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FORMING ADOLESCENTS' LEGAL CULTURE IN THE CONTEXT OF SCHOOL AND FAMILY: PEDAGOGICAL APPROACH

The article analyzes a topical issue in modern pedagogical science concerning the critical perception of adolescent culture. The role of legal education in the formation of an individual's legal culture is examined through a systematic approach. The importance of legal awareness and law-abiding behavior as structural components of legal culture is emphasized. The study defines the concept of legal education, identifies its key tasks, and determines the conditions conducive to its effective development. Legal education is structured around three main components: the cognitive component (legal knowledge, thinking, beliefs, and attitudes), the value-emotional component (legal values and orientations), and the practical-behavioral component (motivation, attitudes, and lawful behavior habits).

Based on these components, a pedagogical model is proposed, encompassing goals, objectives, methods, principles, tools, forms, criteria, and performance indicators. The model is designed to provide an integrated approach to the education of legal culture among adolescents.

Keywords: Kazakhstan, legal culture, civic duty, legal upbringing, active citizenship, legal education.

Introduction

Kazakhstan is at the stage of large-scale transformations, covering socio-economic, political and legal spheres, due to the desire to form a rule-of-law state with a developed civil society and a stable economic system. The achievement of these strategic goals presupposes a comprehensive legal modernization and improvement of legal literacy of the population in order to form a normative legal awareness and ensure lawful behavior [1].

The relevance of this study is underscored by the persistently low level of legal culture among contemporary adolescents. This is reflected in fragmented legal knowledge and underdeveloped legal orientations [2], raising critical concerns about the adequacy and effectiveness of current educational strategies in legal instruction. A major issue is the absence of a coherent, integrative approach specifically aimed at fostering legal culture in adolescents. The central objective of this research is to articulate a conceptual framework for legal culture, define its core components, and develop a pedagogical model designed to cultivate legal competence among youth. The empirical component of the study evaluates the effectiveness of this model through structured experimental procedures.

The practical significance of the study lies in its potential to inform evidence-based recommendations for integrating legal education into the broader curriculum. This approach is expected to enhance school students' legal awareness and promote democratic values. Legal education is positioned not merely as knowledge transfer but as a means to develop critical legal consciousness and active civic behavior. Participation in discussions on justice, democracy, and the rule of law constitutes a central part of the model, contributing to the formation of stable legal attitudes from an early age [3].

Thus, the results of the study can contribute to the creation of an effective pedagogical model for the formation of legal culture and the maintenance of socio-political reforms in Kazakhstan.

Materials and methods

This research adopts a comprehensive methodological framework to investigate the formation of legal culture among adolescents in secondary schools in Kazakhstan. The study is grounded in the constitutional directive that positions the establishment of a rule-of-law state as a central societal objective. In pursuit of this goal, the research analyzes educational initiatives implemented across various social institutions, with particular emphasis on integrating legal socialization into the national educational system.

Contemporary scholarly sources underscore the importance of such integration, advocating for a systematic and multidimensional strategy to cultivate legal culture through formal education [4]. Within this context, the study seeks to

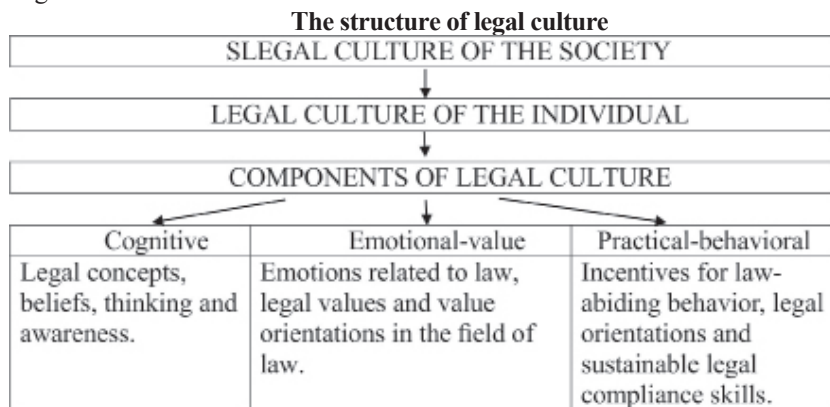
refine the conceptual understanding of «legal culture», a term frequently employed but inconsistently defined in academic literature. By doing so, the research aims to elucidate its pedagogical and civic relevance, particularly in relation to fostering legal awareness and law-abiding behavior among adolescents.

The chosen research methodology employs a cultural approach, which has proven effective in educational studies, particularly in interdisciplinary research on legal culture. The term «culture» derives from the Latin *cultura*, historically meaning “the cultivation of the mind and spirit», aligning with the aims of legal education to promote both cognitive development and ethical growth [5]. Legal culture is examined as a component of spiritual culture, encompassing the moral and intellectual qualities necessary for active societal participation [6, p. 5]. The study focuses on the impact of legal culture on personal behavior and social norms and analyzes its structural and functional components through institutional, value-based, and normative theoretical perspectives.

To comprehensively examine the formation of legal culture, this study employs a pedagogical model comprising cognitive, emotional-value, and practical-behavioral components. The cognitive component emphasizes the acquisition of legal knowledge and the development of critical legal thinking. The emotional-value component fosters respect for legal principles and strengthens civic responsibility. The practical-behavioral component focuses on developing competencies for lawful conduct, legitimate communication, and active citizenship.

The effectiveness of the model was evaluated through an experimental study involving both quantitative and qualitative methods, including diagnostic tests and structured classroom observations. The study sample comprised 124 adolescents aged 14–17 from three secondary schools in Taraz, Kazakhstan. Data collection was conducted during the 2023–2024 academic year. The empirical results demonstrate that the model successfully promotes a comprehensive legal culture among adolescents, highlighting the importance of a systematic and adequately resourced approach to legal education.

Diagram 1



Results and discussion

A central objective of this research is to advance the methodology for cultivating legal culture. Conventionally, there are two predominant approaches to legal culture formation: emergent (spontaneous) and systematic (organized). Scholarly findings suggest that the cornerstone of legal culture development is embedded in legal socialization, which is conceptualized as a deliberate and structured process [7, p. 61]. Through the process of legal education, essential legal knowledge is imparted, a respectful attitude towards the law is fostered, and skills are developed to defend one's rights and engage in lawful behavior.

The scientific literature supports the view that legal culture emerges as a result of purposeful legal influence on individuals within the framework of legal socialization or systematic processes of legal integration. In particular, Mikerova and Sergeeva note that “the formation of legal culture is carried out primarily through structured legal influence on the individual, implemented via the processes of legal socialization”. They stress that fostering legal awareness in adolescents is a crucial element of legal education, as it shapes their understanding of legal frameworks and informs their attitudes and interactions with legal norms. Their approach advocates for an integrative methodological system that situates legal education within the broader pedagogical context, emphasizing the development of legal consciousness, the promotion of civic responsibility, and the cultivation of law-abiding behavior from an early stage [8].

Similarly, Hotma Siregar and Vinna Dinda Kemala highlight the importance of integrating legal education into Citizenship Education as a means of cultivating legal consciousness among students. They argue that Citizenship Education serves as a critical platform for legal education across all levels, from primary to higher education,

aiming to instill a strong sense of legal consciousness from an early age. This approach ensures that students not only learn about their rights and responsibilities but also develop a practical understanding of how to apply the law in real-life situations [9, p 3].

Legal education is interpreted in both broad and narrow contexts. In a broad sense, it represents a complex process of legal formation of a personality, contributing to comprehensive legal development and socialization. In a narrow sense, legal education is defined as a purposeful and institutionalized activity focused on the formation of a high level of legal culture and legal awareness of citizens through systematic educational and educational activities [10].

Within the competence-based approach, legal education is considered a multidimensional activity involving the interaction of various participants in the educational process: teachers, adolescents, parents, and representatives of law enforcement agencies. Malona's analysis supports this perspective, emphasizing a transformation in contemporary educational paradigms that reconceptualizes legal culture from a specialized attribute of legal practitioners to a fundamental component of general education. This paradigm shift highlights the necessity of broad participation in legal education, extending the scope of legal culture beyond professional contexts to include civic instruction and personal development [11, p. 11].

Within the competence approach, researchers have developed models of legal socialization aimed at cultivating legal culture. These models typically include four key components: motivational-value, cognitive-worldview, activity-oriented, and regulatory [7]. The ideological component emphasizes understanding the ethical significance of legal norms and laws, as well as their social role. It contributes primarily to the development of the cognitive aspect of legal culture by facilitating the acquisition and assimilation of legal knowledge.

The practical and normative aspects of the model are directed toward the active application of legal knowledge in social interaction and everyday situations, thereby contributing to the development of the practical-behavioral component of legal culture. The overarching purpose of legal socialization is to cultivate a comprehensive legal culture among adolescents by addressing cognitive, emotional-value, and practical-behavioral tasks. The cognitive component focuses on deepening legal knowledge, fostering critical legal thinking, and shaping attitudes that support compliance with social norms. The emotional-value component involves the development of respect for legal principles, democratic ideals, and a strengthened sense of civic duty. The practical-behavioral component aims to develop skills of legitimate communication, the ability to apply legal knowledge in diverse life situations, and readiness for active civic engagement.

According to Nussbaum's conceptual approach, an effective model of legal education must move beyond the simple transmission of legal information. It should

cultivate empathy and support the formation of a critical understanding of legal principles, enabling a deeper comprehension of the legal system and its social function [12, p. 45]. Accordingly, the central task of legal education is to shape individuals who not only possess legal knowledge but also demonstrate a consistent commitment to upholding legal norms in public life.

A crucial element of legal socialization is the recognition of the foundational principles that organize the cognitive, emotional-value, and practical-behavioral components of this process. The cognitive component involves adapting legal knowledge to adolescents' developmental characteristics, interests, and life experiences, thereby enhancing the assimilation of legal information and fostering active engagement in educational activities. The emotional-value component highlights the importance of considering school students' individual interests and utilizing their emotional responses to internalize legal values and cultivate a positive orientation toward legal norms. This approach contributes to the development of stable legal motivation, ensuring informed understanding of and adherence to legal standards.

Educational content for legal socialization is structured around three core dimensions: cognitive, emotional-value, and practical-behavioral. The cognitive dimension highlights the need to establish a solid foundation of moral and legal knowledge through diverse educational methods and interdisciplinary learning strategies, thereby promoting effective assimilation of legal information and the development of critical legal thinking. The emotional-value dimension aims at deepening the emotional perception of legal concepts, strengthening legal convictions, and fostering a positive attitude toward legal principles. Particular emphasis is placed on the humanistic aspects of law, which contribute to the meaningful adoption of legal norms and the formation of enduring legal motivation.

The fundamental aspect of legal socialization is the content of the educational process. Educational programs aimed at school students should include the study of legal norms, human rights, democratic principles, and mechanisms of legal protection. These topics can be integrated into academic disciplines such as social studies, included in elective courses, and supplemented with extracurricular activities designed to develop legal competencies and enhance school students' legal literacy.

Pedagogical approaches to legal socialization include a variety of methods aimed at the comprehensive development of legal culture. Cognitive methods such as lectures, storytelling, and creative assignments contribute to the acquisition of legal knowledge. Emotional assessment methods, including discussions and analysis of examples, help to form a value attitude towards legal principles. Practice-oriented methods – role-playing games, simulations and projects involving participation in public activities – contribute to the development of skills in applying legal knowledge in practice. Legal socialization is carried out both within the framework of formal education and

through extracurricular activities such as seminars and thematic clubs, which allows for a more saturated and practice-oriented educational environment.

The formation of legal culture is contingent upon several interrelated dimensions. The organizational aspect encompasses professional training and continuous development opportunities for educators. Procedurally, a structured and coherent pedagogical approach is essential, ensuring consistency in the delivery of legal content. Content-wise, the integration of cognitive, affective, and experiential learning elements is vital. Together, these components create a conducive environment for the internalization of legal principles and promote normative behavior aligned with the rule of law.

Table 1 – Pedagogical model of legal upbringing

Components of legal upbringing		
Cognitive	Emotional-value	Practical-behavioral
The purpose of legal upbringing is to form a humane and law-conscious personality with the necessary legal knowledge to function effectively in society. Such an individual respects and abides by the law, recognizes democratic values, and has the competencies to protect their rights and freedoms.		
Objectives of legal upbringing		
Objectives of the cognitive component of legal upbringing: formation of interest in law through the establishment of a link between legal knowledge and current and promising life situations of adolescents. school students acquire key legal knowledge in the main branches of law ensuring an understanding of the fundamental rights, freedoms and duties of citizens of the Republic of Kazakhstan. development of legal thinking and legal analysis skills. training in the legal interpretation of socio-legal situations and decision-making based on legal norms. education of the conscious need to observe the rules of behavior in public places.	Objectives of the emotional-value component of legal upbringing: creating conditions for school students to emotionally experience legal situations and apply the law. formation of stable legal beliefs and value orientations. fostering respect for public authorities, the legal system, law enforcement agencies, and the principles of legality as the embodiment of moral justice. formation of a sense of social responsibility for compliance with legal norms. fostering respect for the rights and freedoms of others. forming a negative attitude towards antisocial and illegal actions. strengthening beliefs in the inevitability of legal responsibility for violations of the law.	Objectives of the practical-behavioral component of legal upbringing: development of skills in compliance with legal norms and law-abiding behavior. Development of interpersonal skills that enable adolescents to establish constructive and respectful interactions grounded in legal norms and principles. Instruction aimed at cultivating the capacity to apply legal regulations and norms effectively in routine, real-life contexts. stimulating activity in the legitimate protection of one's own rights and freedoms. fostering a conscious civic attitude and rejection of offenses. preparation for cooperation with law enforcement agencies to counteract crime. teaching skills of conflict-free interaction in modern society with respect for the rights and cultural traditions of other peoples.
Regularities of legal upbringing		

<p>Patterns affecting the cognitive component of legal upbringing:</p> <ol style="list-style-type: none"> 1. The motivation to engage with legal studies is significantly enhanced when the educational process considers adolescents' developmental stages, individual traits, and personal life experiences. This alignment fosters a deeper educational interest and connection to the subject matter. 2. When school students are actively engaged in the acquisition of legal knowledge – through participation, dialogue, and practice – their intellectual and personal growth is markedly accelerated. 3. Tailoring the logical flow of instructional content to align with the complexity and specificity of legal subject matter facilitates more profound comprehension and retention of legal principles. 4. Incorporating diverse cognitive tasks, creative problem-solving, and unconventional instructional strategies into legal education activates both cognitive engagement and social interaction among adolescents, thereby enriching the overall educational experience. 	<p>Patterns determining the emotional and value component of legal upbringing:</p> <ol style="list-style-type: none"> 1. The effectiveness of legal education increases when the educational process is organized taking into account the interests, needs and actual requests of children. 2. The inclusion of an emotional component in the process of legal education contributes to the successful formation of stable legal beliefs. 3. An accessible, visual and imaginative presentation of legal information promotes the perception of legal knowledge as significant values. 4. The application of legal knowledge in real-life situations increases their credibility and contributes to the formation of stable legal views among adolescents. 	<p>Patterns determining the practical-behavioral component of legal upbringing:</p> <ol style="list-style-type: none"> 1. Legal values are internalized more rapidly by adolescents when they resonate with their personal interests and align with their intrinsic motivation toward lawful conduct. 2. Structuring adolescents' involvement in socially meaningful and community-oriented activities serves as an effective mechanism for reinforcing legal values, promoting their active adoption and practical expression in everyday behavior. 3. Effective collective activity of school students, aimed at joint development of legal knowledge, helps to improve the level of legal skills. 4. The use of methods and forms of legal education related to real-life situations and practical experience contributes to the successful formation of skills of lawful behavior.
Principles of implementation of legal upbringing		
<p>Principles of implementation of the cognitive component. The ethical and legal validity of legal knowledge, its logically consistent presentation and high practical applicability.</p>	<p>Principles of implementation of the emotional-value component. Emotional consolidation of legal knowledge, enrichment of legal education with value aspects, formation of deep legal beliefs and humanization of approaches to legal education.</p>	<p>Principles of implementation of the practical-behavioral component. Orientation to the realities of life, the use of a personal-activity approach, the organization of collective creative activity and the integration of educational efforts.</p>
Methods used in the course of legal upbringing		
Organizational conditions	Procedural conditions	Content conditions
Pedagogical conditions that ensure the effectiveness of legal upbringing		

To evaluate the effectiveness of the proposed pedagogical model of legal upbringing, an experimental study was conducted. The assessment relied on a comparative analysis of quantitative indicators obtained before and after the implementation of the model, following established experimental research procedures. The evaluation encompassed three core dimensions: (a) the acquisition and comprehension of legal knowledge; (b) the development of respect for legal

norms and values; and (c) the formation of motivation and practical skills necessary for the application of legal principles in real-life situations.

The resulting data were processed using Student’s t-test, which made it possible to determine, on a statistically validated basis, the significance of the differences observed between the control and experimental stages (Table 2).

Table 2 – Formation of components of legal culture of students of experimental and control groups

Components of legal culture											
Cognitive - motivation for the study of legal knowledge				Emotional-value - respect for the law				Practical-behavioral - motivation for practical application			
EG		CG		EG		CG		EG		CG	
ascertaining experiment	formative experiment	ascertaining experiment	formative experiment	ascertaining experiment	formative experiment	ascertaining experiment	formative experiment	ascertaining experiment	formative experiment	ascertaining experiment	formative experiment
40,9+	50,1+	41,0+	42,8+	32,8+	43,1+	32,8+	34,1+	43,4+	49,6+	47,5+	47,0+
8,96	8,0	7,30	6,78	8,12	6,72	8,12	6,94	8,76	4,97	5,57	4,86

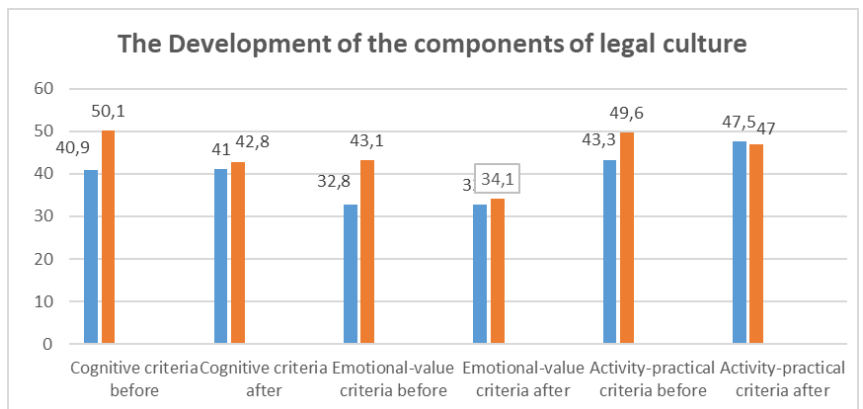


Figure 1 – Graphical interpretation of the development of legal culture components

The experimental phase of the research demonstrated the pedagogical model’s significant impact on school students’ motivation to engage with legal subjects, which was accompanied by a notable enhancement in their comprehension of legal concepts and terminology. Quantitative analysis revealed statistically meaningful advancements in the development of core competencies required of citizens in

a law-based society. These included increased awareness of legal rights and responsibilities, adherence to normative legal standards, the capacity to safeguard personal freedoms, and a readiness to employ legal reasoning in both everyday and civic contexts.

By the conclusion of the intervention, participants exhibited a more profound appreciation for democratic values fundamental to civic life. Formative assessments indicated that school students most frequently emphasized respect for human rights, legal equality, and active opposition to corruption.

The study placed particular emphasis on fostering the value-oriented dimension of legal culture. Data analysis showed that comprehensive implementation of the educational model resulted in a substantial rise in adolescents' respect for legal norms and the development of a favorable emotional attitude toward the legal system. Furthermore, the practical-behavioral component of the program led to greater school students' engagement and improved capacity to apply legal knowledge in real-world scenarios. Evidence drawn from classroom observations, teacher and parent interviews, and comparative outcome analysis confirmed the program's success in cultivating cognitive, emotional-value, and behavioral aspects of legal culture. Among the most significant outcomes were consistent compliance with legal norms by participants, a clear decline in deviant behavior, and a growing preference for resolving disputes through legal means.

Conclusion

The research highlights the importance of a structured and systematic approach to legal socialization as a key factor in the formation of a comprehensive legal culture among adolescents. The integration of cognitive, emotional-value, and practical-behavioral components enables the development of a pedagogical model of legal education that aligns with the age and psychological characteristics of school students. The cognitive component focuses on enhancing legal literacy and fostering critical legal thinking. The emotional-value component aims to cultivate a positive attitude toward legal norms through diverse pedagogical methods that encourage emotional engagement. The practical-behavioral component promotes active participation in law-abiding behavior and facilitates the application of legal norms in everyday activities.

The proposed model combines formal education with extracurricular initiatives and community engagement, providing a comprehensive, practice-oriented approach to legal education. Results from the experimental study demonstrated a significant increase in school students' legal literacy, strengthened respect for legal principles, and improved competencies in the practical application of legal knowledge. These findings underscore the necessity of a systematic approach to legal education as a crucial factor in the socio-legal development of

Kazakhstan, contributing to the establishment of a rule-of-law state and reinforcing the democratic foundations of society.

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МЕКТЕП ПЕН ОТБАСЫ ЖАҒДАЙЫНДА ЖАСӨСПІРІМДЕРДІҢ ҚҰҚЫҚТЫҚ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ: ПЕДАГОГИКАЛЫҚ ТӘСІЛ

Мақала қазіргі педагогика ғылымындағы жасөспірімдер мәдениетін сыни тұрғыдан қабылдау мәселесін талдауға арналған. Жеке тұлғаның құқықтық мәдениетін қалыптастырудағы құқықтық тәрбиенің рөлі жүйелі түрде қарастырылады. Құқықтық сана мен заңға бағынушылық мінез-құлықтың құқықтық мәдениеттің құрылымдық компоненттері ретінде маңыздылығы ерекше атап көрсетіледі. Зерттеу барысында құқықтық тәрбиенің тұжырымдамасы айқындалып, оның негізгі міндеттері анықталып, бұл процестің тиімді жүзеге асуына ықпал ететін жағдайлар белгіленеді. Құқықтық тәрбие үш негізгі компонентке негізделген: когнитивтік компонент (құқықтық білім, ойлау, сенімдер мен көзқарастар), құндылық-эмоциялық компонент (құқықтық құндылықтар мен бағдарлар) және практикалық-қылықтық компонент (мотивация, көзқарастар және заңға бағынушылық дағдылары).

Осы компоненттер негізінде педагогикалық модель ұсынылған, оған мақсаттар, міндеттер, әдістер, принциптер, құралдар, формалар, критерийлер және тиімділік көрсеткіштері кіреді. Модель жасөспірімдер арасында құқықтық мәдениетті қалыптастыру үшін интеграциялық тәсілді ұсынуға бағытталған.

Кілтті сөздер: Қазақстан, құқықтық мәдениет, азаматтық міндет, құқықтық тәрбие, белсенді азаматтық, құқықтық білім.

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ФОРМИРОВАНИЕ ПРАВОВОЙ КУЛЬТУРЫ ПОДРОСТКОВ В УСЛОВИЯХ ШКОЛЫ И СЕМЬИ: ПЕДАГОГИЧЕСКИЙ ПОДХОД

Статья анализирует актуальную проблему современной педагогической науки, связанную с критическим восприятием культуры подростков. Роль правового воспитания в формировании правовой культуры личности рассматривается через призму системного подхода. Подчеркивается важность правосознания и законопослушного поведения как структурных компонентов правовой культуры. В исследовании дается определение концепции правового воспитания, выявляются его ключевые задачи и определяются условия, способствующие эффективному развитию данного процесса. Правовое воспитание строится на трех основных компонентах: когнитивном компоненте (правовые знания, мышление, убеждения и установки), ценностно-эмоциональном компоненте (правовые ценности и ориентации) и практико-поведенческом компоненте (мотивация, установки и навыки законопослушного поведения).

На основе этих компонентов предлагается педагогическая модель, включающая цели, задачи, методы, принципы, средства, формы, критерии и показатели эффективности. Модель направлена на обеспечение интегрированного подхода к воспитанию правовой культуры у подростков.

Ключевые слова: Казахстан, правовая культура, гражданская обязанность, правовое воспитание, активное гражданство, правовое образование.

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