

DEVELOPING TECHNOLOGIES TO INCREASE THE EFFECTIVENESS OF LEARNING: FORMING STUDENTS' LEGAL CULTURE

DESENVOLVIMENTO DE TECNOLOGIAS PARA AUMENTAR A EFICÁCIA DA APRENDIZAGEM: A FORMAÇÃO DA CULTURA JURÍDICA DOS ESTUDANTES

DESARROLLO DE TECNOLOGÍAS PARA AUMENTAR LA EFICACIA DEL APRENDIZAJE: FORMACIÓN DE LA CULTURA JURÍDICA DE LOS ESTUDIANTES



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ABSTRACT: The article theoretically and empirically substantiates the development of university students' legal culture as a condition for civic responsibility and professional readiness. The empirical scope is limited to 124 second- to fourth-year students majoring in Social Work and Foreign Language Teaching; therefore, the findings are interpreted as institutional and program-specific rather than nationally representative. The study combines a literature review, qualitative conceptual analysis, questionnaires, surveys, and testing, with results processed anonymously and presented in aggregate form. The research identifies levels, criteria, and indicators of students' legal culture, compares the two groups, and proposes a program based on debates, discussions, flipped lectures, and business games. The findings show that systematic legal education should combine knowledge of legislation with practical exercises in lawful decision-making, rights protection, and civic responsibility.

KEYWORDS: Legal culture. Legal consciousness. University students. Legal education. Higher education.

RESUMO: O artigo fundamenta teórica e empiricamente o desenvolvimento da cultura jurídica de estudantes universitários como condição de responsabilidade cívica e preparação profissional. O escopo empírico limita-se a 124 estudantes do segundo ao quarto ano dos cursos de Serviço Social e Ensino de Línguas Estrangeiras; portanto, os achados são interpretados como institucionais e específicos dos programas, não como nacionalmente representativos. O estudo combina revisão de literatura, análise conceitual qualitativa, questionários, levantamentos e testes, com resultados processados anonimamente e apresentados de forma agregada. A pesquisa identifica níveis, critérios e indicadores da cultura jurídica dos estudantes, compara os dois grupos e propõe um programa baseado em debates, discussões, aulas invertidas e jogos empresariais. Os resultados indicam que a educação jurídica sistemática deve combinar conhecimento legislativo com exercícios práticos de decisão legal, defesa de direitos e responsabilidade cívica.

PALAVRAS-CHAVE: Cultura jurídica. Consciência jurídica. Estudantes universitários. Educação jurídica. Ensino superior.

RESUMEN: El artículo fundamenta teórica y empíricamente el desarrollo de la cultura jurídica de estudiantes universitarios como condición de responsabilidad cívica y preparación profesional. El alcance empírico se limita a 124 estudiantes de segundo a cuarto año de Trabajo Social y Enseñanza de Lenguas Extranjeras; por lo tanto, los hallazgos se interpretan como institucionales y específicos de los programas, no como nacionalmente representativos. El estudio combina revisión de literatura, análisis conceptual cualitativo, cuestionarios, encuestas y pruebas, con resultados procesados de forma anónima y presentados de manera agregada. La investigación identifica niveles, criterios e indicadores de la cultura jurídica estudiantil, compara los dos grupos y propone un programa basado en debates, discusiones, clases invertidas y juegos de simulación empresarial. Los resultados muestran que la educación jurídica sistemática debe combinar conocimiento legislativo con ejercicios prácticos de toma de decisiones legales, protección de derechos y responsabilidad cívica.

PALABRAS CLAVE: Cultura jurídica. Conciencia jurídica. Estudiantes universitarios. Educación jurídica. Educación superior.

INTRODUCTION

Legal culture is an important component of civic development because it reflects how individuals understand legal norms, evaluate lawful behavior, and apply legal knowledge in social and professional life (Demchenko, 2023; Nesterov, 2017). For university students, this issue is especially relevant because higher education institutions prepare future specialists who must be able to act responsibly within legal and ethical frameworks (Dao et al., 2022; Méndez Cabrita et al., 2022).

The problem addressed in this article is not the general importance of legal culture, but the insufficiently systematized development of students' legal knowledge, legal consciousness, and lawful behavior within non-law university programs (Akhmetshin et al., 2020; Smotrova et al., 2021; Sánchez, 2024). The empirical scope of the study is delimited to 124 second- to fourth-year students majoring in Social Work and Foreign Language Teaching. Therefore, the results are interpreted as program- and institution-level evidence rather than as a nationally representative assessment.

This delimitation is important because students from different professional programs encounter legal norms in different ways. Social Work students engage more directly with legal disciplines and rights protection, whereas future foreign language teachers may receive less systematic legal training despite the need to understand students' rights, professional duties, and institutional regulations (Aleksandrova, 2017; Belletati et al., 2021; Albino et al., 2024).

The objective of the study is to theoretically and empirically substantiate the need to develop students' legal culture and to design a pedagogical technology that can improve legal knowledge, legal awareness, and readiness for lawful action in higher education.

LITERATURE REVIEW

The literature on legal culture can be grouped into several analytical approaches. The first approach defines legal culture through knowledge and understanding of law, emphasizing legal norms, legal relations, institutions, consciousness, and behavior (Pindus, 2016; Siniukova, 2009; Vorontsov, 2013). This approach is useful because it shows that legal culture cannot be reduced to memorizing legislation; it also involves value-based legal judgment.

A second approach expands the concept by connecting legal culture with political evaluation of law, progressive activity, legal values, and participation in global cultural development (Biriukov, 2021; Kravchenko, 2015; Potapenko, 2016). These authors shift the

discussion from the individual possession of legal knowledge to the role of legal culture in broader social development.

A third approach focuses on the subjective and psychological dimensions of legal culture. From this perspective, legal consciousness, responsibility, and purposeful lawful behavior are central to the development of the individual as a legal subject (Dyzhova, 2019; Grigorian & Mikhailova, 2016; Muslumov, 2013; Osipov, 2012; Pavlov & Stabrovskii, 2020; Rybakov, 2016).

Taken together, these approaches show that legal culture has cognitive, axiological, and behavioral dimensions. The cognitive dimension concerns knowledge of law; the axiological dimension concerns attitudes toward law as a value; and the behavioral dimension concerns the ability to act lawfully in concrete educational, professional, and social situations.

For this reason, the present article interprets students' legal culture as an integrated formation that includes knowledge of legal norms, respect for legal values, readiness to defend rights and fulfill obligations, and the ability to apply legal knowledge in everyday and professional contexts.

The core element of legal culture is legal consciousness (Rybakov, 2016). Legal consciousness implies a set of views, ideas, feelings, sentiments, perceptions of law and the role it plays in the life of society and the state, the idea of human rights, and the individual's responsibility to other people, the state, and society (Muslumov, 2013). Legal consciousness has an internal structure consisting of legal ideology, legal psychology, and occasionally distinguished legal behavior (Grigorian & Mikhailova, 2016). Legal consciousness serves as a means of social regulation of legal behavior, meaning that it has a regulatory influence. Therefore, it not only supports a person's awareness of the purpose of legal behavior, but also constitutes the source of this awareness (Pavlov & Stabrovskii, 2020). It is within legal consciousness that such legal values and ideals as justice, equality, freedom, honor, and dignity are formed, influencing the development of the entire legal system of the state and civil society (Dyzhova, 2019).

This synthesis also clarifies the research gap: many studies explain why legal culture is socially important, but fewer studies operationalize its development through concrete levels, criteria, diagnostic procedures, and educational activities for students outside law programs.

The university environment is therefore treated as a mediating space between the legal culture of society and the legal culture of the future specialist. It provides not only formal instruction, but also rules, communication practices, role models, and institutional situations

through which students learn lawful behavior (Anggraeni et al., 2023; Berestov, 2016; Khammatova et al., 2021; Abdullayev et al., 2024a).

On this basis, the study moves from conceptual discussion to empirical diagnosis and program design.

METHODS

The study uses a mixed methodological approach combining literature review, qualitative conceptual analysis, and empirical diagnosis of students' legal culture.

The qualitative component consisted of analyzing scientific and pedagogical sources in order to identify the theoretical foundations, structural dimensions, and pedagogical conditions for developing legal culture.

The empirical component focused on two student groups whose educational programs provide different levels of contact with legal disciplines: social work students and students training to become foreign language teachers.

The sample included 124 second- to fourth-year students: 63 students majoring in Social Work and 61 students majoring in Foreign Language Teaching. This sample defines the institutional and program scope of the research.

Quantitative data were obtained through questionnaires, surveys, and testing. The results were processed descriptively using absolute numbers and percentages in order to compare the distribution of high, average, sufficient, and low levels of legal culture across the two groups.

Ethical procedures were ensured through voluntary participation, anonymous processing of responses, and presentation of results only in aggregated form. No personal identifiers were used in the analysis.

The empirical study was conducted in three stages: defining the levels, criteria, and indicators of legal culture; diagnosing students' level of legal culture through questionnaires, surveys, and testing; and designing a program for developing students' legal culture.

This design makes it possible to connect conceptual analysis with practical program development, while recognizing that the results cannot be generalized beyond the sample without further testing.

RESULTS

Our analysis of scientific and pedagogical sources suggests that the key factors affecting the level of students' legal culture include:

- Lack of legal disciplines or insufficient level of knowledge of these disciplines in general secondary education institutions;
- Lack of proper methodological support and up-to-date jurisprudential literature and textbooks;
- Lack of legal education work on the part of pedagogical and research staff (e.g., as part of an educational or curator's hour);
- Lack of visual means of promoting legal knowledge, particularly in such an important issue as legal protection.

This gives reason to conclude that the components of legal knowledge need to be incorporated specifically into the curricula of higher education institutions, allowing specialists in a variety of fields to apply this knowledge in their future professional practice, e.g., when exercising their right to work, interacting with public authorities and institutions of various forms of ownership, and in other life situations (Temerbayeva et al., 2023).

At the first stage, we specified the levels, criteria, and indicators to characterize the development of students' legal culture (Table 1).

Table 1.

Levels, criteria, and indicators of the development of students' legal culture

Criterion	Indicator	Level
Grasp of the legislative framework	Competence in Russian legislation, ability to use ICT to find the necessary legislative acts, and well-developed legal consciousness, legal thinking, and legal culture	High
	Knowledge of the legislation, the basic rights and duties of citizens, and their legal guarantees	Average
	A general understanding of law and legislation, with no understanding of the social nature of different relations and legal regulation	Sufficient
Knowledge of criminal law	Ability to analyze legal problems and to form and justify legal positions regarding the differentiation of criminal offenses from other offenses	High
	Satisfactory knowledge of the norms of criminal legislation without proficiency in the possible ways of protecting rights and interests in case of criminal liability	Average
	Superficial knowledge of criminal law with no understanding of the legal mechanism of bringing a person to criminal liability	Sufficient

Ability to defend one's rights to higher education	Ability to defend one's rights as a participant in the educational process, citing specific articles of specialized legislation in higher education	High
	Knowledge of all rights and guarantees stipulated by specialized legislation in higher education, but without a clear vision of their practical application	Average
	Lack of skills to search for information on students' rights and obligations, requiring external help in their practical application	Sufficient
Ability to exercise one's own rights	Ability to apply the knowledge of how citizens' rights are realized in various branches of law, understanding of the mechanism by which specific guarantees are enforced, knowledge of the provisions of international human rights standards and the Convention for the Protection of Human Rights and Fundamental Freedoms	High
	Relative knowledge of how citizens' rights are realized in certain branches of law (civil, family, etc.)	Average
	Inability to independently realize one's rights as a citizen	Sufficient
Ability to formulate independent answers in disciplines of the historical and legal cycle	Ability to independently, clearly, and logically answer questions, navigate problem situations, and make responsible decisions	High
	Ability to correlate the questions posed with the corresponding branches of law and formulate answers to the questions posed relatively independently	Average
	Inability to logically form answers in the disciplines of the historical and legal cycle due to the lack of an established attitude towards law and the practice of its application	Sufficient
Ability to find compromise solutions to complex problems in the educational process	Strong moral and legal qualities, ability to find compromises on issues arising in the educational process	High
	Knowledge of one's rights as a participant in the educational process is sufficient, but the active legal position to find compromise solutions is weak	Average
	The student is unable to find compromise solutions to complex problems that may arise in the educational process due to their lack of legal activity	Sufficient

Note. The Authors.

The analysis of students' responses at the second stage showed that among future social workers, i.e., persons motivated to study judicial disciplines, the prevailing level of legal culture was average, observed in 44% of the students (28 people); a sufficient level was found in 38% (24 people); and a high level was demonstrated by only 18% (11 people).

As for the students training to become foreign language teachers, a high level of legal culture was demonstrated by 5% (three people), an average level by 53% (32 people), and a low level by 42% (26 people).

The empirical results show that the program for developing students' legal culture should focus first on motivation to master legal norms and regulations, and then on practical assimilation of legal knowledge through tasks that require students to apply rights, obligations, and lawful behavior to real educational and everyday situations (Abdullayev et al., 2024b; Contreras Vivanco et al., 2023; Sapfirova et al., 2022).

Believing that a higher education institution has the necessary means to ensure the formation of students' legal culture, we developed a program for the development of legal culture in students (Table 2), incorporating interactive forms of work at lectures and practical classes:

- Debates (opportunity to learn to formulate and express one's thoughts, listen to others, and reflect on one's skills and abilities [Sydorenko et al., 2023]);
- Conversations (ability to negotiate, listen and hear the other person, set personal boundaries, keep track of time, etc.);
- "Open mics" (ability to act as a co-organizer, to follow the rules of procedure clearly, to pay attention to all stakeholders, etc.);
- Roundtable discussions (observance of business etiquette, ability to identify topical issues for discussion, ability to present the results of one's investigative work);
- Discussion club (development of communication skills, observance of the ethical norms of club members);
- Flipped lectures (switched roles during a training session, ability to take responsibility for oneself, show leadership skills);
- Business games (practical skills in solving complex problems through direct replication of situations, development of a lasting interest in the subject of study, etc. [Gorbunova & Yakimchuk, 2024]).

Table 2.
Program for the development of students' legal culture

Form of training	Content	Predicted result
Debate	Students are asked to produce a definition of the concept of "right", identify the main constitutional rights of citizens, prove the importance of respecting and protecting human rights, and categorize the main constitutional rights into groups (personal, political, socioeconomic, and cultural).	An established understanding of legislative norms enshrined at the constitutional level as an imperative guarantee.
Conversation	An event on the topic of "Ways of realizing human rights in the modern information society" is held, focused on strengthening relevant knowledge, skills, and abilities.	Students gain knowledge on the opportunities to realize their rights to access information, including public information, about relevant laws under which these rights are realized, and to learn about the mechanism of appealing against violated rights to access information.
Open mic	Summarizing students' knowledge in higher education. Students are invited to cite a specific	Students gain a broader understanding of the scope of their rights as

	right enshrined in the Federal Law "On Education in the Russian Federation", and another opponent to explain how this right is realized.	participants in the educational process and the specific actions they need to take to exercise these rights.
Roundtable discussion	Students are asked to prepare questions for a discussion on the topic "Current issues in criminal law", independently identifying criminal offenses and responsibility for them that they are personally interested in.	Students expand their knowledge of criminal offenses, determine the limits of responsibility for a particular crime, and learn the difference between criminal offenses and other offenses.
Front-loading survey	As part of the family law module, students are offered a series of logically related questions, arranged from the simplest to the most complex, to determine their grasp of family law.	The survey facilitates the systematization of students' knowledge, promotes their activity, and encourages them to give answers, express their opinion, and supplement or correct the answers of other participants, thereby expanding their horizons.
Discussion club	An online meeting to discuss the issue "Challenges of restricting human rights during crisis situations".	Students build the legal competencies needed for understanding the protection of human rights and for further adaptation in modern world.
Flipped lecture	Students are asked to review the presentation on the topic "Legal regulation of labor relations of research, research-pedagogical and pedagogical workers"; during the lecture, the teacher answers questions regarding unclear aspects and provides problems for students to solve.	Students get the opportunity to focus on certain features of the topic under study and solve the proposed tasks to assimilate the material through practice.
Seminar	Students are asked to prepare information on suggested questions from the lecture course topics assigned for self-study.	Students develop the ability and skills of independent learning, self-study, working with different sources of law, and analyzing problematic issues and facts.
Business game	Students are presented with a situation taken from real court practice. The participants of the game then have to rationally organize their time to analyze the situation and proceed to debates: discussing the situation, presenting evidence and counterarguments, asking questions from one team to another, and providing a legal assessment of the situation.	Students can share their knowledge, experiences, and insights, learning from the teacher and each other. They learn to actively communicate their opinions and insights while applying legal norms.

Note. The authors.

DISCUSSION

The results confirm that students' legal culture is a multidimensional formation that includes legal knowledge, attitudes toward law as a value, responsibility, and readiness for lawful behavior. This interpretation connects the empirical findings with the literature, which treats legal culture as both an element of personal development and a condition of social order.

The difference between the two groups is pedagogically significant. Social work students, whose program is more closely connected with legal disciplines and rights protection, demonstrated higher levels of legal culture. Future foreign language teachers showed a larger

share of low-level results, indicating the need to include legal education even in programs that are not directly juridical.

These findings support the idea that legal culture is formed not only through family, school, and informal socialization, but also through the university's institutional environment, curriculum, communication norms, and participation in socio-legal activities (Chelysheva & Sapozhnikova, 2024; Iglesias Quintana et al., 2021; Maryano & Anggraeni, 2023).

Accordingly, legal culture development should combine three components: an informative component, which gives students knowledge of legal norms and university regulations; an evaluative component, which forms respect for law as a value; and an organizational component, which engages students in debates, discussions, flipped lectures, business games, and other interactive activities (Ashirova et al., 2022; Belentsov et al., 2024).

The proposed program operationalizes these components by connecting legal knowledge with communication, argumentation, rights protection, conflict resolution, and professional decision-making.

At the same time, the results should be interpreted cautiously because the study relies on a limited institutional sample and descriptive statistics. Further testing is needed to determine whether the proposed technology produces stable improvement over time and across different university contexts.

The recommendations below therefore function as practical directions for implementation rather than as universal prescriptions.

The results allow us to propose recommendations that, in our belief, will contribute to the improvement of legal culture.

1) Regular monitoring of the level of students' legal culture to ensure a timely response to changes in current legislation.

Monitoring students' legal culture can be conducted at several levels: general, industry, and law enforcement. General monitoring assesses mastery of the general rules of law (constitutional, civil, labor, criminal, family, administrative, etc.) (Eflova et al., 2024), industry monitoring focuses on the knowledge of specialized legislation in the student's professional field, and law enforcement monitoring deals with the knowledge of how current laws and legislation are used in practice (Aji et al., 2022).

Each type of monitoring can estimate the level of competence in different branches of law, the ability to apply this legislation, and knowledge of specialized industry institutions (Polyakova et al., 2018).

2. Carrying out information work to explain and popularize law and inform students about key changes in legislation.

Information work involving the explanation and popularization of law can be carried out through direct influence on students' consciousness and behavior or using measures aimed at distributing information about law, legislation, and various events of legal significance. These measures can influence the formation of an active legal position among future specialists. Some examples include roundtable discussions, department meetings, and other open mass events focused on disseminating knowledge on the branches of law.

By conducting information and awareness-raising work with students during curatorial hours, engaging them in scientific and methodological seminars at the department, and organizing individual events (seminars, workshops), it is possible to ensure that students assimilate theoretical knowledge and learn how to practically exercise their subjective rights. In addition, these measures will guarantee that students are informed about recent changes in existing laws.

3. Introduction of separate modules in the educational process to improve students' legal culture as part of the educational process.

The introduction of separate modules aimed at increasing the level of students' legal culture in the educational process will make it possible to set specific goals for improving their legal knowledge and subsequently to monitor and evaluate the results of training.

Legal education is an important complex component of the mechanism of personal legal consciousness, which allows for the process of acceptance, assimilation, and implementation of legal knowledge by future specialists, understanding of their value in public legal relations, as well as understanding of the norms and lawful patterns of behavior.

FINAL CONSIDERATIONS

The study shows that the development of university students' legal culture should be treated as a systematic pedagogical task rather than as an auxiliary element of general education.

Its contribution lies in defining levels, criteria, and indicators of legal culture, diagnosing differences between two student groups, and proposing a program that combines legal knowledge with interactive educational activities.

The main limitation is the restricted empirical scope: the sample included students from two programs, and the results were processed descriptively. Therefore, the findings should be interpreted as a basis for further pedagogical testing rather than as a final generalization.

Future research should experimentally verify the proposed technology, compare its effectiveness across different specialties and institutions, and examine how students' legal culture changes after repeated participation in debates, legal case analysis, flipped lectures, and business games.

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