

## TRENDS AND PROSPECTS OF LEGAL EDUCATION DEVELOPMENT IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE

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### INTRODUCTION

In the Decree by the President of Ukraine *On the National Programme of Legal Education of Citizens*, it was noted that formation of Ukraine as a democratic legal state, as well as civil society establishment urge the need to increase the level of legal culture among Ukrainians. The issues of further developing citizens' legal awareness, overcoming legal nihilism, meeting the needs of citizens in gaining legal knowledge are to be resolved at the state level. This can be ensured primarily by improving legal education of citizens<sup>1</sup>.

At the end of the last millennium, the national researcher Hanzenko claimed that there occurred devaluation of law and its regulatory factors in Ukraine. It included mass disrespect for law, disdain for legislation and regulations, and a wide-spread phenomenon of legal nihilism, which denies the value of law<sup>2</sup>. Agreeing with him in his report *Human Rights: Basic Threats to their Enforcement in Ukraine*, Furashev draws attention to the absence of 'one law for all' and 'inevitability of punishment' principles in Ukraine, which threatens to compliance and provision of human rights<sup>3</sup>. In his well-acknowledged statement, Dmytrienko notes that "...underdeveloped legal traditions of citizens turning into open legal nihilism and denial of the necessity and value of law have deep historical roots. From generation to generation, disdain for law and court, but tolerance to arbitrariness are

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<sup>1</sup> Указ Президента України № 992/2001 від 18.10.01 року «Про Національну програму правової освіти населення» Електронний ресурс / *Освіта в Україні та за кордоном*. URL: <http://osvita.ua/legislation/other/2719>.

<sup>2</sup> Ганзенко О. О. Правова культура особи в умовах розбудови правової держави Україна. *Вісник Запорізького юридичного інституту*. 1999. № 2. С. 279–284. С. 283.

<sup>3</sup> Фурашев В.М. Права людини: основні загрози їх забезпечення в Україні: матеріали наук.-практ. конф. Проблеми захисту прав людини в інформаційному суспільстві. м. Київ, 1 квітня 2016 р./ упорядн.: В. М. Фурашев, С. Ю. Петряев. Київ : НДПП НАПрН України, Національний інститут стратегічних досліджень, Секретаріат Уповноваженого Верховної Ради України з прав людини, НТУУ «КПІ». Київ : Вид-во «Політехніка», 2016. 150 с. С. 18–21.

*manifested in Ukraine*”<sup>4</sup>. Supporting his opinion and that by Ukhanova<sup>5</sup>, we admit that even today there is a number of legislators, political leaders, heads of social organizations, etc., who cannot boast a high level of legal culture. The matter is not that they do not know laws, but that they do ignore them, thus despising law.

Since Ukraine has determined European integration as its path, there arises the issue of harmonizing regulations that govern existence and development of society with those generally accepted in developed countries. The problem of building a civil society, a democratic legal state is directly related to development of legal awareness and legal culture of each individual<sup>6</sup>.

Thus, it can be argued that establishment of democratic society in Ukraine requires a significant revision of both legal knowledge that graduates of various departments should acquire and psychological mechanisms of respect for law within the legal awareness structure of students. Legal culture is the foundation of a new civil society in Ukraine. The successful resolution of these tasks depends on many factors, but mostly on the level of legal education planning and the country’s population upbringing<sup>7</sup>. That is, in order to build a legal state, it is necessary not only to ensure knowledge of one’s rights and duties, but also to develop young people’s sense of responsibility for their actions and deeds, the inner need to carry them out within the legal framework.

## **1. Historical Prerequisites for Developing Legal Education in Ukraine**

The history of legal education on the territory of our homeland can be studied since the time when law faculties of the oldest universities were established: in 1661 within Lviv Collegium (now the Faculty of Law of Ivan Franko National University of Lviv), in 1805 in Kharkiv, in 1834 in Kyiv, in 1865 in Odesa, and in 1875 in Chernivtsi. However, it should be remembered that the mentioned cities, and therefore the educational institutions, belonged to the countries that at that time owned Ukrainian lands: Poland, the Russian Empire, the Austrian and Hungarian Empire, and Romania. Such education was not common, and it could be assumed that the population of Ukraine,

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<sup>4</sup> Дмитрієнко І. Проблеми та перспективи історичного осмислення української правової культури. Держава і право. *Юридичні і політичні науки* : зб. наукових праць. Вип. 38. Київ : Ін-т держави і права ім. В. Корецького НАН України, 2007. 776 с. С. 234.

<sup>5</sup> Уханова Н. С. Правова культура молоді в Україні / Н. С. Уханова. *Інформація і право*. 2019. № 2. С. 156–166. URL: [http://ippi.org.ua/sites/default/files/19\\_5.pdf](http://ippi.org.ua/sites/default/files/19_5.pdf)

<sup>6</sup> Олійничук Р. Проблеми формування правової свідомості та правової культури в українському суспільстві. *Юридичний Журнал*. 2006. № 2.

<sup>7</sup> Шаравара І. Правова свідомість та правова культура в Україні: проблеми їх формування. *JurnalulJuridicnațional: teorieși practică*. 2015. № 3. Ч. 1. С. 9–12. С. 11.

regardless of which country this or that part of the territory belonged to, remained uneducated in the legal sense<sup>8</sup>.

In 1919, the law faculties were disbanded and replaced by the faculties of social sciences, which existed until 1924–1925. The first Soviet textbook on the theory of state and law was published only in 1940. During these years, Soviet legal theorists were mainly engaged in quoting the classics of Marxism<sup>9</sup>.

In 1934, the subject-related model of education was introduced again. The subject *Society with Law* as its part appears in the programme of the Board of Education. However, little attention is paid to the issue of law. The main goal of studying law in Soviet times was to form a person obedient and loyal to the state. In 1937, *Constitution in the USSR* appeared in schools, and the law basics was considered within its framework. This subject existed until 1962. It was fully ideologised and performed the task of political education and enlightenment of students. In 1963, a new subject called *Social Science* appeared.

In 1975, the course *Fundamentals of the Soviet State and Law* was separated from *Social Science*. This course was designed to familiarize students with the basics of civil, criminal, administrative and constitutional law. The course aimed to form civic responsibility and compliance with legal and moral standards. For the first time, the idea of a law-abiding personality appears; formation of such a personality becomes the main task of the school.

In the 1970s, special attention was paid to legal education of citizens. People's universities of legal knowledge were created, and special disciplines introduced into the curricula of schools and institutions of higher education, namely *Fundamentals of the Soviet State and Law* for schools and *Fundamentals of Law* for non-legal specialties of higher educational institutions.

Analysis of statutes and regulations indicates that an important step in development of legal education in the Soviet era was the Resolution of the Council of Ministers of the Ukrainian SSR as of June 29, 1990 *On Measures Aimed to Organize Legal Education in the Ukrainian SSR*, according to which the mandatory study of legal disciplines by students was introduced in secondary and vocational schools. However, in the reports by the Ministry of Justice of the Ukrainian SSR regarding implementation of the mentioned resolution, we can see that the Ministry of Public Education of the Ukrainian

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<sup>8</sup> Заєць А. С. Правова освіта як структурний компонент освіти в Україні. *Науковий вісник Ужгородського національного університету. Серія «Право»*. 2017. № 42. С. 13–16.

<sup>9</sup> Теория государства и права: Сб. статей / отв. ред. В. Д. Ардашкин ; Краснояр. гос. ун-т. 4-е изд., перераб. и доп. Красноярск : ИЦ КрасГУ, 2004. 254 с.

SSR implemented the strategy of eliminating the legal subject<sup>10</sup>. During the 1990–1991 academic year, *Law* was not taught in most educational institutions. Not enough attention was paid to this issue in the mass media (*Soviet School, Soviet Education, etc.*)<sup>11</sup>. Riabovol draws a conclusion regarding legal education scarcity in the Soviet era. She also notes that such education “... was mainly knowledge-oriented. The subject was not meant to develop and prepare an individual for social life. It did not contribute to personal appreciation of the state, law, and legislation. All schoolchildren had to evaluate these concepts equally from the viewpoints determined by the party and the government, which was natural under communist ideology dominance”<sup>12</sup>.

30 years passed after the collapse of the Soviet Union, and therefore after the emergence of the sovereign, independent state of Ukraine a number of changes were observed in the issue of citizens’ legal education. Legal training has become more widespread, although specialized researches into legal education at higher educational institutions has been virtually absent over the past 30 years. One of the few works was the research conducted by Potapenko<sup>13</sup> in 2011. The researcher singled out two stages of legal education development in Ukraine after gaining sovereignty.

The first ‘fundamental’ stage characterizes adoption of a designated statutory regulation. In order to develop legal education in the state and make citizens respect the Law and human and civic rights, the Cabinet of Ministers of Ukraine approved Resolution No. 366 as of May 29, 1995 *On the Programme of Legal Education of Ukraine’s citizens*<sup>14</sup>. The main goal of the resolution was fundamental restructuring of legal education in the Ukrainian SSR.

The researcher believes that the second, ‘regional’ stage is characterized by the legal education orientation to develop citizens’ legal awareness,

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<sup>10</sup> Про заходи по організації юридичного всеобучу в Українській РСР : Постанова Ради Міністрів Української РСР № 143 від 29.06.1990. URL: <http://search.ligazakon.ua/doc2.nsf/link1/KP900143.html>

<sup>11</sup> Листування з Радою Міністрів УРСР та Міністерством юстиції СРСР з питань правового виховання 17 грудня 1990–10 січня 1991 р. ЦДАВОУкрaїни Ф. 8. Оп. 12. Спр. 1514. Арк. 90.

<sup>12</sup> Рябовол Л. Т. Система навчання правознавства учнів основної і старшої школи : дис. ... д-ра пед. наук : 13.00.02 / Нац. академія пед. наук України, Ін-т педагогіки. Київ, 2015. 600 с. С. 86

<sup>13</sup> Потапенко Н. А. Етапи становлення правової освіти в Україні / Н. А. Потапенко. *Науковий часопис НПУ імені М. П. Драгоманова. Серія 18 : Економіка і право*. 2011. Вип. 15. С. 104–109. URL: [http://nbuv.gov.ua/UJRN/Nchnpu\\_018\\_2011\\_15\\_16](http://nbuv.gov.ua/UJRN/Nchnpu_018_2011_15_16)

<sup>14</sup> Постанова Кабінету Міністрів України від 29 травня 1995 р. № 366 «Про Програму правової освіти населення України» (ЗП України, 1995 р., № 8, ст. 198; *Офіційний вісник України*, 2002 р., № 1, ст. 11; 2004 р., № 35, ст. 2341.

overcome legal nihilism, meet citizens' needs in gaining knowledge of law and state-legal phenomena that require urgent resolution at the state level. The beginning of its implementation should be considered the approval of Decree by the President of Ukraine No. 992/2001 *On the National Programme of Legal Education of Citizens* as of October 18, 2001. The programme provides for further creation of the necessary conditions for citizens to acquire legal knowledge and skills of its application, ensuring citizens' access to sources of legal information, and also determines main trends in legal educational activities and priority measures for their implementation<sup>15</sup>.

One of the manifestations of the national education system reformation at this stage was the Decree of the Ministry of Education and Science of Ukraine No. 642 *On Introduction of Elective Study of Humanities by Students* as of July 9, 2009<sup>16</sup>. Based upon this Decree, a list of standardized disciplines of humanitarian and socio-economic training was established. Compulsory humanitarian disciplines comprise *Ukrainian Language, History of Ukraine, History of Ukrainian Culture, Foreign Language* and *Philosophy*. Other humanitarian disciplines make an elective part of the educational programme. A higher educational institution offers elective disciplines itself, including *Law*.

We believe that this stage of legal education formation at higher educational institutions was completed in 2014, when Decree of the Ministry of Education and Science No. 1392 as of November 25, 2014 cancelled Decree of the Ministry of Education and Science No. 642 as of July 9, 2009. This resolution cancelled the mandatory teaching of a number of the above-mentioned subjects. The Ministry of Education and Science of Ukraine recommends providing the study of such humanities as *History and Culture of Ukraine, Philosophy, and the Ukrainian Language* with a total volume of at least 12 ECTS credits and promote the *English Language* learning. Other humanities are specified by higher educational institutions based upon their students' choice<sup>17</sup>. In effect, this means that there has been an increase in the number of academic hours to study specialized subjects due to a decrease of hours for legal and other humanitarian disciplines. Although it should be noted that on July 1, 2014, the Law of Ukraine *On Higher Education* entered into force. It stated that one of the main tasks of higher educational institutions is to shape a personality through legal education. Moreover, it declaratively affirms the need "... to infuse students with love for Ukraine; educate them as

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<sup>15</sup> Потапенко Н. А. The specified work. P. 107.

<sup>16</sup> Про організацію вивчення гуманітарних дисциплін за вільним вибором студента : Наказ Міністерства освіти і науки України від 9 липня 2009 р. № 642.

<sup>17</sup> Про вивчення гуманітарних дисциплін : Лист Міністерства освіти і наук України від 11 березня 2015 р. № 1/9-120.

*Ukrainian patriots respecting the Constitution and state symbols of Ukraine*<sup>18</sup>.

It is worth mentioning that higher educational institutions do not always offer students to study legal disciplines.

Thus, to date, a certain system of legal education having quite old historical traditions and aiming to support democratic processes in our state has been established at higher educational institutions of Ukraine. In this regard, there is a growing interest in legal knowledge, increased prestige of legal institutions, and awareness of the role of legal mechanisms in solving problems of an individual, society and the state. All this is characterized by dramatic changes in the growth of demand for legal education, legal literature, and legal culture formation.

However, agreeing with Zaiets<sup>19</sup>, we note that up to now there are no clear criteria for defining the essence of the *legal education* concept and its distinction from other concepts, which in practice often leads to ambiguous use and interpretation not only during scientific and theoretical representation, but also in everyday life of citizens.

Let us define the fundamental issues on which the concept of legal education is based.

*Basic human rights* mean a level of individual freedom (possibility) guaranteed by law, which in accordance with the achieved level of social development is able to ensure its existence and development and is established as an international standard being universal and equal for all people<sup>20</sup>.

Rights, freedoms and obligations not only fix behaviour standards that are considered mandatory, useful, appropriate for a normal life of society, but also reveal basic principles of the relationship between the state and the individual<sup>21</sup>. Today, there are various classifications of rights and freedoms of an individual and a citizen, one of the most widespread being division into positive and negative.

Negative rights imply a person's right to protect himself/herself against any interference, including the state's interference, in enforcing civil and political rights. These rights protect a person from unwanted interference or restrictions that violate his/her freedom. Negative rights are considered fundamental and absolute. Positive rights specify the rights of a person to

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<sup>18</sup> Про вищу освіту : Закон України від 1 липня 2014 р. № 1556-\\ІІ. *ВВР України*. 2014. № 37-38. Ст. 2004.

<sup>19</sup> Заєць А. С. The specified work. P. 15.

<sup>20</sup> 8. Основні права людини / Бисага Ю. М., Палінчак М. М., Белов Д. М., Данканич М. М. Ужгород: Ужгородський національний університет, 2003. 66 с. URL: <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/5101/1/Основн%20права.pdf>

<sup>21</sup> Теория права и государства / под ред. проф. Г. Н. Манова : учебник для вузов. М. : Изд-во БЕК, 1996. 336 с. . С. 233.

improve his/her situation and increase his/her cultural status provided by the state. These are economic, social and cultural rights (the right to education, freedom of creative activity, the right to intellectual property, the right to social protection...) <sup>22</sup>.

Protection of legal rights and freedoms of citizens is one of the key duties of the state. However, there are situations when their limitation is unavoidable and they are enforced exclusively in the manner and by the means provided by the current legislation. Article 64 of the Constitution of Ukraine specifies exceptions under which individual restrictions on human rights and freedoms may be imposed. The introduction of martial law or an emergency state can be the case <sup>23</sup>.

*Legal literacy* means an appropriate high level of legal awareness, which is manifested not only in law observance, but also in legal activity, full and effective use of legal means in practical activities, efforts to establish legal principles as the highest values of civilization in every business. Legal literacy is an indicator of political maturity of a citizen who consciously perceives and evaluates the state-legal system, legal relations that exist in society <sup>24</sup>. Thus, legal literacy is a state of legal awareness and the level of legal culture of a person who is always ready for a lawful act <sup>25</sup>.

Legal literacy is the result of legal education. Agreeing with Lehusa and Suprun, we define legal literacy as a purposeful, organized, consistent, regular and comprehensive activity of the state, its bodies, institutions and organizations, other participants in legal educational activities to form the appropriate level of legal awareness and legal culture, law-abiding and lawful behaviour of an individual, as well as his/her intention to perform social and legal activity <sup>26</sup>.

One of the elements of national education in our country, the State National Programme Education (Ukraine of the 21st century) declares

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<sup>22</sup> Бисара Ю. М., Палінчак М. М., Белов Д. М., Данканич М.М The specified work. P. 6.

<sup>23</sup> Василюк Н. Права людини і громадянина під час дії воєнного стану. Юридична клініка національного юридичного університету імені Ярослава Мудрого. URL: <http://legalclinic.nlu.edu.ua/2022/05/06/prava-lyudyny-i-gromadyanyna-pid-chas-diyi-voyennogo-stanu>

<sup>24</sup> Лозова В. І. Теоретичні основи виховання і навчання : навч. посіб. / В. І. Лозова, Г. В. Троцько. Харків : ОВС, 2002. 398 с. С. 178.

<sup>25</sup> Кашук М. Г. Правове виховання старшокласників у виховній роботі загальноосвітньої школи (друга половина ХХ століття) : дис. ... канд. пед. наук : 13.00.01 / Дрогобицький педагогічний університет ім. І. Франка. Дрогобич, 2015. 249 с.

<sup>26</sup> Легуша С. М., Супрун М. О. Правове виховання курсантів вищих навчальних закладів МВС України: сутність, функції та механізм: Монографія. Київ : Київський юридичний інститут, 2005. 265 с. URL: [https://lib.iitta.gov.ua/706998/1/Легуша,%20С.М.%20and%20Супрун,%20М.О.%20\(2005\)%20Правове%20виховання%20курсантів%20вищих%20навчальних%20закладів%20МВС%20України-%20сутність,%20функції%20та%20механізм.pdf](https://lib.iitta.gov.ua/706998/1/Легуша,%20С.М.%20and%20Супрун,%20М.О.%20(2005)%20Правове%20виховання%20курсантів%20вищих%20навчальних%20закладів%20МВС%20України-%20сутність,%20функції%20та%20механізм.pdf)

formation of legal culture. It states that formation of a democratic state, based on immateriality and morality is impossible without a highly educated society with developed legal culture and profound legal awareness<sup>27</sup>.

*Legal culture* is the basis of the rule of law in a civilized society, the foundation of a state, a certain level of knowledge and understanding of law, active and law-abiding behaviour of people, personnel and institutions.

Savetchuk claims that present legal literature encloses a vast number of scientific definitions of the legal culture concept. Under current conditions of legal culture establishing in Ukraine, a new humanistic approach to law has spread. Here the main attention is paid to basic human rights, proper justice, general legal principles of social and state development. Legal culture is a system of spiritual and material values in the field of law functioning<sup>28</sup>. Zamoroka and Shein state that Ukrainian citizens have a low level of legal culture, i.e. their knowledge of the basic provisions of the Constitution, the Declaration of Human Rights, and the Convention on Human Rights is next to none. Today, society needs informed, competent individuals who make independent decisions and are able to take responsibility for their actions<sup>29</sup>.

Legal culture as a type of general culture includes<sup>30</sup>:

- a) a certain level of legal thinking and sensory perception of legal reality;
- b) a state of law-making processes and implementation of legal standards;
- c) specific methods of legal activity;
- d) possession of valuable man-made material goods.

Components of individual legal culture are the following<sup>31</sup>:

- systematized knowledge of law, legislation of the country, public order, measures of its strengthening and methods of protection;
- the teacher's respectful attitude towards law and strict public order, law-abiding behaviour and active rejection of law violations by both a teacher and a student;

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<sup>27</sup> Державна національна програма «Освіта» Україна XXI століття. Київ: Райдуга, 1994. 61 с. URL: <http://repository.ldufk.edu.ua/handle/34606048/21204>

<sup>28</sup> Саветчук Н. М. Роль правового виховання в процесі формування правової культури / Н. М. Саветчук. *Актуальні проблеми вдосконалення чинного законодавства України*. 2017. Вип. 44. С. 213–223. URL: [http://nbuv.gov.ua/UJRN/apvchzu\\_2017\\_44\\_21](http://nbuv.gov.ua/UJRN/apvchzu_2017_44_21)

<sup>29</sup> Правова освіта – вимога часу: методичні поради / укладачі: Заморока А. В., Шеїн О. М. / Упр. культури Хмельниц. облдержадмін.; Хмельниц. ОУНБ ім. М.Островського. Хмельницький, 2015. 24 с.

<sup>30</sup> Леськова М., Леськов В. Розбудова державності: проблеми правової культури. *Рідна школа*. 1997. № 10. С. 13–16. С. 13.

<sup>31</sup> Элиасберг Н. Система этико-правового образования и гражданского воспитания: первые итоги / Н. Элиасберг. *Народное образование*. 2001. № 4. С. 116–120. С. 118.



– socially useful behaviour of a teacher (realization of the rights and freedoms of students, responsible attitude to professional duties, readiness to act in a legally correct way)<sup>32</sup>.

We agree with Vienhierov's statement that legal culture of an individual is expressed in mastering it and legal knowledge basics, in respect for the law, in conscious observance of legal standards, in the awareness of social and legal responsibility, in intransigence to offenses and in combating them. Citizens' knowledge of their rights, freedoms, and obligations to the state and society is an integral part of legal culture<sup>33</sup>.

*Legal education* is the most effective and efficient form of legal training. It is defined as a deliberate, regular activity performed by educational and cultural institutions to provide students with the sufficient level of knowledge of the state and law, forming and increasing the level of legal awareness and legal culture; educating students who respect law and human rights. It is legal education that contributes to raising the level of legal awareness and legal culture of Ukrainian citizens making possible establishment of a legal state, which is emphasized by Holosnichenko<sup>34</sup>.

The main goals of legal education include: formation and development of citizens' legal knowledge; promoting respect for law as a social value, for law enforcement principles; developing the needs and skills of active protection of one's own rights, freedoms and legitimate interests in accordance with the procedure established by law.

Among the forms of legal education of Ukrainian citizens, the following can be distinguished: legal informing through mass media, the Internet, legal practice, legal consultations, and legal upbringing. One of the main ones is legal informing by means of mass media, the advantages of which are promptness of information submission, the maximum number of the population covered, the daily influence and availability of legal information<sup>35</sup>.

The content of legal education is determined by specified goals. To form the content, it is necessary to clarify the list and the amount of information for educational subjects; clearly state the main concepts and ideas reflecting the

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<sup>32</sup> Салогуб В. С. Особливості формування правової культури майбутнього вчителя технологій. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. 2016. Вип. 46. С. 152-156. URL: [http://nbuv.gov.ua/UJRN/Pfto\\_2016\\_46\\_23](http://nbuv.gov.ua/UJRN/Pfto_2016_46_23)

<sup>33</sup> Теорія держави і права : підручник для юридичних вузів / за заг. ред. А. Б. Венгерова. М. : Юриспруденція, 2000. 528 с. С. 414.

<sup>34</sup> Голосніченко І. Правосвідомість і правова культура у розбудові Української держави. *Право України*. 2005. № 4. С. 25.

<sup>35</sup> Макеева О. М. Актуальні проблеми формування правової культури суспільства як визначального чинника становлення правової держави в Україні. Diss. Макеева Олена Миколаївна, 2014. <https://er.nau.edu.ua/bitstream/NAU/27282/1/Актуальні%20проблеми%20формування%20правової%20культури%20суспільства%20як%20визначального%20чинника%20становлення%20правової%20держави%20в%20Україні.pdf>.

advanced achievements of science and technology; determine the number of abilities and skills to be acquired by students; increase the culture-forming functions of institutions of higher education; constitute a personality in culture; holistically present the values created by humanity in the material and mental spheres such as economic, moral, legal, environmental, aesthetic, physical, communicative and in culture of family relations<sup>36</sup>.

Professor, Honored Lawyer of Ukraine, Corresponding Member of the National Academy of Law Sciences of Ukraine Onishchenko emphasizes that legal education should be considered as a system of educational activities aimed at creating conditions for the formation of:

- respect for law;
- one's own ideas and beliefs based on modern legal values of society;
- concepts sufficient to protect the rights, freedoms and legitimate interests of a person and lawfully implement his/her civic position<sup>37</sup>.

Investigating the interaction, mutual influences, and interdependence of such social phenomena as legal education, legal culture and legal awareness, Kalynovskyi determines that the goal of legal education is formation of a system of knowledge, beliefs, motives, guidelines and habits of socially active behaviour. The acquired knowledge helps an individual to form value orientations and legal guidelines that can be applied to everyday life. Apart from that, they play an important role in regulating people's activities; act as the core of legal culture and legal consciousness and ultimately influence formation of a citizen's attitude to various social and legal phenomena, determine his/her behaviour<sup>38</sup>. As we can see, Kalynovskyi is close to define the concept of legal competence.

*Legal competence* is the object of study by many researchers who understand it as: the level of legal consciousness of a student and his/her legal activity; a set of knowledge, ideas and value concepts that determine a person's choice of lawful behaviour; the ability to effectively carry out professional activities in conditions of financial and economic independence. Legal competence is a system of legal knowledge, beliefs, skills, experience, a mechanism of law and law technology functioning. It allows an individual

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<sup>36</sup> Салогуб В. С. The specified work. P. 2.

<sup>37</sup> Оніщенко, Н. Правова освіченість у контексті рівнів правової освіти / Віче. 2012. № 23. С. 35–37. URL: [http://www.irbis-nbuv.gov.ua/cgi-bin/irbis\\_nbuv/cgiirbis\\_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE\\_FILE\\_DOWNLOAD=1&image\\_file\\_name=PDF/viche\\_2012\\_23\\_19.pdf](http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&image_file_name=PDF/viche_2012_23_19.pdf)

<sup>38</sup> Калиновський Ю. Ю. Взаємообумовленість правового виховання, правової культури та правосвідомості у соціальних відносинах. *Вісник Національного університету «Юридична академія України імені Ярослава Мудрого»*. Серія: Філософія, філософія права, політологія, соціологія. 2009. № 2. URL: <https://cyberleninka.ru/article/n/vzaemoobumovlenist-pravovogo-vihovannya-pravovoyi-kulturi-ta-pravosvidomosti-u-sotsialnih-vidnosinah>

to navigate in the legal framework, correctly find solutions to the problems that arise in it, influence the existing legal and legislative system in society, and promote social protection mechanism. To do so, an individual has to possess professional skills, a high level of specialization in a certain field of economy, legal culture and literacy, a high level of civic maturity, great expertise and ability to use modern technologies<sup>39</sup>.

Pyshko defined the student's legal subject competence as an integrated personal characteristics that has the following components: cognitive (legal knowledge and understanding of law); procedural (legal skills to formulate legal concepts and operate them, analyze regulations, solve legal situations and tasks, draft legal documents) and positive socio-legal experience in the legal field; axiological (determination of the subjective significance of law and order)<sup>40</sup>.

Budas believes that legal competence of an economic graduate is a set of characteristics reflecting the degree of his/her qualification, the level of his/her legal knowledge, abilities, skills, conscious perception of socio-legal experience and the ability to effectively implement them in his/her practical activities in the economic field. As an integrated result of individual educational activity, legal competence is formed due to student's acquisition of substantive, motivational and procedural components. On this basis, the scientist singled out cognitive, value-motivational and procedural components in the structure of legal competence<sup>41</sup>.

Based on the above, we define legal competence as the result of legal education, which is a comprehensive characteristics of students' psychological peculiarities consisting of acquired knowledge, abilities and skills of a legal nature, experience and the ability to use them in daily activities (both professional and everyday).

Having specified the main definitions related to law education, let us consider the processes taking place in this system. Sharavara claims that formation of legal awareness and legal culture in our society did not happen and cannot happen in the future spontaneously, by itself. There are three groups of factors influence formation of legal awareness and legal culture:

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<sup>39</sup> Огороднійчук І. А. Новітні підходи щодо формування правової компетентності майбутніх інженерів. *Вісник університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*. Педагогічні науки. 2019. № 2 (18). С. 215–219.

<sup>40</sup> Пишко О. Л. Компетентнісно орієнтована методика навчання правознавства учнів дев'ятих класів : автореф. дис. ... канд. пед. наук : 13.00.02. О. Л. Пишко. Київ, 2015. 20 с. С. 8.

<sup>41</sup> Будас А. П. Методика навчання правознавства студентів економічної спеціальності : автореф. дис. ... канд. пед. наук : 13.00.02 / А. П. Будас. Київ, 2012. 21 с. С. 13.

- processes of law-making, implementation and application of legal standards by the state bodies of Ukraine, the state of law and order, development of legal relations;
- adaptation of Ukraine’s legislation to international standards of human rights, as well as harmonization of Ukraine’s legislation with the European Union regulations;
- formation of positive legal knowledge and psychological mechanisms of respect for law in the structure of legal awareness in each person, the definition (which requires a scientific concept) of the theoretical model and the concept of individual legal culture formation<sup>42</sup>.

## **2. The State of Legal Education in the European Countries**

The logic of establishing democratic processes in our country, the approved European vector of development caused evolutionary approximation of Ukrainian legal education to international standards. Russian aggression became a catalyst for European integration processes in our country. On June 23, the European Council voted to grant Ukraine the status of the European Union candidate country<sup>43</sup>. This fact determines the necessity and inevitability of bringing national legal education closer to the European legal educational environment. Sharing the opinion with Salohub, we note that in view of possibilities of the open information society, new educational technologies, availability of foreign sources, one cannot forget that Ukrainian and Western legal traditions had different cultural backgrounds. Forming legal awareness and legal culture of a future teacher, one cannot fail to take into account the fact that a student is inextricably linked with society being a product of its cultural development<sup>44</sup>. To determine the prospects for the rapprochement of Ukrainian legal education, integration of national and European systems, we will consider the current state of legal education abroad.

Most European countries have a responsible attitude to legal education of their citizens. The study of rights, freedoms and obligations is an important component of secondary education. In school curricula, the elements of legal education are present either as a separate independent discipline or as classes for flexible attendance. Basic courses in different countries may be called *Civic Studies, Legal Relations, Social and Political Education, Personal*

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<sup>42</sup> Шаравара І. The specified work.

<sup>43</sup> Комітет з питань інтеграції України до ЄС вітає історичне рішення Євросоюзу надати Україні статус кандидата на вступ до ЄС. *Інформаційне управління*. Опубліковано 24 червня 2022, URL: <https://www.rada.gov.ua/news/razom/224501.html>

<sup>44</sup> Салогуб В. Особливості правової освіти майбутнього вчителя технологій в педагогічному університеті. Назва з екрану. URL: <https://www.pulib.sk/web/kniznica/elpub/dokument/Bernatova9/subor/Salogub.pdf>

*Socialization*, but all of them are based on fundamental knowledge of a person and his/her place in society, aimed at shaping the personality able to adapt to social life, development of human morality and political and legal knowledge.

For example, in Austria, the Law on *Civic Education in Schools* was adopted in 1978. It states that “... *Austrian educational institutions must implement a set of goals facing them in the context of solving the tasks of legal education. Legal education becomes the basis for social and state development in general and its citizens as individuals in particular. The goal of legal education in Austria is formation of legal awareness among citizens on a pan-European scale and understanding of global world problems*”. In accordance with current legislation, the Austrian education system pays considerable attention to acquisition of legal knowledge in the field of civics and human rights, but recently more and more emphasis is placed on the issue of civic education and civics. There are 22 universities in Austria, only five of which provide a law degree (Vienna, Graz, Innsbruck, Salzburg and Linz), though legal education is included in the educational process at each university. Students use their democratic rights, successfully participate in the democratic system and have to comprehensively and competently stand their ground in dispute, the scientific background of which is hard for understanding. Development of abilities and skills required for that is the base of democratic education in the canon of subjects. The ability to act democratically demands, on the one hand, conceptual and operational political knowledge, and, on the other hand, well-informed and differentiated specialized knowledge that allows solving complex social problems<sup>45</sup>.

Until the end of the last century, the study of legal disciplines in England and Ireland was voluntary and optional. These were programmes intended for different levels of training – elementary and basic. But since the beginning of the 2000s, legal education in England has been moving from voluntary to compulsory acquisition of knowledge on human rights and freedoms. The basis of pedagogical programmes of such legal education is an attempt to give students the opportunity to realize their human rights, form the ability to protect and defend them within the framework of the existing civil society. Several approaches to the study of human rights can be distinguished:

- historical, based on the historical aspect;
- the one based on analysis of human rights from the standpoint of international documents;

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<sup>45</sup> Ammerer, Heinrich; Geelhaar, Margot; Palmstorfer, Rainer: Demokratie lernen in der Schule. Politische Bildung als Aufgabe für alle Unterrichtsfächer. Münster ; New York : Waxmann 2020. 234 S. URL: [https://www.pedocs.de/volltexte/2020/20502/pdf/Ammerer\\_Geelhaar\\_Palmstorfer\\_2020\\_Demokratie\\_lernen.pdf](https://www.pedocs.de/volltexte/2020/20502/pdf/Ammerer_Geelhaar_Palmstorfer_2020_Demokratie_lernen.pdf)

– reconstructive, the basis of which is interpretation of human rights within the framework of social perspectives (economic stability, stable environment).

In the national educational system of France, one can trace a trend of educating those who learn the proper attitude to human rights, similar to the policy of the country's government. Since the mid-1980s, the Ministry of Education and the Secretary of the Human Rights Committee have been focusing the attention of teachers on a comprehensive review of legal education programmes, taking into account the following features:

- appointment of people responsible for implementing legal programmes in the educational system;
- implementation of creative programmes and projects in national contests;
- full-scale application of human rights in the examination system of educational institutions.

Social and legal education in Belgium is based on teaching human and individual rights on a global scale, avoiding conflict situations and effective methods of solving them. In the early 1980s, the Belgian National Ministry of Education and Culture developed a special document that provides information on human rights and freedoms to students through their conversations with teachers.

The departments of education and the Youth Department of the Council of Europe play an important role in legal education of the EU citizens. The Department of Education supports development of a policy and practice of promoting a culture of democracy and human rights through education in the 50 member states of the European Cultural Conventions and runs a wide range of capacity building and cooperation programmes in the perspective of lifelong learning.

A large-scale project of the Youth Department of the Council of Europe on education in the field of human rights<sup>46</sup> is now being implemented. It is a direct contribution to the fulfillment of the main mission of the organization to promote and protect human rights. It builds on the Council of Europe's *2030 Youth Sector Strategy* promoting young people's access to rights and increasing potential and resources for youth organizations and other relevant stakeholders to deliver human rights education.

The project consolidates and supports the role of non-governmental youth organizations as participants in implementation of the Council of Europe's *Charter on Education for Democratic Citizenship and Human Rights*

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<sup>46</sup> . The project of the Youth Department of the Council of Europe on Human Rights Education is a direct contribution to the core mission of the organisation to promote and protect human rights. URL: <https://www.coe.int/en/web/human-rights-education-youth>

*Education.* This is achieved through a combination of developing and disseminating resources and activities for trainers, youth workers, advocates and defenders of the right to human rights education.

The programme also includes activities directly implemented by youth organizations, such as pilot projects supported by the European Youth Fund and training sessions organized by youth organizations in cooperation with the European Youth.

The *Human Rights Education Youth Program* supports implementation of the World Programme on Human Rights Education and contributes to the achievement of the United Nations Sustainable Development Goal, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Key instruments include the European Cultural Convention<sup>47</sup> (art. 2), the Reference Framework of Competences for Democratic Culture<sup>48</sup>, the Charter on Education for Democratic Citizenship and Human Rights Education<sup>49</sup> and the Recommendations for Quality Education.

One of the important public organizations that operates at the international level and was founded and supported by the Council of Europe is the *European Wergeland Centre* (EWC), located in Oslo, Norway<sup>50</sup>. It is an educational resource center considering the issues of intercultural rapport, human rights and democratic citizenship for the 47 member-countries of the Council of Europe. The centre was launched by the Council of Europe and the government of the Kingdom of Norway in 2018. Today, the centre is managed by a board consisting of representatives of the Council of Europe and Norway.

The main goal of the *European Centre named after Wergeland* is strengthening the potential of individuals, educational institutions and educational systems in the field of building and supporting democracy culture and human rights<sup>51</sup>.

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<sup>47</sup> Європейська культурна конвенція 1954 року (укр/рос). Зібрання чинних міжнародних договорів України від 2004–2004 р., № 4, / Книга 1 /, стор. 857, стаття 934. URL: [https://zakon.rada.gov.ua/laws/show/994\\_213](https://zakon.rada.gov.ua/laws/show/994_213)

<sup>48</sup> Council of Europe. Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies. Strasbourg, 2016. 78 p.

<sup>49</sup> Хартія з освіти для демократичного громадянства та освіти в галузі прав людини (2010). URL: <https://www.coe.int/uk/web/compass/council-of-europe-charter-on-education-for-democratic-citizenship-and-human-rights-education>

<sup>50</sup> European Wergeland Centre. 22 July and Democratic Citizenship. URL: <http://www.theewc.org/Content/What-we-do/22-July-and-Democratic-Citizenship>.

<sup>51</sup> Овчарук О. В. Теорія і практика шкільної освіти для демократичного громадянства в країнах – членах Ради Європи : монографія. Київ : ПП «Видавництво «Фенікс», 2021. 400 с. URL: [http://ipood.com.ua/data/avtoreferaty\\_i\\_dysertatsii/2021/Ovcharuk\\_monografia\\_pas.pdf](http://ipood.com.ua/data/avtoreferaty_i_dysertatsii/2021/Ovcharuk_monografia_pas.pdf)

For many decades, legal education has been a purely domestic affair with students studying laws and doctrines of their national legal system. Legislatures and/or national bar associations decide on its content. The language of teaching is the national language(s). The development of European law (international law) has led to emergence of courses in European law (institutional/substantive) and international law. The *Erasmus/Socrates* student and staff exchange and the *Erasmus Mundus*<sup>52</sup> programmes encouraged law schools to create (more) courses that seemed attractive to students and develop collaboration networks. This led to expansion of courses (aspects) in European and international law, as well as comparative law. In those countries where the national language was not expected to attract many exchange students fluently speaking it, the schools began to offer those courses in English. For many vacancies, employers began to value international exchange experience and related knowledge of a foreign/other legal system, as well as expertise in another (legal) language. Journals in English disclosing European law, comparative law (for example, this one) appeared. In many areas of legal practice (advocacy; government agencies; corporate and banking law), the playing field and the experience required are increasingly international. Government representatives regularly travel to Brussels for meetings and discussions; corporate mergers require verification of competition legislation; and the financial and commercial world is becoming more and more European and global. This trend is particularly visible in smaller jurisdictions such as the Netherlands, but the trend also affects other countries and jurisdictions. This should lead to the emergence of another legal education: perhaps not to a complete reform of all European law schools, but at least to law schools that specifically meet the needs of European, transnational and international lawyers<sup>53</sup>.

Thus, under present conditions in all European countries, development of the education system of human rights and freedoms is based on establishing the fundamentals of students' social behaviour in civil society, realizing the fact that rights and freedoms of a person and a citizen are the highest value of society. In general, European legal education aims to solve the following tasks:

- 1) socio-pedagogical, which are to shape citizens' ideas of individual participation in the life of society, the division of its interests, a responsible attitude to the fundamentals of a democratic society;

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<sup>52</sup> Official website of Erasmus+, the Erasmus Mundus program. URL: <https://www.erasmusplus.nl/centrale-acties/erasmus-mundus>

<sup>53</sup> European Legal Education or Legal Education in Europe. URL: [https://www.researchgate.net/publication/228169094\\_European\\_Legal\\_Education\\_or\\_Legal\\_Education\\_in\\_Europe](https://www.researchgate.net/publication/228169094_European_Legal_Education_or_Legal_Education_in_Europe).



2) pedagogical, aimed to create the required level of knowledge, sufficient perception of all the diversity of views and beliefs of a person regarding politics, society, international relations, understanding of rights and legal standards;

3) political and legal, aimed at accumulating knowledge and skills by a person and encouraging him/her to fully participate in the life of society.

European integration processes actively influence the current socio-cultural situation of Ukraine, which, in turn, requires certain mobility and literacy from the society, an appropriate level of legal culture and legal consciousness. The importance of educational cooperation in development and strengthening of stable and democratic societies, the need to create the European educational environment were emphasized by the Sorbonne Declaration (1998).

Bringing the national system of legal education into line with international requirements needs quite significant systemic changes. Thus, Kupchak<sup>54</sup> claims that the reform of legal education to harmonize national and European systems should include:

1. Modernizing the structure and content of legal education applying the competence approach.

2. Updating and creating a new legal and regulatory framework for legal education.

3. Reorganizing existing and creating modernized educational institutions and educational electives, experimental centers for selection of effective pedagogical innovations.

4. Building an effective system of national education, development and socialization of children and youth.

5. Ensuring lifelong legal education, increasing the nation's intellectual and mental potential.

6. Improving the quality of legal education on an innovative and informational basis, creating a modern information-resource and material and technical base of the legal education system.

7. Conducting national monitoring of the legal education system.

8. Bringing legal education to the European level, introducing innovative pedagogical technologies and scientific and methodological achievements of the European Union and the Council of Europe into the legal education process.

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<sup>54</sup> Купчак М. Я. Вплив європейських інтеграційних процесів на розбудову правоосвітніх систем в Україні. Вісник ЛДУБЖД. №19, 2019. С. 146–152. URL: <https://media.neliti.com/media/publications/314377-influence-of-european-integration-proces-03d5a0c2.pdf>

The author believes that under the influence of European integration processes on the development of legal education systems in Ukraine, their reformation and modernization will take place. The access to legal education will be simplified, its quality and importance will be increased; students' and teachers' mobility, as well as national revival and democratization of society in Ukraine will be promoted<sup>55</sup>. Sharing this statement, we note that the process of reforming legal education should begin with legal education and raising the level of citizens' legal culture. The tasks of legal education include:

- spreading knowledge of the state and law, legality, rights and freedoms of a person, the content of legal doctrines;
- forming a stable orientation of citizens towards lawful behaviour<sup>56</sup>.

Of course, some legal values, having their origin in moral norms, are acquired by individuals during various social practices. However, the goal of legal education is “...*creation of a specific toolkit for conveying legal values to the mind and feelings of every person*”<sup>57</sup>.

Formation of citizens' legal culture should be mainly aimed at developing a positive attitude to law, order, citizens' knowledge of their rights, as well as complying with obligations to the state and society. In today's world, it is impossible to assess the entire system of complex political, social, economic and international relations without studying and mastering legal principles. Only legal culture mastering provides a guide in assessing current political regimes, social activities of states, and legal consciousness of citizens. Development of human potential in the field of law contributes to establishing a society characterized by respect for law, material well-being and stability. Knowing his/her rights, a person begins to respect the rights of other people, which leads to creation of a more tolerant and peaceful society, which is especially relevant in current conditions.

As the experience of developed countries shows, the political and legal culture of society also affects socio-economic relations in the state. The facts of disrespect for law, legal ignorance, gross violation of human rights and freedoms, and defiance of law should be eliminated. Studying the basics of law provides wide opportunities for young people to make the right choice in a specific situation; forms a sense of self-worth, self-respect, responsibility for their choices and actions. A person who knows his/her rights gains the respect of others; he/she asserts his/her rights in various situations, and his/her opinion is taken into account. Legal education is essential. In this regard, it is extremely important to familiarize young people with human rights and

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<sup>55</sup> Купчак М. Я. The specified work. P. 148.

<sup>56</sup> Волинка К. Г. Теорія держави і права : навч. посіб. Київ : МАУП, 2003.240 с. С. 199.  
URL: [https://maup.com.ua/assets/files/lib/book/pr3\\_10.pdf](https://maup.com.ua/assets/files/lib/book/pr3_10.pdf)

<sup>57</sup> Ганзенко О. О. The specified work. P. 26.

fundamental freedoms, as well as obligations that involve respect for rights and freedoms enshrined in national legislation and international documents.

Russian aggression became a determining factor in the rapid movement of Ukrainian society towards the EU and rethinking of the attitude to European values. Resistance to the enemy ignited a rapid awareness of Ukrainians as a nation and replaced abstract understanding of the need to build democracy. It revealed the willingness of the majority of citizens to gain real independence and build their own state on democratic principles. This process is rather complicated and painful. It comprises both progressive and positive moments, as well as backwards movement, errors and mistakes, deliberate slowdown of the necessary political, social and legal reforms, and recently, heroic resistance to the invasion of the Russian Federation.

The challenges faced by our state caused a dramatic rethinking of civilizational values at the level of society. Therefore, the system of higher education has to solve an important and urgent task, caused by real needs of society, to educate young people, who in the near future will take a direct part in state life in the field of law<sup>58</sup>. Increasing the level and quality of legal education planning, bringing it closer to international standards, acquiring legal knowledge, attracting citizens of Ukraine to legal values, strengthening legislation in the state, ensuring the principle of the rule of law should become an important direction of the state policy<sup>59</sup>. Thus, a citizen's legal culture should be manifested not only in respect for the law, sufficient knowledge of the content of its standards and the ability to use them, but also in understanding of its value and readiness to defend it, if necessary, with a weapon in hands.

Emphasizing the role of every citizen in the legal system of the state, Makieieva says that the main task of civil society is to achieve an adequate level of legal culture and form a benchmark of a legal personality that respects the law, recognizes its supremacy in all spheres of life, and supports the rule of law with actions in Ukraine<sup>60</sup>.

Thus, integration of Ukraine into the European legal educational environment requires innovations, including adaptation of the national legal educational system to the requirements of the Bologna process; joint training of specialists in European institutions of higher education and exchange of graduates; solving the problems of legal recognition of Ukrainian higher

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<sup>58</sup> Огороднійчук І. А. Формування правової компетентності майбутніх інженерів : дис. ... канд. пед. наук : 13.00.04 / І. А. Огороднійчук. Одеса, 2012. 223 с. URL: <http://dspace.pdpu.edu.ua/bitstream/123456789/919/1/Огороднійчук%20Ірина%20Анатоліївна.pdf>.

<sup>59</sup> Касенюк Л. А. Проблеми формування правової культури української молоді. *Юридичний науковий електронний журнал*. № 1. 2019. С. 28–32. URL: [http://www.lsej.org.ua/1\\_2019/7.pdf](http://www.lsej.org.ua/1_2019/7.pdf)

<sup>60</sup> Макеєва О. М. The specified work. P. 114.

education diplomas in EU countries; training specialists capable of protecting Ukrainian interests in the conditions of global competition<sup>61</sup>.

In general, it is worth agreeing with Kudriachenko, who draws the conclusion that Ukraine's strategic choice in favour of European integration and the Euro-Atlantic course is well-founded and civilizationally logical. Historically, Ukraine is part of the Christian macro-civilization (Ukrainians make up 3 % of the world's Christians). Eastern and Western Christian values are combined here in the national mentality, namely collective and individual freedom, rationalism and pragmatism. European tolerance towards other political, ideological and religious systems is characteristic of Ukrainians<sup>62</sup>.

So, in the near future, the system of legal education in Ukraine is expected to undergo a number of reforms that will bring it closer to European standards, and make it less formalized, practically oriented and in line with the needs of a democratic society.

## CONCLUSIONS

During the years of its independence, Ukraine has gone through a short but rapid way from the post-Soviet republic to the modern stronghold of world democracy. Russian aggression has determined the final and irreversible choice of our country in favour of European integration and observance of human and citizen rights and freedoms.

The choice made by society requires deep internal transformational processes. One of such processes is the acquisition of – high-level legal consciousness, legal culture, and legal education of both society in general and each citizen in particular. First of all, this applies to pupils and students who will build the country, bring it to a new way of reality perception, a new level of relations both within the country and with other states.

The entry of Ukraine into the European community leads to inevitability of transforming the educational system and rethinking its role in society. Based on the experience of European countries, a shift in emphasis of legal education (awareness) of young people towards informal education is expected. Public organizations, coordinated by the Council of Europe, have taken a great deal of responsibility for improving legal education of the EU youth. This determines the priority in studying international regulations instead of national legislation, which definitely will be approximating the European one.

Raising the level of legal culture is a rather complex and long-term process. It requires significant efforts and application of comprehensive

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<sup>61</sup> Купчак М. Я. The specified work. P. 149.

<sup>62</sup> Кудриаченко А. The European choice of Ukraine : achievements, challenges and prospects. *Viche*. Vol. 16. 2009. URL: <http://www.viche.info/journal/1589/>

measures by the state, its bodies and officials, local authorities, and every citizen. The role of legal education consists in strengthening young people's attitudes, increasing their civic activity, etc. A carefully thought-out and effective system of legal upbringing and education of schoolchildren will increase legal culture of society as a whole.

### **SUMMARY**

The accession of Ukraine to the European community requires a significant revision not only and, even, not so much of the legal knowledge that future specialists of various fields should acquire, but necessitates the urgent need to ensure the formation of psychological mechanisms of respect for the law in the structure of legal consciousness, the development of the legal culture of the student of education. The study shows that the existing level of legal culture of society has historical prerequisites that determine the urgent state of the level of legal education and upbringing in our country. It is indicated that in order to form the legal competence of the population, it is necessary to see world guidelines for the study of rights, freedoms and duties. It is emphasized that in European countries, the development of the education system in the direction of human rights and freedoms is based on the formation of the foundations of the social behavior of those seeking education in civil society, understanding the fact that the rights and freedoms of a person and a citizen are the highest value of society.

The conclusion of the study is the statement that raising the level of legal culture is a rather complex and long-term process, and a carefully thought-out and effective system of legal upbringing and education of schoolchildren will increase the legal culture of society as a whole and will ensure compliance of the legal competence of the population with European standards.

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