

DOI [https://doi.org/10.58442/2218-7650-2023-24\(53\)-273-282](https://doi.org/10.58442/2218-7650-2023-24(53)-273-282)

UDC 374.7:37.014

Olena Shulgina,

Leading legal adviser, department of regulatory and legal support,
State Employment Center Legal Department;
PhD student, Department of Public Administration
and project management Educational and
Scientific Institute of management and psychology
SIHE «University of Education Management».
Kyiv, Ukraine.

 <https://orcid.org/0000-0002-4640-273X>
shulhina.olena.mail@gmail.com

PEDAGOGICAL CONDITIONS FOR THE LEGAL CULTURE DEVELOPMENT OF EDUCATORS OF THE STATE EMPLOYMENT SERVICE

Abstract. The article proves that legal upbringing and legal education should be considered as the main factors in the formation of the legal responsibility of teachers, paying attention to the fact that they can both slow down and accelerate legal progress. This is a purposeful process of obtaining systematized legal knowledge by teachers, formation of abilities and skills to apply them in practice, development of the moral and intellectual sphere, ensuring certain legal education of the individual. It is specified that legal responsibility is a qualitative-quantitative characteristic, which includes information not only about the amount of legal knowledge, abilities and skills, about the number of mastered (or unmastered) its elements or types of relevant cultural values, but also information about its content, about the nature of spiritual values (or "anti-values"), about the social orientation of legal ideals, ideas, norms accepted by the individual, this is the culture of legal thinking, the culture of legal feelings, the culture of legal behavior. Pedagogical conditions for the formation of the legal culture of pedagogical workers were defined, to which we included: the presence of educational courses "Jurisprudence", "Constitutional law" as mandatory disciplines for teachers to study during advanced training courses; organization of public activities; Self-government as an institution of civil society. The realization of self-government by students is expressed in the fact that they participate in the development and implementation of local normative acts of the educational organization, make proposals to improve the educational process, resolve issues of individual students' education, etc.; inclusion in

the work plan of lectures, discussions, round tables on legal topics; creation of positive motivation to study law, for this purpose, you can use: a positive example, help in realizing your rights, active participation in school life, making important decisions.

Keywords: pedagogical conditions; legal culture; pedagogical workers; state employment service.

INTRODUCTION / ВСТУП

Problem statement. The Constitution of Ukraine regulates as a priority the legal support of the processes that accompany state formation. Also, it is emphasized on “protection of rights and freedoms of every person, and their guarantees determine the basic content and state orientation” [2]. However, it is well known that any state is created and strengthened by the activities of its citizens. Therefore, the development level of Ukraine as a state governed by the rule of law depends on the formation of legal culture and legal consciousness of each society member.

Some international documents on human rights protection, and the implementation of the Laws of Ukraine “On Education”, “On Higher Education”, “On General Secondary Education”, and many other regulations were adopted in Ukraine. This legislation requires from both heads of educational institutions and each educator the ability and willingness to perform their professional duties taking into account the legal requirements and responsibilities of all participants in the educational process.

Thus, the legal culture of the citizen becomes relevant and an integral part of the content and technology of professional activity for all society members and educators in particular. In regards to the above-mentioned problem special attention is paid to educators from the Vocational Education Centers (hereinafter – VEC) of the State Employment Service. Namely, there is a need to justify the pedagogical conditions for the legal culture development of educators from the Vocational Education Centers of the State Employment Service.

The legal culture of the individual has always been researched by many scientists, in particular: theoretical and methodological aspects of legal culture as a specific socially determined phenomenon are presented in the researches of S. Aleksieiev, S. Komarov, V. Malakhov, V. Lazarev, V. Salnykov, A. Semytko, and others; scientific and methodological principles of legal culture formation are revealed by T. Budyliņa, N. Verbytskyi, V. Holovchenko; pedagogical conditions of formation and development of legal culture are covered in researches of V. Bondurovskyi, S. Nuzhnov, V. Parshyn, etc.; the formation of legal culture and

legal consciousness of the future teacher is presented in the studies of H. Vasianovych, M. Horodyskyi, I. Darmanska, M. Podberezkyi, I. Romanov, M. Shevtsov, N. Yakovlev, etc.; the human resources development in the system of professional-pedagogical education is revealed in the studies of V. Suprun, V. Oliinyk, L. Petrenko and others.

Thus, this topic has always been researched by many scientists.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Such understanding of the relevance of this work allowed to formulate the **purpose** of this study – to determine the pedagogical conditions for the formation of the formation of the legal culture of pedagogical workers of vocational and technical education centers of the state employment service.

In accordance with the purpose, the following **tasks** of the article are defined:

- clarify the meaning of the terms "conditions", "pedagogical conditions" in the context of the outlined problem;
- to determine the pedagogical conditions for the formation of the legal culture of pedagogical workers of vocational and technical education centers of the state employment service.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Based on the analysis of pedagogical and legal literature, we concluded that legal education and legal nurturing should be considered as the main factors in the formation of legal responsibility of educators. It can both slow down and accelerate legal progress. This is a purposeful process of obtaining by educators systematized legal knowledge, the skill formation and abilities to apply them in practice, the development of moral and intellectual sphere, ensuring a certain legal knowledge of the individual.

However, training is not enough for the legal development of the individual. A person, who has good legal knowledge and skills, can show up a high level of good training. At the same time, there is no complete certainty if an individual, who has become educated in law, will not commit illegal acts. An individual may not have a proper legal nurturing that should be understood as a high level of legal awareness is expressed in law-obedience and legal activity, in the full and effective use of legal means in practice, an effort always to follow the legal foundation as the highest values of civilization.

The system of measures aimed at integrating into [human conscience](#)

political and legal ideas, norms, principles that represent the world and national legal culture values, acts as legal nurturing. The content of legal nurturing is to obtain knowledge on the state and law, legitimacy, individual rights, and freedoms, to develop a sustainable orientation to law-abiding behaviour of citizens.

According to I. Bezklubyi, the level of legal responsibility “should be considered at the level of a legal principle that ensures the proper realization of subjective human rights and responsibilities, and warns both internal and external social conflicts” [1].

In our opinion, legal responsibility is a qualitative and quantitative characteristic that includes not only information about the set of legal knowledge, skills, and abilities, the number of mastered (or not mastered) its elements, or types of relevant cultural values. It also includes information about its content, the nature of spiritual values (or “anti-values”), the social orientation of legal ideals, ideas, norms accepted by the individual, legal thinking culture, legal feelings culture, and legal behavior culture.

The philosophical dictionary provides the following definition: “legal culture of the individual is a component of basic human culture. It characterizes the quality and depth of legal knowledge, the degree of understanding of the moral and legal content of legal norms, the quality of legal beliefs, which express in domestic, labor, social life through observance of legal norms, defense own rights and freedoms, and lawful behavior”.

In that context, we understand that it is necessary to organize preventive work, to realize targeted legal education, to create pedagogical conditions for an effective process of legal awareness forming among educators for the legal culture formation.

The philosophical category “conditions” expresses the relation of the object to its surrounding phenomena, which is necessary for its existence. Conditions constitute the environment where they arise, exist, and develop. The structure of the conditions set must be flexible, dynamic, corresponding to the current state of the system. It should develop depending on the educators` facing objectives.

Dictionary-reference book on professional pedagogy edited by A. Semenov [6] defines pedagogical conditions as circumstances that influence the holistic productive process of professional training, mediated by the activity of the individual, a group of people. According to N. Ippolitova, N. Sterhova [3], pedagogical conditions are one of the components of the pedagogical system that reflect the set of possibilities of the educational and material environment,

and influence the personal and procedural aspects of the system and ensure its effective functioning and development.

Thus, the analysis of scientific studies shows that pedagogical conditions have an impact on the level of the legal nurturing of educators, their legal culture formation. The developing process of the legal culture of educators is related to the environment, interaction with the means of nurturing, activities, namely, external and internal factors.

We have found out that “professional and legal culture of the educator is deep and comprehensive knowledge on laws and regulations, basic sources of law, creating an educational environment, understanding of the principles of law by participants in the pedagogical process and ways of legal regulation of their relations, professional attitude to the law and practice of its application in the educational process in strict accordance with the legal or administrative principles of legitimacy, namely, a high degree of law impact on a particular professional pedagogical practice” [4].

The analysis of the above-mentioned scientific achievements gives us a reason to say that the pedagogical conditions for the legal culture development of educators of the State Employment Service are a set of components (i.e. legal, social, personal, etc.) aimed at forming legal responsibility of educator (Fig. 1).

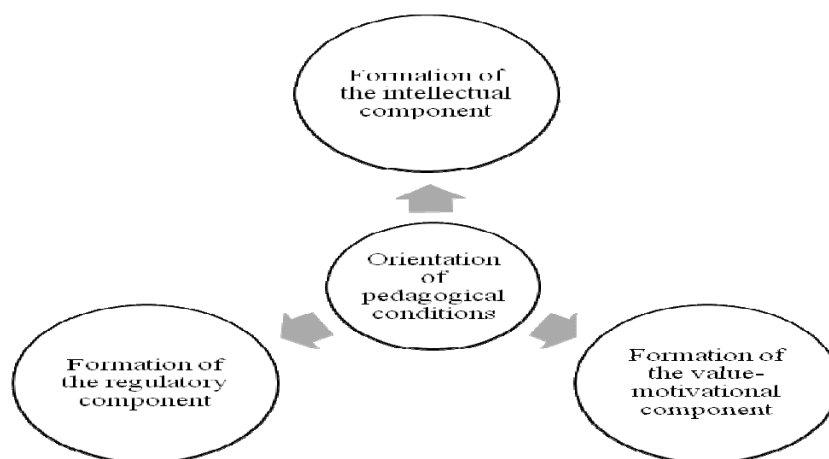


Fig. 1 Orientation of pedagogical conditions for the legal culture development

Analyzing Fig. 1, we define the following:

1) the formation of the cognitive (intellectual) component of the educator's legal responsibility. As a result, educators have to obtain legal knowledge, skills, develop abilities to apply knowledge in practice (through solving practical situations of a legal nature);

2) the formation of a value-motivational component of legal responsibility of educators. This component's indicators can be a respectful attitude to law, the formation of moral qualities that determine the general culture of the individual, a high level of legal ideology (legal awareness), and legal psychology (legal thinking);

3) formation of the regulatory (behavioral) component of legal responsibility. As a result, educators have to learn how to defend their legal rights, freedoms, and interests, show initiative, to develop a socio-legal activity.

Also, the structural components of legal culture are important for our study. Most researchers include the following to these components: legal knowledge, legal beliefs, legal behavior, attitude to law, unwillingness to bear legal responsibility, legal confidence. The pedagogical conditions for the development of legal culture should cover each of the above-mentioned components, which can be implemented only through the development and implementation of an appropriate model.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In the research, we used general scientific principles that helped clarify the concepts of "condition", "pedagogical conditions". In the process of the research, methods of system analysis were used to determine and justify the pedagogical conditions for the formation of the legal culture of the pedagogical worker of the vocational and technical education center of the state employment service.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Therefore, we have concluded as follows:

- the development process of educators' legal responsibility is a complex, continuous process;
- the content of the development process of educators' legal responsibility includes the formation of cognitive, value-motivational, and regulatory components.

A brief analysis of each component is presented below.

The cognitive (intellectual) component is expressed in the following indicators:

- obtaining the necessary minimum of legal knowledge, skills, and abilities, namely orientation in the special literature, the ability to use reference legal systems;
- obtaining the necessary techniques and skills of legal activity;

- the ability to use the knowledge in practice, to apply them to constantly changing life situations and in their professional activities, based on the recognition of the social value of law [5].

The formation of the value-motivational component is determined based on the following indicators:

- understanding the moral content of the law;
- development of legal awareness and legal thinking skills;
- attitude to the law as a value that is out of competition in a democratic society;
- proactive negative attitude concerning legal offenses and people who commit the legal offenses.

General indicators of the regulatory (behavioral) component formation are the following:

- skills and abilities to apply the law adequately in a real-life situation and future professional activity;
- ability and skills to defend their rights and freedoms, as well as the interests of others and whole society;
- the ability to prove their opinion;
- the desire for self-realization in legal activities, responsibility for the results and consequences of their activities;
- developed habit of complying with legal norms;
- lawful behavior;
- socio-legal activity.

Particularities of components formation for legal culture development of the VEC educators of the State employment service are shown in figure 2.

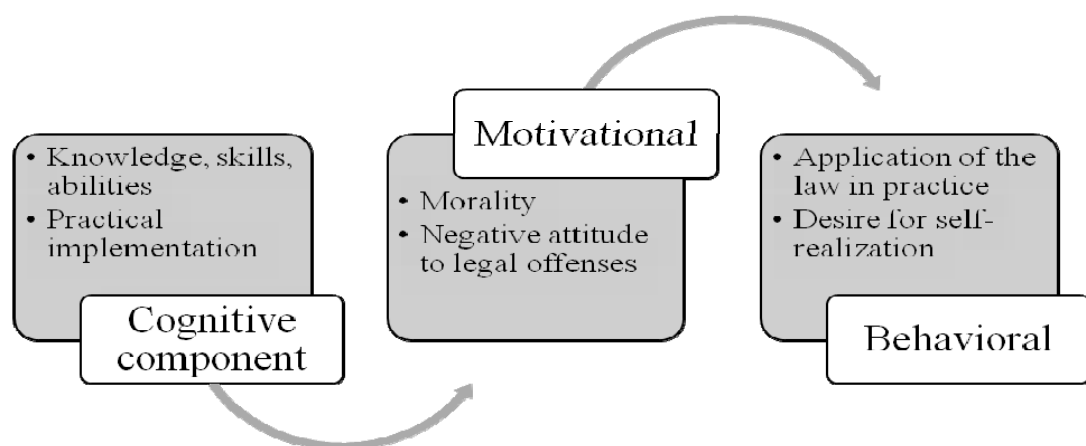


Fig. 2 Particularities of components formation for legal culture development of the VEC educators of the State employment service

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Thus, the analysis of legal responsibility development of educators of the State Employment Service shows that a high level of their legal culture is achieved by implementing a set of pedagogical conditions. They are an integral part of the legal culture model for educators of the State Employment Service.

Prospects for further research Given the foregoing, a perspective direction of our study is the development and theoretical justification of the legal culture development model of the State Employment Service educators.

REFERENCES (TRANSLATED AND TRANSLITERATED) / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] І. Безклубий, «Правова відповідальність», *Вісник Київського національного університету імені Тараса Шевченка. Юридичні науки*, вип. 91, с. 8-10, 2012. [Електронний ресурс]. Доступно: <http://dspace.nbuv.gov.ua/bitstream/handle/123456789/39590/02-Bezklubiy.pdf?sequence=1> Дата звернення: Берез. 12, 2023.
- [2] Верховна Рада України. (1996, Черв. 28). *Конституція України № 254к/96-ВР*. [Електронний ресурс]. Доступно: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>
- [3] Н. Ипполитова, Н. Стерхова «Анализ понятия "педагогические условия": сущность, классификация», *General and Professional Education*, № 1, с. 8–14, 2012. [Електронний ресурс]. Доступно: http://genproedu.com/paper/2012-01/full_008-014.pdf Дата звернення: Берез. 12, 2023.
- [4] О. Шульгіна, «Розвиток правової культури педагогічних працівників центрів професійно-технічної освіти державної служби зайнятості, як педагогічна проблема» *Вісник післядипломної освіти. Серія «Педагогічні науки»*, вип. 17(46), с. 176–192, 2021. [https://doi.org/10.32405/2218-7650-2021-17\(46\)-176-192](https://doi.org/10.32405/2218-7650-2021-17(46)-176-192)
- [5] С. Гончаренко, *Український педагогічний словник*. Київ, Україна: Либідь, 1997. [Електронний ресурс]. Доступно: <https://is.gd/m0jX0v> Дата звернення: Берез. 12, 2023.
- [6] Словник-довідник з професійної педагогіки; А. В. Семенова, Ред. Одеса, Україна: Пальміра, 2006. [Електронний ресурс]. Доступно: <https://www.pedagogic-master.com.ua/public/semenova/slovník.pdf> Дата звернення: Берез. 12, 2023.

ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПРАВОВОЇ КУЛЬТУРИ ПРАЦІВНИКІВ ОСВІТИ ДЕРЖАВНОЇ СЛУЖБИ ЗАЙНЯТОСТІ

Шульгіна Олена Вікторівна,

провідний юрисконсульт відділу нормативно-правового забезпечення
Юридичного управління Державного центру зайнятості;
аспірантка кафедри публічного управління і проектного менеджменту
Навчально-наукового інституту менеджменту та психології
ДЗВО «Університет менеджменту освіти».
Київ, Україна.

 <https://orcid.org/0000-0002-4640-273X>
shulhina.olena.mail@gmail.com

Анотація. У статті доведено, що основними чинниками формування правової відповідальності вчителя слід вважати правове виховання та правову освіту, звертаючи увагу на те, що вони можуть як уповільнювати, так і прискорювати правовий прогрес. Це цілеспрямований процес отримання педагогами систематизованих правових знань, формування вмій і навичок застосовувати їх на практиці, розвиток морально-інтелектуальної сфери, забезпечення певної правової вихованості особистості. Уточнюється, що юридична відповідальність – це якісно-кількісна характеристика, яка містить інформацію не лише про обсяг правових знань, умій і навичок, про кількість засвоєних (чи не засвоєних) її елементів чи видів відповідних культурних цінностей, а й інформацію про його зміст, про природу духовних цінностей (або «антицінностей»), про соціальну спрямованість правових ідеалів, ідей, норм, прийнятих особистістю, це культура правового мислення, культура правових почуттів, культура правової поведінки. Визначено педагогічні умови формування правової культури педагогічних працівників, до яких ми віднесли: наявність навчальних курсів «Правознавство», «Конституційне право» як обов'язкових дисциплін для вивчення вчителями на курсах підвищення кваліфікації; організація громадської діяльності; Самоврядування як інститут громадянського суспільства. Реалізація студентами самоврядування виражається в тому, що вони беруть участь у розробці та реалізації локальних нормативних актів освітньої організації, вносять пропозиції щодо вдосконалення навчально-виховного процесу, вирішують питання навчання окремих студентів тощо; включення до плану роботи лекцій, дискусій, круглих столів на правову тематику; створення

позитивної мотивації до вивчення права, для цього можна використати: позитивний приклад, допомогу в реалізації своїх прав, активну участь у шкільному житті, прийнятті важливих рішень.

Ключові слова: педагогічні умови; правова культура; педагогічні працівники; державна служба зайнятості.

REFERENCES (TRANSLATED AND TRANSLITERATED)

- [1] I. Bezklubyi, «Pravova vidpovidalnist», Visnyk Kyivskoho natsionalnoho universytetu imeni Tarasa Shevchenka. Yurydychni nauky, vyp. 91, s. 8-10, 2012. [Elektronnyi resurs]. Dostupno: <http://dspace.nbuv.gov.ua/bitstream/handle/123456789/39590/02-Bezklubiy.pdf?sequence=1> Data zvernennia: Berez. 12, 2023.
- [2] Verkhovna Rada Ukrainy. (1996, Cherv.28). Konstytutsiia Ukrainy № 254k/96-VR. [Elektronnyi resurs]. Dostupno: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>
- [3] N. Ippolitova, N. Sterhova «Analiz ponyatiya "pedagogicheskie usloviya": sushchnost', klassifikaciya», General and Professional Education, № 1, s. 8–14, 2012. [Elektronnyi resurs]. Dostupno: http://genproedu.com/paper/2012-01/full_008-014.pdf Data zvernennia: Berez. 12, 2023.
- [4] O. Shulhina, «Rozvytok pravovoi kultury pedahohichnykh pratsivnykiv tsentriv profesiino-tekhnichnoi osvity derzhavnoi sluzhby zainiatosti, yak pedahohichna problema» Visnyk pisliadyplomnoi osvity. Seriia «Pedahohichni nauky», vyp. 17(46), s. 176–192, 2021. [https://doi.org/10.32405/2218-7650-2021-17\(46\)-176-192](https://doi.org/10.32405/2218-7650-2021-17(46)-176-192)
- [5] S. Honcharenko, Ukrainskyi pedahohichni slovnyk. Kyiv, Ukraina: Lybid, 1997. [Elektronnyi resurs]. Dostupno: <https://is.gd/m0jX0v> Data zvernennia: Berez. 12, 2023.
- [6] Slovnyk-dovidnyk z profesiinoi pedahohiky; A. V. Semenova, Red. Odesa, Ukraina: Palmira, 2006. [Elektronnyi resurs]. Dostupno: <https://www.pedagogic-master.com.ua/public/semenova/slovník.pdf> Data zvernennia: Berez. 12, 2023.

*Стаття надійшла до редакції
10 квітня 2023 року*