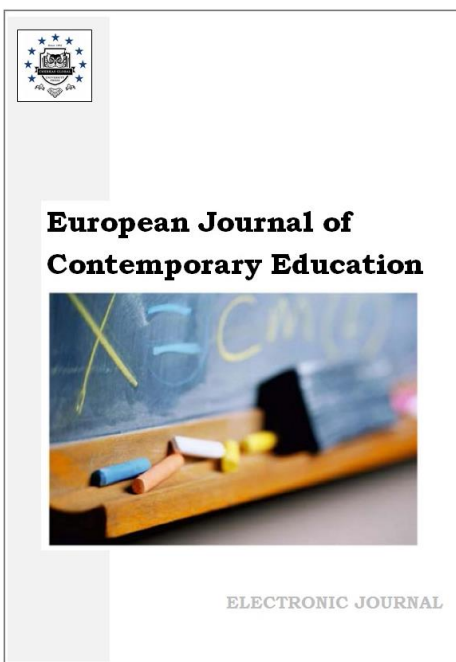




Copyright © 2022 by Cherkas Global University
All rights reserved.
Published in the USA

European Journal of Contemporary Education
E-ISSN 2305-6746
2022. 11(3): 696-706
DOI: 10.13187/ejced.2022.3.696
<https://ejce.cherkasgu.press>

IMPORTANT NOTICE! Any copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of this work in violation of the author(s) rights will be prosecuted in accordance with international law. The use of hyperlinks to the work will not be considered copyright infringement.



Educating a Student's Legal Culture: A New Approach to Developing A Learning Model

Zhazira Ashirova ^{a,*}, Saule Zholdasbekova ^a, Ulzhamal Konakbayeva ^b, Laura Akhmet ^c

^a M. Auezov South Kazakhstan University, Shymkent, Republic of Kazakhstan

^b Silkway International University, Shymkent, Republic of Kazakhstan

^c South Kazakhstan State Pedagogical University, Shymkent, Republic of Kazakhstan

Abstract

The pertinence of the issue beneath think about is determined on the one hand, by the objective need of society for a person who has a legal culture, respects and complies with the law, on the other – by the unrealized educational conceivable outcomes of utilizing the discourse instructive circumstance within the instructive prepare of the college. The purpose of the article is to substantiate the auxiliary and utilitarian show of instruction of the lawful culture of the understudy by implies of the discourse instructive circumstance. Research methods: a theoretical and comparative analysis of scientific literature; study of advanced pedagogical experience, retrospective analysis of their own experience; purposeful pedagogical observation, conversation, survey, analysis of the results; hypothesis building, forecasting. The article substantiates the activity and cultural approaches as a methodological strategy for studying the method of teaching a student's lawful culture by means of a discourse instructive circumstance, aimed at forming the student's subjective position, self-determination, self-affirmation in the cultural and legal environment of the college, personal formation, which contributes to the enrichment of the educational hypothesis of activity and the theory of cultural education. Practical significance: The methodological system is aimed at criterion-diagnostic support of the instruction of the student's lawful culture, including criteria, indicators, and level characteristics of the arrangement of the student's lawful culture (high, sufficient, low), which allows to improve the educational process and diagnose the investigated personality quality.

Keywords: speech educational situation, personal culture, legal culture, professional training, students.

* Corresponding author

E-mail addresses: zhazok.ashir@mail.ru (Zh. Ashirova)

1. Introduction

In science, it is argued that within the instructive handle, a discourse educational situation acquires quite large opportunities, as a situation of educational tension that occurs spontaneously or is organized by a teacher. In the education of legal culture, it allows you to strengthen professional orientation, positive motives, subjectivity, self-determination, personal development. As our question arose, the discourse instructive circumstance within the handle of instruction is constantly used, but if it is not reflected, the expected pedagogical result is not achieved.

Legitimate culture is a necessary portion of human civilization (Ansolabehere, 2011; Nelken, 2016). It actualizes the values. It actualizes the values of the law developed by humanity in the course of its social development. Currently, a comprehensive review of the scientific concept of "legal culture" is needed, based on the joint work of lawyers, educators, psychologists, sociologists, and other researchers (Garrido Gómez, 2016).

Legal culture is a system of legal knowledge, attitude to law, and legal behavior of citizens in all spheres of life (Kurylo et al., 2020; Díaz, Navarro, 2020). It defines the framework for the functioning of all public and State bodies and institutions. The legal culture, through its functions, affects all aspects of public life, and in turn is affected by it (Kachur et al., 2020).

Additionally, it is quite obvious that modern society is at the very beginning of a complex and long path to a high level of legal culture. The present and future of our country, undoubtedly, depending on the youth, in particular, on students.

In general, the problem of the study is expressed in the content, technologies, and forms of utilizing discourse as an indicator of learning the student's legal culture. In science, several studies have been accumulated (Absattarov, 2019; Nabievna, Manafovna, 2019; Sergeeva et al., 2019) on the problems of educating the legal culture of the individual: the historical and theoretical aspect of legal education of young people was studied, the management of the process of legal education was analyzed. At the same time, no specific studies were conducted to identify the pedagogical conditions for the effective instruction of the student's legitimate culture, and the possibilities of speech activity and speech educational situations in this process were not considered.

This allowed us to reveal several contradictions between:

- the objective need of society for a person who has a legal culture, respects and complies with the law, and a low level of legal education of graduates of higher professional educational institutions;

- the possibilities of the discourse instructive circumstance within the education of the legal culture of the student and their insufficient use by teachers in this process.

The solidarity of law and culture, taking into consideration their uniqueness and nonidentity, is communicated within the concept of "legitimate culture". Within the logical writing, there is no single point of see on the definition of the concept of "lawful culture". In its comprehensive analysis, it is necessary to distinguish three significant positions.

First, an examination of the specialized writing on this issue has appeared that the first definitions of legitimate culture are given within the writing of 60-80 a long time (Kotler, 1967; Rakowska-Harmstone, 1975). They are presented mainly through the category of "communist legitimate culture". In the afterward period, researchers essentially did not address this issue, even though social relations have experienced critical changes, the previously developed concept of the socialist legal culture has ceased to correspond to Russian realities. Definitions of legitimate culture were proposed, as the run the show, by legitimate researchers, since within the past it was considered accessible to legal advisers to look at legal issues.

Secondly, the development of this concept was carried out primarily from connected positions without taking into consideration the socio-philosophical perspective of this issue. Thus, advanced science needs a comprehensive definition that compares the fundamental substance of this concept and considers legitimate culture as a philosophical, lawful, and social marvel of state-legal reality, without barring the need for the lawful substance of this category (Sovhira et al., 2019).

Third, at the show, the method of examining the issues of legal culture has heightened within the world of the statute, but these thoughts are progressively barely connected (Piszcz, Sierocka, 2020), primarily related to the proficient angles of this lawful category.

The monograph "Political and Legitimate Culture (methodological perspectives)" (Keizerov, 1983), continuing from a barely regulating translation of the law, deciphers the wonder of lawful

culture as takes after: "Anything down to earth substantial shapes political and legitimate culture may take, in anything complex interlacing, in anything unified solidarity with fabric, essential relations they may show up, their primary characterizing include is their having a place to the superstructure, to ideological relations. The beginning of the methodological position permits us to uncover the social essence of legitimate culture within the framework of social wonders and relations." Based on the common definition of culture as a social marvel related to the superstructure and ideological relations, the creator characterizes legitimate culture as an instruction of a superstructure, and ideological nature. At the same time, the creator to gets a steady state of social practice through legal culture

The foremost known definition of lawful culture was proposed by V.I. Kaminsky and A.R. Fatinovy. "Under the legal culture," they compose, "it is proposed to understand a system of materialized and ideal elements that belong to the scope of the law and their reflection in the consciousness and behavior of people" (Kaminsky, 1974). The definition given within the Philosophical Dictionary edited by M.M. Rosenthal is additionally enlightening: "The totality of legal knowledge, beliefs, and attitudes of the individual, realized in the process of work, communication, behavior, as well as attitudes to material and spiritual values" (Rosenthal, 1975).

The analysis of psychological, pedagogical, and special literature provides the basis for the conclusion that the method of arrangement and improvement of the lawful culture of the person is of a characteristic nature, usually due to changes within the socio-economic and political spheres of society, associated with the reorientation of modern education to humanistic values. This is done with the strengthening of the cultural role of discourse instructive circumstances within the education of the legal culture of the student.

When determining the leading approach in the study, we rely on the opinion of A.N. Leontiev, who considered the speech situation in the aspect of activity. He believed that any activity is motivated, action is purposeful, and operations serve as a means or condition for purposeful action. According to the scientist, the prerequisite for any activity is a need. The need to engage in communication, in turn, is initiated by the situation, which is understood as a set of discourse and non-speech conditions necessary and sufficient for performing speech activity (Leontiev, 2005).

The advancement of the concept of "discourse circumstance" is reflected within the practical research of philologists (Zolotova, 2004).

To use speech situations for educational purposes, they need to be organized, classified by content, by speech intentions, and only then used in the lesson as a means of teaching.

The analysis of various points of view allowed us to give a definition of the legal culture of the individual, which we will adhere to in the study. Legal culture, as an integrative personal quality, is characterized by a value-based demeanor to law, lawful information, and dynamic lawful movement pointed at actualizing viable involvement of legal behavior.

In this way, in our think about, the discourse instructive circumstance is considered as a circumstance of instructive pressure that emerges suddenly or organized by the educator, the reason of which is to extend the subjectivity of an individual, his self-determination and self-affirmation within the social and lawful environment of the college and individual improvement. The speech educational situation has the following pedagogical possibilities in the education of the lawful culture of the understudy:

- impact on the arrangement of the subject position of the understudy within the course of acing the discourse aptitudes of recognition, expression and interaction; execution of the dialogic nature of the instruction handle (exchange with the educator, writing, individual understudy, with himself);

- actualization of the utilize of helpful advances (discourse, self-presentation, case study, discussion, critical thinking development techniques);

- formation of value-based legal orientations and motivation of active legal activity of the student.

2. Materials and methods

The methodological premise of the inquire about is philosophical, legal, psychological, pedagogical theories that reveal the categories of "lawful culture", "discourse instructive circumstance"; the provisions of psychology and pedagogy about the person as the highest value of

society, about the social essence of the individual, the laws of its formation and development; the provisions of activity and cultural approaches in pedagogy.

To identify differences within the dissemination of the trait, we used a nonparametric X^2 test with a probability of 0.01 acceptable error. Tables, diagrams, and graphs were used to visualize the experimental data.

The consideration of the issue was carried out in three stages:

At the primary, preliminary arrange (2018–2019), the work was pointed at deciding the beginning positions of the think about. For this reason, the works of residential and remote creators on logic, brain research, instructional method, law, and sociology were examined, uncovering the most hypothetical issues. As a result, a range of philosophical, psychological, pedagogical and legal literature was identified, which served as a theoretical basis for determining the essence, structure and functions of the student's legitimate culture, as well as the possibilities of its education by means of the discourse instructive circumstance.

The second phase of the study (2019–2020) consisted of two stages: the first was the development of methods of ascertaining experiment, the mass of statement of the research problem; on the second – settled methods of conducting formative experiment, tested pedagogical conditions of instruction of legitimate culture of a understudy implies a speech-educational circumstance within the instructive handle of the College.

The second phase of the study (2019–2020) consisted of two stages: the first was the development of methods of ascertaining experiment, the mass of statement of the research problem; on the second – settled methods of conducting formative experiment, tested pedagogical conditions of instruction of legitimate culture of an understudy implies a speech-educational circumstance within the instructive handle of the College.

The third phase (2020–2021) was committed to the investigation, systematization, and translation of the results of the test, the definition of conclusions and the plan of the investigation materials.

To obtain representative material, 80 students of the International Kazakh-Turkish University and the South Kazakhstan State University in the Turkestan region were surveyed. Of these, 40 understudies were within the exploratory bunch and the remaining 40 understudies were within the control gather. The members of the survey were students of 1-2 courses who have relatively equal knowledge of the basics of the law, since the state educational standards of higher professional education in this period of study involve the study of the basics of law by students of different specialties and directions.

Knowledge of aspects of legal culture was monitored by observation, directly included in the instructive handle, agreeing to the following parameters:

- 1) Legal awareness;
- 2) Legal values;
- 3) The legal activity;
- 4) Legal creativity;
- 5) Legal self-control.

At the starting phase of the experiment, we developed a questionnaire for students containing 16 questions of closed and open types, and a questionnaire for teachers, according to the results of which certain judgments were obtained.

The set of diagnostic materials included the following methods: a modified method for measuring the effectiveness of legal education V.V. Golovnenko, an adapted diagnosis of the arrangement of legitimate culture of students S.I. Nefedova, a modified questionnaire " Self-assessment of the realization of personal life goals "(N.R. Molochnikov); an adapted method of M. Rokich " Value orientations"; a method " Unfinished sentences"; questionnaires " My rights", "Speech quality".

3. Results

As a result of the examination of different focuses of see on the structure of the lawful culture of the individual, we present it as a unity of three components: motivational-value, cognitive, and activity.

The substance of the components of the legal culture of the individual is presented in [Table 1](#).

Table 1. Content of the components of the legal culture of the individual

Legal culture		
Motivational-value component	Cognitive Component	Activity component
motivation for the study of law	legal awareness	experience in the practical application of legal norms
the value of freedom, the confidence that only the freedom of all people in society is one of the reliable guarantees of freedom for everyone	knowledge of legal norms, procedures, and institutions implementing the law	skills and abilities to use the law, subordination of their behavior to the requirements of legal norms
respect for the dignity of other persons acting as equal participants in legal communication; legal views and beliefs		active creative legal activity aimed at the realization of the interests of individuals within the limits of legal norms
personal responsibility for their actions and an inner belief in the importance of the fulfillment of the duties that lie on them		discipline, demanding in the implementation of legal norms; self-control over compliance with legal norms

In the study, we focused on the functions of the student's lawful culture, which correlate with the functions of the discourse instructive circumstance and with the functions of the process of educating the legal culture (Table 2).

Table 2. Correlation of the functions of legal culture, the method of instruction of lawful culture and the speech educational situation

Functions of the student's lawful culture	Functions of the process of teaching the student's lawful culture	Functions of the discourse instructive circumstance
Value-normative	Value-regulatory system	Programming system
Cognitive transformative	Gnostic	Educational program
Legal education	Legal modeling	Educational program
Communication system	Communication system	Fascination

The value-normative function of the student's lawful culture is associated with the process of assigning legal values, or mating legal orientations that are necessary for him to successfully adapt to society. Lawful values are pointed at the formation of individual responsibility for their activities. The higher the value of the law is realized, the greater the degree of subordination of one's actions to the norms of law. Among the main values are the rights and opportunities of each individual in unity with his responsibility to society.

The cognitive-transformative function of the student's legal culture is connected with the task of acquiring legal knowledge, applying it in the cultural and legal environment of the college (which is provided by the use of the framework of discourse educational situations), the subsequent translation of legal knowledge to various categories of citizens and, ultimately, with the construction of the rule of law.

The legal-educational function reflects the development of the legal qualities of the student, and the formation of his skills of lawful, socially active behavior, due to the developed value-legal orientations first in the cultural and legal environment of the college, and then in everyday life. Compliance with the norms of law should become a habit, become an internal conviction, and a guarantee of lawful behavior in various legal situations.

The communicative function of a student's legal culture is realized within the handle of communication based on the utilization of a framework of discourse instructive circumstances between a teacher and a student, a student and other students, and later – between a professional specialist and various categories of citizens. The communicative function provides the practical implementation of the process of teaching the student's lawful culture.

In the course of our research, it became necessary to develop a model of teaching the student's lawful culture employing a speech educational situation that can holistically reflect the process under study, its specifics, and patterns.

When designing the model, we were guided by several necessary and sufficient requirements, based on which the model should:

- serve as a means of developing the theory;
- to be a means of interpreting a theory or hypothesis about a phenomenon or process; to develop a particular theory, to confirm or refute the theory put forward;
- be a means of predicting the development of observable or difficult-to-observe processes;
- be experimentally controlled, universal enough to describe, and explain the variety of connections of the modeling object;
- being visual and visible.

The model developed by us is based on a systematic approach, and modeling principles, taking into consideration the specifics of the protest and subject of investigation. The use of modeling made it possible to identify and explore the natural connections that reflect specific pedagogical realities, to determine the means to achieve the goal in an idealized object, and to justify and develop a project. The theoretical model includes a theoretical and methodological concept, regularities, principles, and scientific tools (Figure 1).

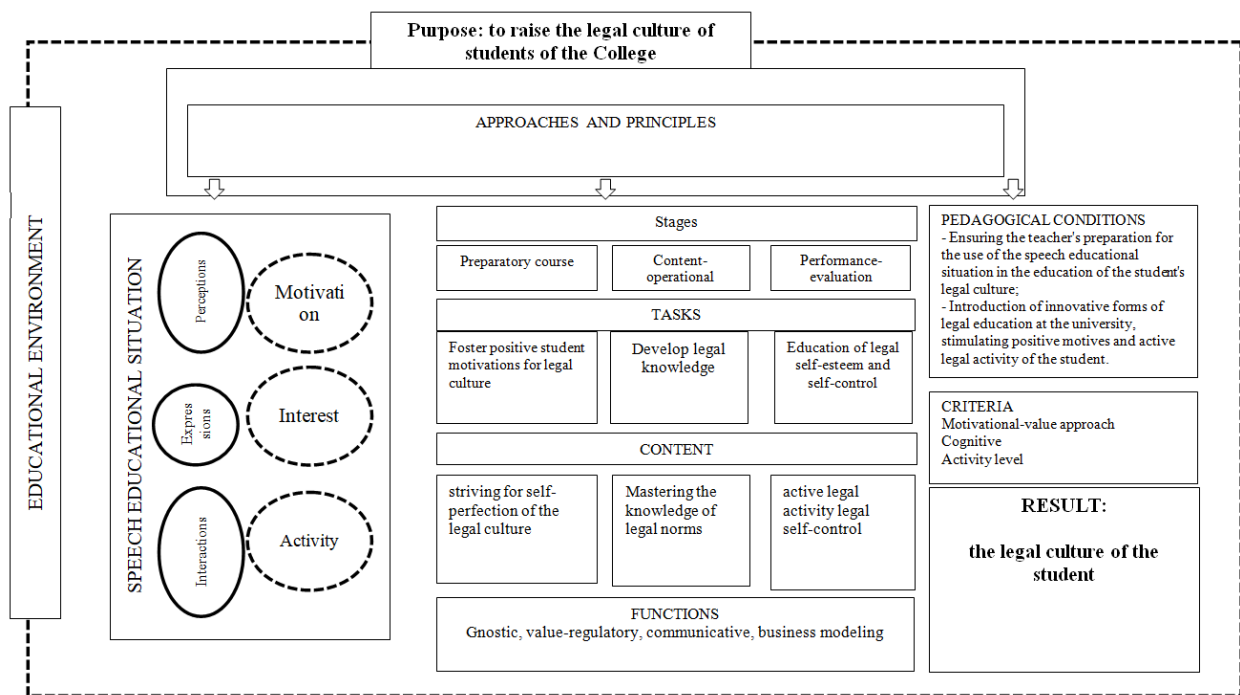


Fig. 1. Auxiliary and utilitarian demonstrate of instruction of the lawful culture of the understudy by implies of the discourse instructive circumstance

Based on the specifics of the question and subject of our think about, the taking after conditions for the instruction of the lawful culture of the understudy by implies of the discourse instructive circumstance were:

- Ensuring the teacher's preparation for the use of the speech educational situation in the education of the student's legitimate culture, which allows organizing the process under study;
- Presentation of inventive shapes of legitimate instruction at the college, fortifying positive thought processes and dynamic legitimate action of the understudy.

Confirmation of the adequacy of educational conditions of instruction of lawful culture of the understudies was carried out amid the test inquire about work carried out in a few stages:

- To the organizational-preparatory stage was carried out mass conclusion, distinguish the highlights of arrangement of legitimate culture of understudies;
- At the organizational and down to earth stage-testing of academic conditions for the instruction of legal culture by implies of the discourse instructive circumstance.

The formative experiment consisted of 3 stages: indicative, process-activity, and performance-evaluation. Within the exploratory bunch, the emphasis was placed on the utilize of speech instructive circumstances within the execution of the selected pedagogical conditions for the instruction of lawful culture. At the indicative stage, work was carried out with the teaching staff on this problem.

To determine the changes in the indicators of the legal culture of the student by means of the discourse instructive circumstance, the emerging perception in recent times and after the trial was compared. At the middle stages of the exploratory look work, we conducted a number of cross-sections to decide the flow of individual markers in each of the criteria (motivational-value, cognitive, activity).

Before analyzing the test information, we are going to center on the factual criteria and pointers that we utilized within the course of the test work.

The quantitative evaluation of the results of educational exploration carried out by the proportion strategy, that's, by the rate of understudies who are at a certain level of lawful culture arrangement at the starting and the end of the experiment. To trace the dynamics of the exploratory look work, we utilized the taking after pointers of the energetic arrangement:

- the normal marker (Av), reflecting the quantitative appraisal of the growth of the level of instruction of the legitimate culture of the understudy, which was calculated using the equation (1):

$$Av = \frac{a+2b+3c}{100}, \quad (1)$$

where a , b , c is the rate of understudies who are, separately, at a low, sufficient and tall level of instruction of the lawful culture.

- The pointer of outright development (G), reflecting the distinction between the initial and last values of the level (or a partitioned model) of the legitimate culture of students, which is calculated by the equation (2):

$$G = V_f - V_i, \quad (2)$$

where V_i – the initial value of the indicator; V_f – the final value of the indicator;

The efficiency factor of the experimental method is determined by the formula (3):

$$K_{ef} = Av(e)/Av(c) \quad (3)$$

where $Av(e)$ – the esteem of the normal marker of the test bunch;

$Av(c)$ – the esteem of the normal pointer of the control gather.

Assessment of the subjective development of the level of instruction of legitimate culture of understudies of the test gather at the final stage of the experiment relative to baseline and relative the level of instruction of legitimate culture of understudies in the control bunch can be carried out utilizing strategies of numerical insights.

To analyze the results about of the think about, the strategy of the "chi-square" criterion was utilized. Since there are levels at which there were less than five understudies, we combined the levels, and the model X^2 was calculated utilizing the equation (4):

$$X^2 = \frac{1}{N_1 N_2} \sum \frac{(N_2 O_{1i} - N_1 O_{2i})^2}{(O_{1i} + O_{2i})} \quad (4)$$

Where N_1 – number of understudies within the test group; N_2 – number of understudies within the control group; O_{1i} , O_{2i} – the number of understudies of the exploratory and control bunches, individually, who are at the 1st level of instruction of the legitimate culture.

The results of the cross-section at the beginning of the experiment, displayed in [Table 3](#), show that there were no critical contrasts within the test and control bunches for the chosen

markers sometime recently in the academic test. This is evidenced, in specific, by the values of the normal pointers (Av) according to the criteria (motivational-value – 1.80 % in the experimental and 1.76 % in the control; cognitive – 1.58 % and 1.6 %; activity – 1.60 % and 1.55 %).

Table 3. Comparative data at the starting of the test (in % of the whole number of students)

Criteria	Level	E group		C group	
		Number	%	Number	%
Motivational-value approach	high	8	20,0	8	20,0
	sufficient	27	67,5	24	60,0
	low	5	12,5	8	20,0
	Av	2,08		2,0	
Cognitive	high	3	7,5	4	10,0
	sufficient	13	32,5	11	27,5
	low	24	60,0	25	62,5
	Av	1,5		1,48	
Activity level	high	4	10,0	3	7,5
	sufficient	14	35,0	13	32,5
	low	22	55,0	24	60,0
	Av	1,55		1,48	

Since within the think about we were managing with a random sample of observables, we can accept that within the common populace, the proportion of the recognized levels is displayed comparably. This permitted us to consider the test of the control groups identical to the test of the experimental bunches at the comparing organize of the explore with a better degree of certainty, and within the future, when calculating the chi-square basis, to acknowledge a 5 % level of centrality.

The results of diagnostics of the levels of education of the legal culture of students according to motivational-value, cognitive, and activity criteria during the generalizing stage of the test are displayed in [Table 4](#).

Table 4. Comparative information at the conclusion of the experiment (in % of the overall number of students)

Criteria	Level	E group		C group	
		Number	%	Number	%
Motivational-value approach	high	15	37,5	8	20,0
	sufficient	22	55,0	28	70,0
	low	3	7,5	4	10,0
	Av	2,3		2,1	
Cognitive	high	13	32,5	7	17,5
	sufficient	21	52,5	21	52,5
	low	6	15,0	12	30,0
	Av	2,18		1,53	
Activity level	high	11	27,5	5	12,5
	sufficient	20	50,0	17	42,5
	low	9	22,5	18	45,0
	Av	2,05		1,68	

After the test look work, the normal values for each basis expanded in both the test and control bunches. Be that as it may, the changes within the exploratory bunch are much more prominent. In this way, concurring to the motivational esteem to the criterion of the normal within the exploratory bunch expanded by 1.1 times, and in control – 1.05 times, cognitive experimental – 1.45 times, in the control of 1.03 times, activity – 1.32 times the experimental eve 1.13 times the control.

During the formative experiment, the level of education of the motivational and value component of the legal culture of the students of the exploratory bunch altogether changed.

The examination of the gotten comes about appears that the number of understudies of the experimental group who are at a high level of instruction of the legal culture concurring to the motivational-value measure expanded by 17.5 %. The number of understudies who are at an adequate level of instruction and lawful culture has diminished by 12.5 %. The number of understudies who are at a moo level of instruction within the legal culture has decreased by 5 %. Within the control gather, the number of understudies with a tall level of lawful culture, concurring with the motivational esteem model, remained the same. The number of understudies who are at an adequate level, expanded by 10 %, and the moo was 10 % less.

The number of students within the test bunch appearing with a tall level of lawful culture concurring to the motivational-value measure expanded almost 2 times, whereas within the control gather this pointer remained at the same level.

These comparisons confirm the positive impact of experimental research work on the development of students' motivation, interest in legal activities, the arrangement of the capacity to differentiate values and to consciously treat legal knowledge as a value.

During the generalizing stage of the experimental search work, the positive elements of the level of arrangement of the legal culture of understudies within the test bunch in comparison with the control bunch were uncovered, which is reflected in [Table 5](#).

Table 5. Elements of the lawful culture of understudies within the course of test research work

Group		Levels			Av
		high	Sufficient	Low	
EG (beg.)	Number	5	18	17	1,71
	%	12,5	45,0	42,5	
EG (fin.)	Number	13	21	6	2,18
	%	32,5	52,5	15,0	
CG (beg.)	Number	5	16	19	1,65
	%	12,5	40,0	47,5	
CG (fin.)	Number	7	22	11	1,77
	%	17,5	55,0	27,5	

According to the test results, the number of understudies in the experimental group with a low level of law and order decreased by 27.5 % compared to 15.8 % in the control group. The indicator of a tall level of lawful culture within the experimental bunch by the conclusion of the test expanded by 20.0 %; within the control group-by 4.17 %.

In the test think about, we tried the theory utilizing the factual basis "chi-square" by Pearson, the utilization of which permits us to check whether there are noteworthy contrasts, changes within the levels of the control and exploratory bunches, and what are the causes of these changes. Invalid theory – the level of legitimate culture of understudies is the same within the control and test bunches. Elective speculation – level of legitimate culture shifts among understudies of control and test groups.

The contrasts between the test and control bunches at the start of the exploration were not factually noteworthy ($X^2_{obs} < X^2_{crit}$, $X^2_{crit} = 5.991$) at a 5 % noteworthiness level. Checking the unwavering quality of the differences in the results in the experimental and control groups at the end of the test look work appears that within the experimental group $X^2_{obs} > X^2_{crit}$ at a 5 % level of significance ($X^2_{obs} = 6.021$).

Thus, it can be argued that the alternative hypothesis H_1 is valid, that is, changes in the levels of education of the legal culture of the experimental group are not caused by random reasons, and are the result of the execution of the chosen set of pedagogical conditions.

The results of the test investigation work allow us reason to accept that the complex pedagogical conditions contributes to the effective education of the legal culture of students utilizing speech educational situations.

By preparing teachers to use the opportunities of speech educational situations, presenting imaginative shapes of lawful instruction that invigorate positive thought processes and dynamic lawful action of the understudy, utilizing compassionate innovations that guarantee the arrangement of the student's subjective position within the preparation of tackling discourse educational situations, we oversaw to extend the level of instruction of the student's lawful culture.

4. Discussion

The study of psychological and pedagogical literature allows us to state the absence of special studies devoted to the problem of legitimate culture within the conditions of real practical pedagogical activity. In the published monographs of a generalizing nature, legal culture is presented as a phenomenon of a subjective order. The legal ideology includes legal culture (Tomyuk et al., 2020); as a system of views, beliefs, assessments, and attitudes that express the attitude of members of society to the law, the law, considers legal culture (Sergeeva et al., 2019a); the subjective factor, the legal manifestation of the ideological order, includes the legal culture (Kerimov et al., 2020). The impediment of such approaches and definitions, in our conclusion, is that, eventually, this leads to the distinguishing proof of legitimate culture and lawful awareness, since the previous is considered as one of the shapes of open awareness. Lawful culture is displayed in a limited frame, and both of these concepts eventually cruel the same thing. It ought to not be overlooked that legitimate awareness is as it were one of the components of legitimate culture. At the same time, the research study shows that lawful culture may be a subjectively wealthy lawful awareness, an otherworldly air, and a legitimate climate that wins in a given society. It is troublesome to concur with this supposition since it is more verse than a logical definition of the concept.

5. Conclusion

The study identifies the pedagogical possibilities of discourse instructive circumstance within the education of legal culture of the student, which is in its impact on the arrangement of a subject position of the understudy within the course of acing the discourse abilities of perception, expression and interaction; within the usage of the Dialogic nature of the method of instruction (exchange with the instructor, writing, other); in mainstreaming the utilize of compassionate advances (self-presentation, case consider, talk, and methods of developing critical thinking); in a positive impact on the arrangement of value-legal orientations and inspiration of dynamic lawful movement of the student.

The results of experimental work carried out on the basis of higher educational institutions of the Turkestan locale, permitted us to discover the expanded level of instruction of legitimate culture of understudies, affirming to their information of the law; on the lawful arrangement of esteem introductions; the advancement of abilities legitimate behavior in culture project environment of the College. The positive elements of the lawful culture of the understudies of the test bunch demonstrate the viability of the actualized academic conditions, which affirms the theory of the study.

The conducted investigation does not debilitate the issues of legitimate cultural instruction. Promising regions for assisting logical investigation can be the advancement of a viable innovation for teaching the lawful culture of schoolchildren, the definition of inventive shapes of interaction between the education of control, law, and education in arrange to decide the vital prospects for teaching the lawful culture of youthful people.

6. Acknowledgments

We thank the leadership of the universities of the southern region for supporting the work on these topics.

References

- Absattarov, 2019 – Absattarov, G.R. (2019). Political technologies of legal culture education. *The bulletin*. 4(380): 110-116. DOI: <https://doi.org/10.32014/2019.2518-1467.98>
- Ansolabehere, 2011 – Ansolabehere, K. (2011). Cultura legal. *Eunomia*. 1: 133-140.
- Díaz, Navarro, 2020 – Díaz Gude, A., Navarro Papic, I. (2020). Restorative justice and legal culture. *Criminology and Criminal Justice*. 20(1): 57-75. DOI: <https://doi.org/10.1177/1748895818796549>

Garrido Gómez, 2016 – Garrido Gómez, M.I. (2016). The Legal Culture of Political Representation: Evolution and Balance of Its Current Situation Within Democracies. *Int J Semiot Law*. 29: 823-841. DOI: <https://doi.org/10.1007/s11196-016-9456-y>

Kachur et al., 2020 – Kachur, V., Protosavitska, L., Zasukha, L., Golovko, L. (2020). The role of legal culture in maintaining social stability and countering separatist movements: Case of Ukraine. *European Journal of Sustainable Development*. 9(1): 294-299. DOI: <https://doi.org/10.14207/ejsd.2020.v9n1p294>

Keizerov, 1983 – Keizerov, N.M. (1983). Politicheskaya i pravovaya kul'tura [Political and legal culture: methodology, aspects]. M.: Yurid. lit., 231 p. [in Russian]

Kerimov et al., 2020 – Kerimov, A.A., Tomyuk, O.N., Dyachkova, M.A., Dudchik, A.Y. (2020). Educational potential of the blogosphere as a factor in the formation of human legal culture. *Perspektivy nauki i obrazovania*. LLC Ecological Help. June 1. DOI: <https://doi.org/10.32744/pse.2020.3.33>

Kotler, 1967 – Kotler, M. (1967). Making local government truly local. *Trans-action*. 4: 49-50. DOI: <https://doi.org/10.1007/BF03180081>

Kurylo et al., 2020 – Kurylo, L., Kurylo, I., Shulga, I., Horodetska, I. (2020). Environmental legal culture as a factor in ensuring sustainable development of society. *European Journal of Sustainable Development*. 9(1): 220-227. DOI: <https://doi.org/10.14207/ejsd.2020.v9n1p220>

Leontiev, 2005 – Leontiev, A.N. (2005). Deyatel'nost'. Soznanie. Lichnost' [Activity. Consciousness. Personality]. M.: Smysl: Akademiya, 352 p. [in Russian]

Nabievna, Manafovna, 2019 – Nabievna, T.K., Manafovna, K.M. (2019). Socio-philosophical foundations of legal culture and ways of promoting legal education in society. *International Journal of Advanced Science and Technology*. 28(12): 406-410.

Nelken, 2016 – Nelken, D. (2016). Comparative Legal Research and Legal Culture: Facts, Approaches, and Values. *Annual Review of Law and Social Science*. Annual Reviews Inc. October 27. DOI: <https://doi.org/10.1146/annurev-lawsocsci-110615-084950>

Piszc, Sierocka, 2020 – Piszc, A., Sierocka, H. (2020). The Role of Culture in Legal Languages, Legal Interpretation and Legal Translation. *Int J Semiot Law*. 33: 533-542. DOI: <https://doi.org/10.1007/s11196-020-09760-3>

Rakowska-Harmstone, 1975 – Rakowska-Harmstone, T. (1975). Ethnic autonomy in the Soviet Union. *Soc*. 12: 44-49. DOI: <https://doi.org/10.1007/BF02701829>

Sergeeva et al., 2019 – Sergeeva, M.G., Rozhnov, S.N., Zotov, V.V., Rachek, S.V., Tsibizova, T.Y., Terekhova, N.Y., Poliakova, I.V. (2019). Legal culture as a basic component of professional training in vocational education. *International Journal of Innovative Technology and Exploring Engineering*. 8(12): 4090-4094. DOI: <https://doi.org/10.35940/ijitee.L3639.1081219>

Sergeeva et al., 2019a – Sergeeva, M.G., Bondarenko, N.G., Shebzuhova, T.A., Vartumyan, A.A., Shuisky, A.S., Mazurenko, A.P. (2019). Legal culture formation of a future specialist. *Humanities and Social Sciences Reviews*. 7(4): 13-19. DOI: <https://doi.org/10.18510/hssr.2019.742>

Sovhira et al., 2019 – Sovhira, S., Bezliudnyi, O., Pidlisnyi, Y. (2019). Experimental study on the legal culture of future economic bachelor. *Humanities and Social Sciences Reviews*. 7(4): 787-799. DOI: <https://doi.org/10.18510/hssr.2019.74102>

Tomyuk et al., 2020 – Tomyuk, O.N., Golyshcheva, M.V., Dudchik, A.Y., Dyachkova, M.A., Egorov, V.K. (2020). On the blog content quality in the context of legal culture formation. *Perspektivy nauki i obrazovania*, 46(4), 441-454. DOI: <https://doi.org/10.32744/pse.2020.4.31>

Zolotova, 2004 – Zolotova, G.A. (2004). Kommunikativnaya grammatika russkogo yazyka [Communicative grammar of the Russian language]. M., Nauka, 343 p. [in Russian]