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LEGAL EDUCATION AS A DRIVER OF WORLDVIEW TRANSFORMATION: A HISTORICAL AND PHILOSOPHICAL RETROSPECTIVE

*A EDUCAÇÃO JURÍDICA COMO MOTOR DA
TRANSFORMAÇÃO DA VISÃO DE MUNDO: UMA
RETROSPECTIVA HISTÓRICA E FILOSÓFICA*

*LA FORMACIÓN JURÍDICA COMO MOTOR DE
TRANSFORMACIÓN DE LA COSMOVISIÓN: UNA
RETROSPECTIVA HISTÓRICA Y FILOSÓFICA*

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ABSTRACT: The text discusses the central role of legal education in shaping world vision, especially regarding law, ethics and social justice. Considering globalization and digitalization, the article is analyzed as the historical and philosophical bases of legal education and its contribution to moral development, collective responsibility and critical thinking. The systematic review synthesizes contemporary research and shows that legal training has evolved from ancient rhetoric and philosophy to modern systems currently undergoing digital transformation. We highlight principles such as justice, ethics and humanism, in addition to methods such as interactive and problem-based learning. The results reinforce the importance of including international law and human rights in the curriculum to strengthen global legal awareness. Concluding that legal education must be modernized through interdisciplinary approaches, advanced technologies and updated methods to train qualified professionals and a coherent understanding of the world.

KEYWORDS: Legal education. Historical context. Philosophical context. Ethical principles. Social responsibility.

RESUMO: O texto discute o papel central da educação jurídica na formação da visão de mundo, especialmente quanto ao direito, à ética e à justiça social. Considerando a globalização e a digitalização, o artigo analisa as bases históricas e filosóficas da educação jurídica e sua contribuição para o desenvolvimento moral, da responsabilidade coletiva e do pensamento crítico. A revisão sistemática sintetiza pesquisas contemporâneas e mostra que a formação jurídica evoluiu da retórica e filosofia antigas para sistemas modernos atualmente em transformação digital. Destacam-se princípios como justiça, ética e humanismo, além de métodos como aprendizagem interativa e baseada em problemas. Os resultados reforçam a importância de incluir direito internacional e direitos humanos no currículo para fortalecer a consciência jurídica global. Conclui-se que a educação jurídica deve modernizar-se por meio de abordagens interdisciplinares, tecnologias avançadas e métodos atualizados para formar profissionais qualificados e uma compreensão coerente do mundo.

PALAVRAS-CHAVE: Educação jurídica. Contexto histórico. Contexto filosófico. Princípios éticos. Responsabilidade social.

RESUMEN: El texto analiza el papel central de la educación jurídica en la configuración de la cosmovisión, especialmente en lo que se refiere al derecho, la ética y la justicia social. Considerando la globalización y la digitalización, el artículo examina las bases históricas y filosóficas de la formación jurídica y su contribución al desarrollo moral, a la responsabilidad colectiva y al pensamiento crítico. La revisión sistemática sintetiza investigaciones contemporáneas y demuestra que la educación jurídica ha evolucionado de la retórica y la filosofía antiguas hacia sistemas modernos actualmente en proceso de transformación digital. Se destacan principios como justicia, ética y humanismo, así como métodos como el aprendizaje interactivo y basado en problemas. Los resultados refuerzan la importancia de incorporar el derecho internacional y los derechos humanos en el currículo para fortalecer la conciencia jurídica global. Se concluye que la educación jurídica debe modernizarse mediante enfoques interdisciplinarios, tecnologías avanzadas y metodologías actualizadas para formar profesionales cualificados y una comprensión coherente del mundo.

PALABRAS CLAVE: Educación jurídica. Contexto histórico. Contexto filosófico. Principios éticos. Responsabilidad social.

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INTRODUCTION

The legal education field has undergone significant transformation during social progress. Since ancient times, legal education has combined fundamental philosophical and ethical aspects that contribute to a conscious understanding of legal issues. Research into the impact of legal education on the dynamics of thinking and worldview is currently of great importance in the context of training competent lawyers.

Trends in the global legal environment are determined by the dynamics of the communication field and the digitization of social processes. Currently, ethical and philosophical aspects are becoming particularly important, as they determine the formation of competent legal professionals with strong convictions of justice, critical thinking, and social responsibility. The scientific unconventionality of the present work is that the historical and philosophical retrospective analysis is combined with the modern issues of digitalization and globalization. Contrary to the current works that assume a cognitive approach of historic and evolutionary development of legal education or its contemporary reshaping, the current article is holistic, involving both philosophical underpinnings and current adjustment measures. In this way, it becomes possible to emphasize the evolutionary continuity of the study of law and, simultaneously, to discover new components that can change its methodology in the contemporary socio-cultural environment. In addition, there is a pressing need to develop comprehensive legal education strategies that will shape the worldview of students and ensure the quality of their training in line with modern requirements for integration and digitization.

LITERATURE REVIEW

The historical and philosophical context of training specialists in the legal field is being studied by many contemporary scholars. Dry (2024) studies the period of the formation of universities and the process of studying law in medieval Europe, while Barabash (2024) explores legal education as a symbiosis of rhetoric, philosophy, and law in antiquity.

In light of contemporary challenges, the development of legal education is inseparable from the processes of digital optimization. In particular, Almeida (2025) notes that there is currently a need to integrate legal knowledge into the interdisciplinary educational field. Li (2024) analyzes the main aspects of the potential of digitalization in improving legal education. At the same time, Papastefanou et al. (2022) and Wendel (2023) explore the possibilities of modern legal education in the development of collective social responsibility and effective goal setting.

Garth and Shaffer (2022) identify key challenges in the development of contemporary legal education. Among them, the authors highlight the complexity of implementing innovative

approaches, the unpreparedness of teaching staff, and the imbalance between theoretical training and practical demands.

Meng-Papantoni (2021) and Muhamad (2020) explore the cultural role of legal education. Nesterenko and Oleksenko (2020) note that legal education plays a decisive role in shaping the worldview and self-identity of modern students.

Decosimo (2022) emphasizes the need for the gradual development of ethical aspects and the integration of social responsibility aspects into legal education. At the same time, Kilián et al. (2016) and Poto and Murray (2024) highlight the basic concepts of international law and human rights protection as defining elements of modern educational programs.

Azmi (2020) emphasizes the importance of education as the foundation for shaping the legal consciousness of the younger generation and proposes optimal models of legal training. Jun and Yanju (2022), Sun (2024) discuss specific areas of legal education as a determining factor in the formation of civil society.

An analysis of contemporary industry publications convincingly demonstrates the long evolutionary path of the philosophical and ethical foundations of legal education and its current active transformation. When developing and implementing educational programs, it is necessary to integrate digital solutions and interdisciplinary approaches to ensure the competence of specialists who can meet the challenges of today. At the same time, a number of aspects of the issue under study remain unexplored.

METHODS

Design and scope of the study: The study focuses on the specifics of forming comprehensive legal education systems in the context of a dynamic digital environment. Considerable attention is paid to the potential of the philosophical and ethical foundations of legal knowledge, its impact on the formation of the worldview of students, and the development of social responsibility and critical thinking through the educational legal environment.

Data collection and sources: The study primarily involved a systematic and comprehensive analysis of scientific publications, research papers, and major trends. Relevant primary sources from publications indexed in leading databases (Scopus, Web of Science) were used. The works taken into account were mostly published between 2020 and 2025. The following keywords were used for the search: “legal education, historical context, philosophical context, worldview formation, historical and philosophical retrospective, ethical principles, social responsibility.”

Evaluation criteria: The limitations of the study are due to the complexity of experimental verification of theoretical conclusions.

Analytical basis and methods: The research methodology is based on a number of general scientific methods, including analysis and synthesis, comparison, systematization, generalization, and abstraction. These methods made it possible to trace the causal relationships between the influence of individual factors and the level of effectiveness of educational concepts in the legal field, determine the main criteria and definitions, and identify the most influential factors. A comparative analysis of approaches to legal education helped to identify advantages and disadvantages and develop optimal solutions. Historical analysis was used to understand the evolution of legal education.

RESULTS

The evolution of legal education reflects transformations in society, legal systems, and the philosophical and ethical foundations of social development. After the study of rhetoric and philosophy in the ancient world, the emergence of universities in the Middle Ages and the teaching of Roman and canon law in them, the integration of humanistic and Renaissance ideals in the Renaissance, legal education in modern history has become more accessible and systematic. National codes and legislative acts were created, which later became the basis for teaching law.

Today, legal education is undergoing significant changes against the backdrop of globalization and digitalization. International legal standards are being integrated into the curriculum, forming competencies for cross-cultural interaction in the legal field. At the same time, legal education contains a number of philosophical aspects that play a decisive role in shaping worldview and awareness of legal significance (Tao, 2023). The main philosophical concepts within legal education that influence the formation of worldview are presented in Table 1.

Table 1

Philosophical aspects of worldview formation in the legal education system

Aspect	Specific nature of influence on worldview
Moral and ethical aspects	Awareness of fundamental moral and ethical principles that have a decisive influence on behavior and the development of social relations.
Justice	A conscious perception of the context of justice, which allows one to understand the importance and necessity of a fair and impartial approach.
Social responsibility	Emphasizing the priority of social responsibility, encouraging involvement in the life of society, and actively protecting the rights of others.
Philosophy	The integration of concepts of philosophy of law enables students to meaningfully explore the foundations of legal systems and their impact on the development of legal awareness.

Humanism	Affirmation of humanistic values, in particular respect for human dignity and individual rights.
Critical thinking	Developing critical thinking skills and the ability to analyze legal situations and texts in diverse contexts.
Sociocultural context	The integrated influence of socio-cultural progress on the formation of legal principles and norms, the development of cross-cultural competence.
Logic and rationality	Mastering rational and logical analytical methods that promote the development of reasoned and structured thinking.
Cultural aspect	Recognition of the value of a legal culture that synergizes traditions, norms, and customs that regulate social life.

Note. Summarized by the authors.

Overall, Table 1 data indicate that philosophical aspects are not the abstract categories but the concrete instruments that influence the formation of the students as professionals. Their introduction into the law studies preconditions the fact that in the future a set of values of justice, responsibility, and rational analysis are internalized in the upcoming specialists, and this principle directly affects the structuring of a sustainable worldview.

The philosophical aspects integrated into the field of legal education, listed in Table 1, allow us to form a solid foundation for a deep understanding of the functionality of the phenomenon in social life. In addition, they contribute to the development of professional competencies necessary for responsible and fair participation in the social sphere of legal transactions (Aliksiichuk et al., 2025).

Strategic concepts for the development of legal education are a system of techniques, methods, and approaches designed to improve professional competencies, develop critical thinking, and ethical and philosophical foundations for the formation of a lawyer's worldview in the learning process. Today, it is appropriate to highlight the main concepts for the development of legal education in the context outlined above (Table 2).

Table 2
Educational strategies for the development of legal education in the context of shaping a person's worldview

Strategy	Features
Distance learning	A convenient system for electronic document management, conducting online classes, submitting and checking homework, and communication.
The open question method	In-depth analysis of large volumes of information, with the formation of relevant conclusions
Interactive learning	Development of critical thinking and information filtering skills, stimulation of motivation to acquire specific knowledge
Problem-based learning	Brainstorming, development of practical problem analysis, brainstorming, selection of alternative approaches, leverage method

Discussion method	Development of productive debates, comparison of different conceptual points of view, identification of similarities and differences, formation of relevant conclusions. Debate with personal logic and analysis of the opponent's arguments during the discussion is expected.
Method of classifying ideas	Selection of the most optimal ideas based on independent analytical research of their variability
Learning from mistakes	Forming constructive and positive conclusions from one's own mistakes
Method of communication interaction	Development of initiative, mutual learning, and skills for defending one's position

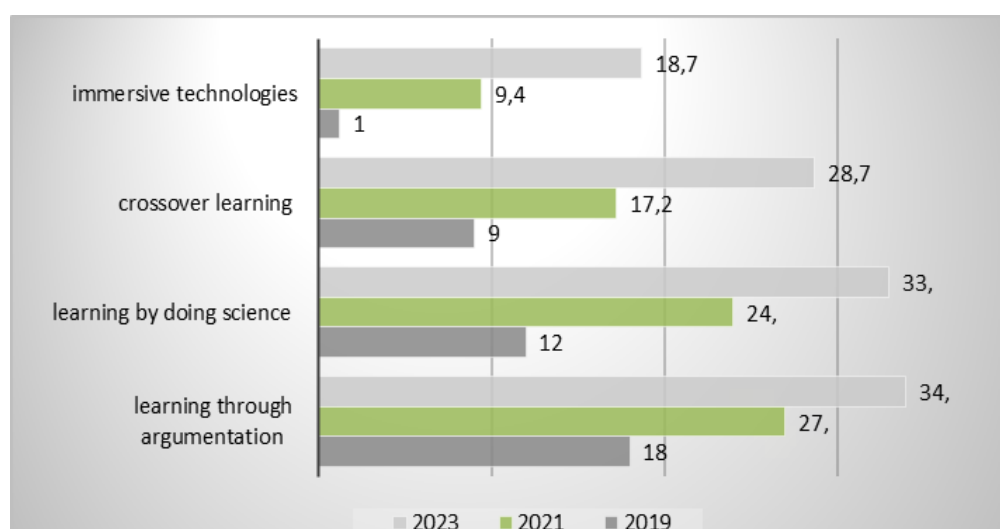
Note. Summarized by the authors.

As strategies identified in Table 2 demonstrate, interactive, problem based, and communication-oriented methods followed in combination are the most effective ones in enhancing critical thinking and ethical responsibility. These methods enable students to participate in the active construction of knowledge and this plays a significant role in intensifying the practical aspect of legal education.

It should be noted that legal education is undergoing significant changes as it adapts to global challenges and new technologies. The Organization for Economic Co-operation and Development (OECD) Skills Studies series (European Education Area, 2023) aims to develop a strategic approach to the qualifications of modern graduates, in particular the integration of innovative teaching methods into the European higher education environment (Figure 1).

Figure 1

Implementation of innovative methods in higher education in the European Union (EU), % of students



Note. European Education Area (2023).

As Figure 1 shows, the experience in the EU suggests that more innovative methods of teaching are increasingly coming into the system of higher education. This tendency proves the possibility of using the same methods in the legal education sector, in which the development of critical thinking and moral consciousness must be subject to constant methodological creativity.

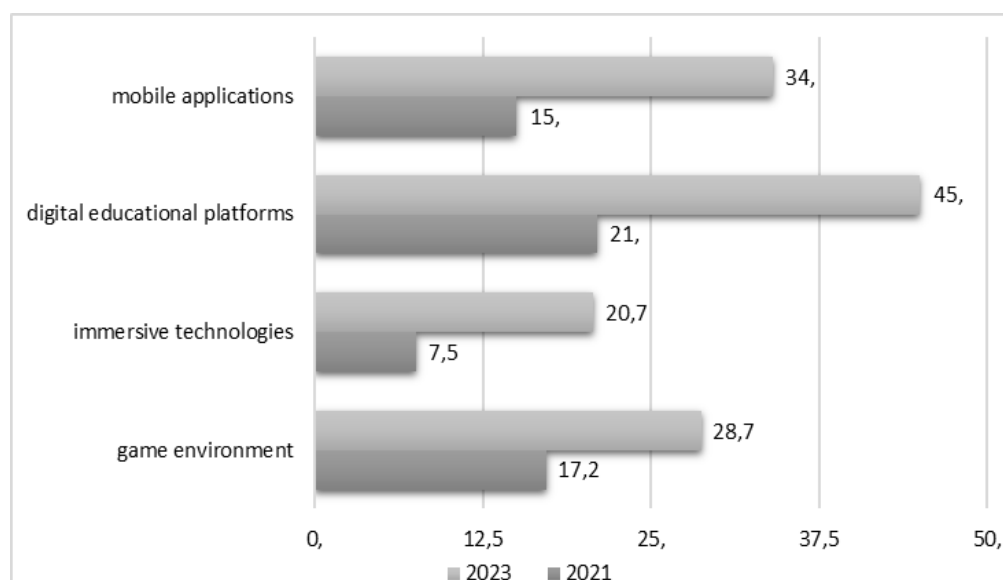
Thus, there is a clear trend towards the active introduction of modern teaching methods that involve the assimilation of professional competence principles, philosophical and ethical foundations, and legal awareness. The most common digital solutions are specified in the Europe Educational Technology (EdTech) 200 report (2023) (Figure 2).

It is evident that the integration of innovative teaching methods allows for the development of existing competencies and the formation of new ones in students. The current trend toward individualization in education requires participation in industry-specific online events, independent analysis of practical experience, and the use of social media (Tsaoussi, 2020). Among the progressive educational technologies are genially (creation of interactive multimedia content) and classVR (application of augmented reality for educational needs) (Vázquez et al., 2022). It is obvious that such tools can effectively expand and complement the educational process in legal education by introducing aspects of reflection, visualization, and cognition that are not traditional for the legal field. As an example, the University of Tartu (Estonia) has already managed to introduce blended learning courses in law in which traditional lectures are supplemented by the interactive online simulation of court cases. Maastricht University (Netherlands) similarly uses a problem-based teaching method to legal studies where students in small groups solve practical legal issues. In Central European University (Austria), case-study seminars are combined with digital tools like Moodle, and students can practice the ability to conduct a critical analysis. Those examples show the European universities implement innovative strategies in their work, which proves the practicality of the educational definitions used in this paper. This will help build a strong sense of social responsibility in students and lay the ethical and philosophical foundation for their future work in the legal field.

Figure 2 underlines that digital learning tools cease to be a marginal component of the educational process but a basic component. Their applied method to the legal education process can help build digital competencies faster and cultivate the willingness of students to engage in interdisciplinary and cross-cultural professional relationships.

Figure 2

Digital learning tools in EU universities, % of students using them



Note. Europe EdTech 200 (2023).

DISCUSSION

Legal education is of critical importance for the effective formation of a person's worldview, their adaptability, critical thinking skills, and social responsibility. Researchers consider the phenomenon of legal education within conceptually different approaches, while all of them recognize the influence of globalization and digitalization at the current stage of development.

Battista and Beuf (2024) see the interdisciplinary integration of legal education concepts as a priority step in preparing competent professionals for the future. According to the authors, an interdisciplinary approach allows for the formation of a conscious perception of legal aspects, drawing on their philosophical and ethical foundations. Das et al. (2023) and Shi (2023) emphasize the inadequacy of traditional teaching methods to meet the demands of today's society and offer their own vision of innovative legal education.

Gainsford et al. (2025) identify the level of digital development of education as a critical factor in its quality, ensuring adaptability and enabling it to meet the demands of the modern legal sphere. The researchers emphasize the need to integrate individual elements of legal education into secondary and higher education systems, which will allow for the effective and gradual development of legal awareness among students.

The subject of Goldsworthy's (2020) research is the socio-ethical basis for the development of the legal sphere. The authors emphasize that legal education cannot develop

without being underpinned by high moral standards and a philosophical foundation for legal competence.

Highlighting the importance of digitalization in legal education, Linhares (2023) positions interactive learning technologies as a means of effectively organizing information flows and minimizing the resource intensity of the educational process. At the same time, the authors identify the practical orientation of legal education as an important aspect.

Therefore, given the specific positioning of legal education in contemporary scientific discourse, it can be concluded that the effective and promising development of the legal education field should take into account aspects of the integration of an interdisciplinary approach, digitalization, and the strengthening of the philosophical and ethical foundations and morality of the legal profession. At the same time, given the existing gaps in the practical mechanisms for the development of legal education, further research is needed on improvement strategies that will contribute to the training of competent specialists.

CONCLUSION

The development of the global legal environment and the widespread digitization of social processes are creating new requirements for the methodology of legal education, which plays an important role in the development of a comprehensive worldview for future specialists. Particular attention should be paid to the philosophical aspects of justice, ethics, social responsibility, and critical thinking, which are integrated into the educational process.

The digitization of the educational process and a multidisciplinary approach are creating new opportunities to improve the accessibility and flexibility of legal education, its practical orientation, and a deeper understanding of legal issues. At the same time, a special role is assigned to issues of ethics, the moral and philosophical foundations of legal training, and the strengthening of sustainable standards of social justice among lawyers.

The current trend toward individualization of education requires participation in industry-specific online events and independent analysis of practical experience, using the potential of social networks. Meanwhile, there are no risks and limitations to the processes of digitalization and individualization of education. The excessive use of information technologies can cause a decrease in the level of interpersonal communication and underdevelopment of soft skills, which are indispensable in the legal field. Besides, personalization of learning may introduce disparities in the availability of resources, since not every student is as digitally literate or technologically supported.

These issues demonstrate the necessity of the balanced approach to technological advances implementation so that they could enrich but not substitute the basic humanistic

and ethical aspects of legal teaching. Such tools can effectively expand and complement the educational process in legal education by introducing aspects of reflection, visualization, and cognition that are non-traditional for the legal field. When speaking about educational innovations, the research pointing to the ethical and digital aspects of modernized practices should be mentioned. As an illustration, Partsei et al. (2025) analyses the morals of educational innovations in cultural and historical development, which is correlated with the proliferation of digital technologies in legal education. The other topical case Aliksiichuk (2025) gives is based on the examination of contemporary digital methods in teacher training, which can be used as a prototype of introducing digital elements into legal education.

The practical importance of the research is that it is possible to directly apply the suggested methods in the law schools. Specifically, interactive, digital, and cross-disciplinary methods can be implemented in curricula with the help of pilot courses, professional training programs and cross-university collaboration. By these initiatives, the content of legal education will not only be modernized but will also help prepare graduates who can react to the moral and social challenges of the modern world.

Further research is needed to identify the most effective strategies for the practical integration of innovative technologies into legal education.

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