society. Ukraine's state independence, the transition from a totalitarian regime to democracy need appropriate education of a citizen of a new state.

Thus, according to T. Yaroshevskaya, legal culture is a system of legal values that reflect the state of human and citizen's freedom in a legal form. This is a profound knowledge and understanding of law, the careful execution of its requirements as a conscious necessity, and internal conviction [7, p. 151].

A. Kutyryk believes that the legal culture of the Ukrainian society, which is part of its general culture and one of the main indicators of the level of the development of the community, is currently only at the stage of formation and requires a purposeful activity on its formation and active development [3, p. 122].

The legal culture of the society is a kind and integral part of the common culture, which forms the system of spiritual and material values in the legal sphere, developed by the society through continuous improvement of educational measures taking into account universal values, and determines the level of development of the legal system of the society [4, p. 104].

We share the opinion of I. Holosnichenko that the construction of a law-governed state without improving the legal culture and raising the level of legal awareness of Ukrainian citizens is impossible and, in the light of this, legal education is of extreme importance [1, p. 25].

At the legislative level, the aspects of the need to enhance the legal culture have also been reflected. Appropriate regulatory legal acts were adopted: Order of the Ministry of Justice of Ukraine "On Approval of Model Programs for the Examination of the Status of Legal Education by the Judicial Offices" dated March 11, 2013, No. 402/5; Order of the Ministry of Justice of Ukraine "On Legal Education of Population" dated November 14, 2011 No. 3325/5; Decree of the President of Ukraine "On National Program of Legal Education of Population" dated October 18, 2001, No. 992, etc.

However, it should be noted that the specified normative acts do not provide concrete ways of realizing the tasks set. Consequently, the normative base on this issue is not extensive.

Among the main areas in which higher technical educational institutions can most actively promote and even provide development and improvement of legal culture, we distinguish the following ones: higher education of lawyers; the "Jurisprudence" course for non-law students. As a rule, according to these points technical universities conduct their activities continuously. The necessity of studying law by students of non-legal specialties is conditioned not only by the needs of the educational process, but also by the peculiarities of the implementation of theoretical skills obtained in technical universities, in practice. In addition, the issue of the urgent need for legal education for citizens is repeatedly raised in the pedagogical environment. Scientists have already proved the dependence of the level of the legal culture with the achievements of the rule of law, ensuring the state of law and order, and, in particular, the state of observance of human rights and interests [5, p. 36].

There is a question: how and when should legal education of citizens be carried out? In this aspect, we are sure that the higher level of education should be given preference. After all, a person becomes aware of the importance of protecting his/her rights, fulfilling duties, obtaining special knowledge for this, when he/she gets older than the school age. The new generation, aware of the current legislation and rights, will form a new level of life, due to the high level of their legal culture.

According to the results of the carried out analysis of the requirements of state educational standards for Bachelor's training in technical specialties, to greatest part of the content of curricula associated with the formation of general, social, communicative and professional competences is related to a certain extent to the possession of the regulatory legal basis. On the one hand, it is necessary to observe the rules of law on the part of the employee, on the other hand – the requirement not to violate the rights of another person, especially children and young people.

The Suggested Conception of Technical University Students' Legal Culture Formation

We believe that the content of Bachelor's training in the field of humanities should involve not only legal knowledge, but also the ability to use them. The educational process should include the development of legal competences in students that allow to solve professional tasks in a legally competent way.

We have developed a Conception for the formation of the legal culture of students of technical universities. It is based on the fact that the professional and personal development of students represents the unity of high professionalism and the emerging professional qualities of the individual. Its most important constituents are cognitive, value, activity and reflexive components.

The methodological complexity of this conception is characterized by the synthesis of key provisions that represent various concepts of law, psychology and pedagogy, aimed at achieving the goal set. Since the concept of the formation of the legal culture of students is a complex, dynamic system, the approaches should be multifaceted, for example, cultural, axiological, activity and person-centered.

The basis of our conception of the formation of the legal culture of technical university students is based on the laws, focused on the formation of general, professional and legal culture. Objectively existing ties and relations, which are reflected in the laws, in the process of their concretization are expressed in principles.

Under such methodological prerequisites, the conception structurally consists of a specialist standard, core competencies, models of the formation of the legal culture.

Figure 1 presents the conception of formation of the legal culture of technical university students.

The ability and willingness of a modern graduate to perform professional tasks in accordance with the requirements of law, the ability to reflect and implement axiological attitude to professional tasks is an essential

characteristic of the quality of his/her training. That is, the legal culture of a specialist is a sense-forming basis of professional activity, which has a social orientation and high social significance, reflecting the value orientations of legal professional activity, which allows performing professional functions on the basis of the norms of law.

The process of the formation of technical university students' legal culture should take place in stages, based on the structural and content characteristics of the process. The assessment of the maturity of the legal culture of a technical university student should be carried out comprehensively, taking into account the data of parameters of cognitive, appraisal, emotional, motivational, volitional, practical and behavioral criteria. We believe that the formation of the legal culture in the process of obtaining an academic degree by technical university students should be based on a set of pedagogical conditions and methodological recommendations for their implementation: the direction of the legal potential of university disciplines to the disclosure of the content of the basic rights and freedoms of the individual, the recognition of law as a normatively enshrined justice, the general measure of freedom and equality of citizens; supplementing theoretical legal provisions with information about the possibilities of their practical application; the conditionality of the selection of content, forms and means of its realization by the urgent needs of life and the interests of the student; inclusion of students in active legal activities both within the educational process and in everyday life.

We believe that for a student, and then a specialist, communication is the most important tool of professional activity, even if its concerns technical specialties. By focusing on the communication of a student and a teacher in the form of a dialogue, we strive for communication not only to transfer information, but also values of legal professional activities. Dialogue interaction is characterized by multifunctionality, which can be represented by a set of such functions, in terms of impact on the student. To this end, the experimental group students were involved in discussions initiated by a teacher concerning legal matters that they can face in their work. The most important thing in this experimental work was to ensure equal dialogical relations between a teacher and students. Here the teacher acted like a partner, not a supervisor.

The culturological unit involved providing students with the information about the concept of legal culture, history of the development of law itself, peculiarities of legal framework in the world, etc.

The axiological unit covers issues related to the development of young specialists' understanding that every personality is the highest value from the psychological, pedagogical and legal points of view. Besides, their positive (valuable, axiological) attitude towards every person's rights and respect for them was also formed within this unit.

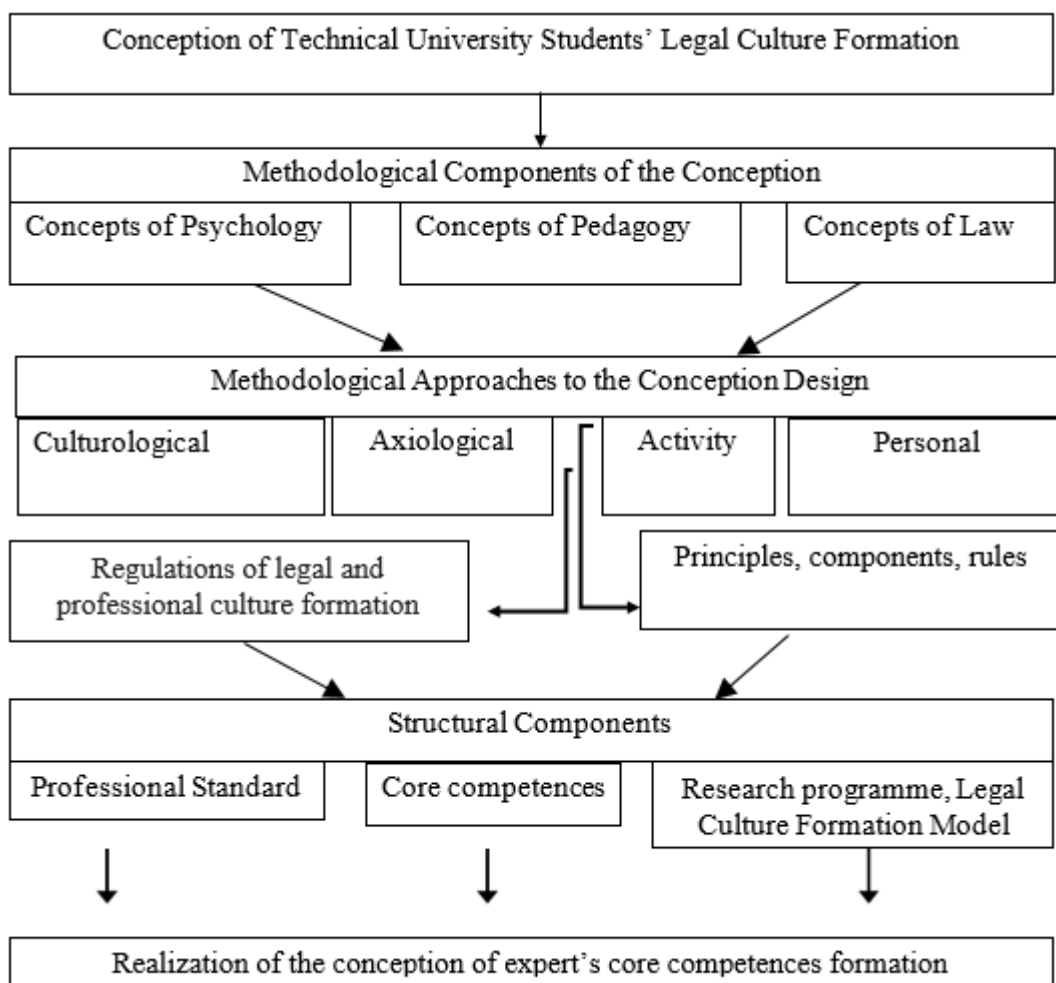


Fig. 1. Conception of Technical University Students' Legal Culture Formation

The activity component provided for the development of the respondents' skills of using the acquired knowledge in practice. For this purpose, we tried to design "real-life" situations to make them immersed into the process of dealing with a certain legal topic.

And the personal unit was aimed at the development of their personal qualities which are required for a modern highly-qualified professional with a high level of legal awareness: first of all, tolerance, judiciousness, general intelligence, sympathy, logical thinking, etc.

For this purpose, the experimental work in the framework of the suggested conception involved various kinds of activities with experimental group students aimed at making them interested in self-development in the area of law and legal sciences. The respondents were engaged into so called round tables where every time they discussed relevant issues which can happen to them in their work and which require profound knowledge of laws, regulations, and their rights. Besides, the students were encouraged to participate in conferences and seminars on similar topics as audience members and then

(during the 3rd year of training) as active participants making reports. Besides, lots of role-play and business games, as well as case studies were designed and suggested to them. Meanwhile the control group respondents were taught law according to the curricula using standard textbooks.

Empirical Study Results

According to the results of the initial stage of the carried out experiment – the initial assessment of the maturity of the respondents' legal culture – most of them have a critically low level in both groups.

Experimental work on approbation of the proposed conditions for the formation of legal culture allowed to reveal positive dynamics of the growth of the level of legal culture indicators in both control and experimental groups. The results have shown its effectiveness as compared to the traditional process of the legal culture formation.

The results according to all indicators of the legal culture of the experimental group are higher than those in the control group (see table 1).

Table 1.

Final Results of Assessing Technical University Students' Legal Culture

Criteria	CG	EG	CG	EG	CG	EG
	1 st year of study	1 st year of study	2 nd year of study	2 nd year of study	3 rd year of study	3 rd year of study
	1 st stage Adaptation (initial)		2 nd stage Development (intermediate)		3 rd stage Final	
Cognitive	0.87	0.42	0.42	0.86	1.3	2.2
Estimation	0.55	0.29	0.80	0.86	1.44	2.24
Emotional	1.06	0.79	1.12	1.06	1.51	2.43
Motivational	1.43	1.27	2.08	2.04	2.26	2.86
Volitional	1.86	1.5	2.04	2.08	2.09	3.12
Practical	1.23	1.15	2.09	2.02	2.06	3.04
Behavioral	1.0	1.02	1.13	1.51	2.14	3.09
Mean values of legal culture levels	1.14	0.92	1.38	1.5	1.8	2.7

Data in table 1 indicate that, at the initial stage of the experiment, the mean value of the experimental group was almost equal to the corresponding mean value in the control. According to all units we can see clearly ex-

pressed positive dynamics of these indicators in the experimental group.

The average indicators of the levels of the formation of legal culture in the stages of the experiment are presented in the form of a diagram (Figure 2).

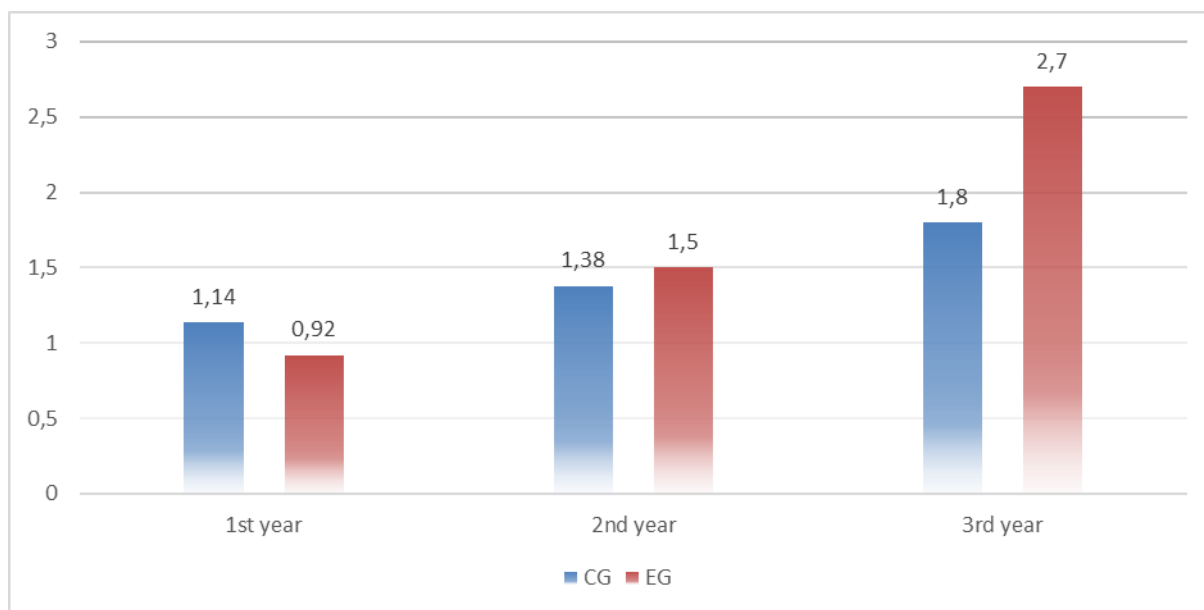


Fig. 2. The Average Indicators of the Maturity of Technical University Students' Legal Culture

Thus, the 2nd year of study in both groups is characterized by a general slight increase in the level of the respondents' legal culture.

The results of the assessment of the 3rd year of study have shown a higher level of maturity of all components of legal culture among in the experimental group as compared to the control one.

The obtained results mean that the level of legal culture of students of the experimental group is higher than that of the students of the control group. This gives

grounds for making conclusions about the efficiency of the implemented conception of the formation of technical university students' legal culture.

Conclusion

Consideration of the system of training of a technical university student from the standpoint of the formation of the legal culture can ensure the unity of the professional and educational environment in shaping the content of training, describing goals and values, personal qualities of the graduate, the experience necessary for solving profes-

sional problems on a legal basis. In this regard, the category of legal culture of a specialist is a semantic basis of professional activity, which has a social orientation and high social significance, which allows performing professional functions on the basis of the rules of law.

The developed technology of the formation of the legal culture of technical university students can be realized in institutions of non-humanitarian sphere, since it is based on common didactic principles. The theoretically justified approach to the formation of the legal culture of students on the basis of dialogic forms of interaction can become the most important in the formation of an open developing environment of an educational institution of any type.

In general, according to the results of the formative experiment, it was established that using a specially developed set of pedagogical conditions and methodological recommendations for their implementation, it is possible to improve the process of the formation of the legal culture of students. It should take place in stages, based on the structural and content characteristics of the process.

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ФОРМУВАННЯ ПРАВОВОЇ КУЛЬТУРИ СТУДЕНТІВ ТЕХНІЧНОГО ВНЗ

У статті розглянуто найважливіший фактор розвитку сучасних соціально-економічних відносин, що проявляється у формуванні нового покоління фахівців технічної сфери, які здатні в умовах, що склалися, забезпечити стабільний процес суспільного розвитку. Метою дослідження є теоретична розробка і практична реалізація науково обгрунтованої концепції формування правової культури майбутньої професійної діяльності студентів технічного закладу вищої освіти. Для досягнення поставленої мети використані загальнонаукові методи дослідження: теоретичного аналізу – порівняльно-порівняльний, міждисциплінарних досліджень, логічний аналіз, моделювання; констатувальні – контент-аналіз нормативно-правових документів, метод семантичного диференціала, спостереження; прогностичні – аналіз стратегічних напрямків розвитку сучасних технологій і суспільства. Висвітлено підходи сучасних науковців до визначення сутності правової культури студентів і шляхів її формування у процесі професійної підготовки студентів технічних закладів вищої освіти неюридичного напрямку підготовки. Визначено и обосновано комплекс педагогічних умов, що забезпечують формування правової культури студентів в умовах технічного університету. Створено та запроваджено у навчальний процес концепцію формування правової культури студентів технічних вищих навчальних закладів. В її покладено закономірності, що спрямовані на формування загальної, професійної і правової культури діяльності фахівців. Концепція структурно складається зі стандарту спеціаліста, основних компетенцій, моделі формування правової культури. Реалізація такої концепції закономірно призведе до формування основних компетенцій діяльності майбутнього фахівця. За результатами проведеного експериментального дослідження було зафіксовано позитивну динаміку розвитку правової культури студентів експериментальних груп, які навчалися за запропонованою програмою, на відміну від студентів контрольної групи.

Ключові слова: правава культура, правознавство, правава освіта, концепція формування правової культури студентів.

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