

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ
ПЕДАГОГИКА И ПСИХОЛОГИЯ
PEDAGOGY AND PSYCHOLOGY

IRSTI 14.35.01

PEDAGOGICAL POSSIBILITIES OF FORMING LEGAL CULTURE OF STUDENTS

A.K. TOGAIBAYEVA^{1[0000-0002-2071-9536]}, **M.R. SHAMTIEVA**^{2[0000-0003-0881-7915]}

¹ K. Zhubanov Aktobe Regional University, Aktobe, Kazakhstan

² Kazan Federal University, Kazan, Russian Federation

* e-mail: marina.romanovna2015@yandex.ru, aikat_76@mail.ru

Abstract. In the following article, the author focuses on the issue of legal culture of young people studying in higher educational institutions today. Also, she has analyzed the mentioned concept and described it scientifically. Focusing on the problem of moral behavior of young people, she revealed its important points. She spoke about the connection of legal propaganda with the formation of legal culture and the principles of pedagogy, and its impactance in the education of students. The author points out that the legal culture of the teacher consists of observing the requirements of the law, protecting the interests of the students, protecting his own interests, and making sufficient use of the concepts of debt and duty in daily life. Furthermore, the article points out the connection of problems of prevention of various offenses among young people by means of pedagogical conditions and pedagogical principles. The level of legal culture, the conditions of its formation, and opportunities are also mentioned by the author. It is also mentioned the importance of the students of pedagogical education programs, where future specialists are being educated, of legal actions in the society, knowing and implementing the law and being able to observe the norms within the framework of the law. The article is considered to be important for the formation of knowledge within the framework of legal culture for future specialists.

Key words: students, legal culture, higher educational institution, pedagogical position, pedagogical opportunity, pedagogical conditions.

Legal culture is an integral part of political and moral culture, which describes the various interactions of a person with legal actions and laws in society. If we analyze this concept, firstly, legal culture is closely related to politics; secondly, legal norms can be observed and enforced. Formation of legal culture means knowledge of the legal system of the state, respect for the main legal norms, and the desire to preserve them in one's actions.

Taking into account all the above mentioned information, it can be concluded that legal education formation is one of the most important issues today, along with educating young people to observe general moral and behavioral norms.

Another very important aspect is the formation of a legal attitude of students. If we analyze

the educational activities currently held in higher educational institutions, we will see that orientation to legal culture is not taken into account. Moreover, the age and personal characteristics of the students are not taken into account. In this point, there is an insufficiency of special programs and teaching-methodical tools, as well as an insufficiency of legal knowledge and culture even among the curators engaged in educational work and individual people who manage this work. One of the most important forms of formation of legal culture is to consider its aspects that contribute to legal culture in the teaching of any subject, especially in the teaching of moral subjects. Otherwise, it will remain only at the level of propaganda and will not reach the level of legal awareness. The main goal of legal education is the formation of legal culture, and its indicator is the formation of legal habits and skills [1].

Legal propaganda is promoting the idea of forming behavior in accordance with the rules of law in a legal state among young students. It is intended to give importance to the formation of legal culture by spreading and promoting the content of legal actions and behavior among students. In other words, it is one of the forms of work that guides the legal knowledge and activities of students and contributes to the formation of knowledge. It can be done through the mass media, for example, through radio, television shows, periodicals, lectures outside the classroom, etc. The effectiveness of legal advocacy is shown by students' search for the ideas of law, their conscious understanding of the need to follow it, and their awareness of the legality of any action that contradicts it.

Formation of legal culture through legal propaganda is not carried out purposefully, systematically, and consistently today. There is also the lack of television programs such as "Sud idet", "Chas suda", "Gromkie prestuplenie mira" in the mass media and finally there is also shortage of qualified legal personnel and law enforcement for these works and finally insufficient involvement of organs. It is also known that the materials published in periodicals are only informative without considering their pedagogical effectiveness. As it is known, there are rules and principles to be followed in any pedagogical activity. It consists of educational principles in general pedagogy.

We decided that young people should have their own positions that can be used as a basis for the formation of legal culture based on the main positions of the theory of education, taking into account the peculiarities of legal knowledge and education, based on the works of well-known pedagogues-scientists and psychologists related to the education of young people. Those principles should have the opportunity to be used in general legal culture and legal education work, along with young learners, in general children and other institutions (penitentiary institutions) in legal culture formation measures[2].

It is possible to consider the points where the originality of legal culture pedagogical possibility

is intertwined with its principles. After all, these features are connected with the field of legal education of pedagogy, including principles of education. Its general nature can be seen from:

- each learner knows his/her rights;
- to be able to understand the basics of law;
- respect the rights of others;
- readiness to protect the legal interests of the humanity;
- psychological preparation for law enforcement (inner soul and emotional behavior, their connection with consciousness).

These features of the formation of legal culture include the most important psychological and pedagogical laws of its organization and the results of a set of advanced pedagogical practices. Afterward, it is possible to define the following principles of legal culture formation:

- activities aimed at forming a legal culture should cover the majority of students as much as possible and organize continuous, systematic work with them;
- considering legal education as the main means of formation of legal culture and approaching it in terms of state legislation;
- axiological approximation position - students' consideration of legal values in combination with personal moral, behavioral values;
- culture of providing social and legal services, legal self-support;
- consists of the positions of law enforcement and law enforcement activities.

It is the position of covering the majority of students and organizing continuous, systematic work with them today. Organization of regular, continuous legal education work with everyone from students to teachers of higher educational institutions, and directing it to the formation of legal culture. Here, in order to increase its efficiency, use all rational pedagogical methods and constantly modify its forms to make them more attractive. Finally, it will become a basis for everyone's self-improvement and self-education as they grow older.

At the same time, it is considering legal education as the main means of formation of legal culture, and approach it in terms of state legislation. The future teacher, today's student, of course, they are not lawyers. Therefore, we found out in our preliminary research that most of them think that "it is necessary to know the law, but we do not need it." Therefore, the future teacher should organize their work around the idea that it is not a duty to know the law, but it is a duty to follow it. This is not only memorizing and knowing the norms of the Law, but the legal state obeying the law, not forgetting the question "have I destroy the rules of morality" in its activities and actions [3]. As it is known, the legal culture begins with the observance of this morality. Therefore, students have to

protect the interests of its citizens, and contribute to the development of the state as good citizens of the legal state. All citizens of the state, including the community of teachers, do not have to be lawyers. However, it is obligatory to have legal culture.

Legal culture is an integral part of the general attitude of every pedagogue, and its foundation is legal awareness. And it is based on the general ideology of the state. The well-known research scientist G.P Davydov claimed that the absence of ideology is also an ideology, and also P.S Makhov claimed that if there is no legal ideology in the state, the laws will not serve the life and daily life of the people, however will turn into a pleasant conversation and an unrealizable dream. In spite of that, if it is determined that the legislative rules and norms are aimed at each of its citizens along with the state, if it is revealed that the interests of the state are combined with the interests of each of its members, then law and justice are accepted as a general state phenomenon that has a great influence on each of its citizens. Therefore, legal education in pedagogic educational institutions turns into a knowledge-based legal culture of a future professional teacher.

Legal education is not just the memorization of general rules of the law of the future teacher, but his general knowledge of the aspects related to his profession, including the understanding of general moral aspects, for example, general memorization of individual rules, brief principles. At the same time, it is very important to know one's rights and duties related to the Labor Code, to know the rights, interests, and duties of students in educational programs and to convey it to them.

Therefore, students should learn the following legal norms that regulate their actions in their future profession:

- to know the rules of moral law;
- learn legal norms that protect the interests of students and preserve justice;
- to know that law is a tool aimed at the welfare of mankind;
- knowing that law enforcement is not just punishment or violence;
- law enforcement means obeying the law, understanding what it means to obey the law and conveying it to students;
- learning that compliance with legal norms can only be powerful when combined with moral and behavioral education;

These rules of legal education should always be taken into account in every activity conducted for all this purposes mentioned above.

The position of axiological approximation is the students' consideration of legal values in combination with personal moral and behavioral values; By approaching the formation of legal culture in this context, it helps students to learn that adherence to legal norms and moral norms makes

their life safer and avoids complications. Here, moral norms such as good and bad, justice and injustice, duty and debt in character education are accepted as clarified, scientifically based legal concepts. At the same time, it is important to form not only legal knowledge in the mind of every future teacher specialist, however also feelings of value and understanding of the daily life manifestations are also important. After all, a teacher is not a lawyer, but a teacher educates future citizens, and becomes an example of morality for them. At the same time, the main issue to be remembered is not only to inform students about legal norms, but also to form a legal belief that it is important and valuable in the mind of each of them, for their own interests and not for others [4].

Legal consciousness and legal feeling, legal norms are established as a life orientation, a principle to be followed in everyday life. Only then legal norms will have the power to regulate human life.

It requires clarifying the meaning and importance of legal norms in person's life and society, teaching ways to observe and adhere to them, showing their correctness and justice. This can be realized through the analysis of real-life evidence, statistics, or the evaluation of the relationship between quantity and quality, and its theoretical nature.

In addition, the culture of providing social and legal services is to consider legal norms and legal acts not as a tool that threatens and punishes citizens, but as a tool that seeks public good, protects citizens, and protects individuals from various evils, creating conditions for successful work and enjoyment of life. The legal culture of the teacher consists of observing the requirements of the law, protecting the interests of students, protecting one's own interests, and making sufficient use of the concepts of debt and duty in life.

First of all, it is necessary to prepare students psychologically and pedagogically within the walls of the university. Although these are not yet present, elements of social services are observed in schools and higher educational institutions. Forming a legal culture is not memorizing all the laws, but knowing how the rules of law protect, how to regulate it if someone violates it, what difficulties the violation of the law leads to, how to contact the law enforcement agencies in the event of a violation, how to prevent others from violating the law. should know not to give. In addition, young people learn the ways to explain and discuss, debate and gather information, in order to feel the unity of responsibility and law enforcement, their responsibility to others, their duty to the state, and to protect their rights while protecting the rights of others.

The unity of moral and legal norms, respect for the rights of others, the more legal opportunities a person has, the more his duties and responsibilities increase. Lack of legal duty leads to irresponsibility, if there is no duty, irresponsibility appears, which in turn leads to violation of law.

As a person grows up, his legal and moral responsibility should increase. In Kazakhstan, legal responsibility is partially obligatory from the age of 14, from the age of 16 to the age of 18. In this regard, the concepts of "my right ends where the student's right begins" and "I have the right to do everything that does not contradict the law" should be formed in the minds of teachers.

Therefore, the position of legal self-support is an important issue in the formation of the legal culture of students, and each of them should first of all understand that they should be ready to protect their rights. Because that's where the phrase "everyone's fate is in his own hands" is appropriate. Since the law is the most powerful of all, obedience to it must always be firmly rooted in the mind. For this purpose, in the educational work conducted among students, it is necessary to show with evidence that the crime does not lead to good, to explain why and how people are forced to answer before the court "unexpectedly".

Revealing the reasons and consequences of this, revealing the psychological and domestic conditions of the reasons that led to the violation of the law, lack of education and low culture, lack of moral qualities, lack of habits to comply with the law, poor spiritual needs, lack of civil education, lack of responsibility and discipline, with bad habits, demands to reveal that he does not know how to satisfy his demands, lacks love for people and others.

It is known that when economics becomes an ideology, the ignorance of each person, who cares about nothing but their own interests, the pursuit of money, wealth, worldliness, in many cases leads to illegal actions and violations. It is necessary to understand that it is natural that various small irregularities and minor violations of the law become serious as they grow. There is A.S. Makarenko's quote "Every person should be able to withstand bad influences in life. It is more important to teach a person to resist evil than to protect him from it". At the same time, there useful to train students to analyze the causes and consequences of different situations. In some cases, lack of knowledge of the law, giving in to the deception and seduction of others, going into matters with unknown consequences without thinking ahead, lack of legal knowledge and experience, and unreasonable credulity lead to unexpected misfortunes. Such analyzes increase the legal knowledge of students and ensure their personal safety. Students of Pedagogical Institute are not lawyers, but formation of legal culture requires them to have legislative knowledge.

The position of students' social rights protection activity is also important. The position of legal activity is the practical activity of the student, based on general educational positions. This is the unity of words and actions.

In the past, in order to increase the legal activity of students and to help public order bodies, they used to participate in evening duties such as the "People's Squad", during pedagogical practice,

they were on duty at village and district law enforcement offices, and they were involved in such things as helping out at points for the placement of neglected children. Revival of this work will increase the legal activity of students and contribute to the formation of legal culture [5].

Therefore, in order to increase interest in this subject and legal-pedagogical activities in the formation of legal culture of students, it is recommended to enrich teaching methods and increase the efficiency of teaching, to use new technology in order to enrich legal knowledge; especially active methods that contribute to the formation of the legal consciousness of young people - problem-based learning, debates, debates, contests, games, etc ; organization of research works of students, which motivates them to self-search, to supplement their knowledge on their own, to think about the received knowledge, and to prepare reports for conferences, write abstracts, analyze the sources of knowledge from a pedagogical and legal point of view; It is very important to analyze individual materials and write an opinion on them.

It is important to improve the content of teaching subjects that contribute to the formation of legal culture, to supplement them with modern theoretical information; education of moral subjects has a special place in formation of legal culture of students. Taking this into account, the history of pedagogy, educational methodology and technology, theory of family education, introduction to the teaching profession, etc., are considered pedagogic subjects in higher pedagogical educational institutions; combination with legal knowledge; consideration of aspects of legal knowledge related to psychology in the teaching of psychology subjects; it has a special place in forming the legal culture of students in the teaching of philosophy subjects, especially sociology, revealing its points related to civil law.

Organization of general literacy activities on the basis of a systematic and special program in order to form a correct concept and understanding of law; in this regard, organization of special courses for the formation of knowledge and skills clarifying concepts such as obeying the law, law enforcement, debt, duty, duty, honor and giving information about their importance and meaning; Understanding the relationship between moral norms and legal norms is a component of legal culture. Therefore, creating and presenting own system of works is the main condition for forming the legal culture of students.

In the organization of educational work, legal education should not be separated only by its parts, for example, drug addiction, alcoholism, gambling, etc. While integrating the formation of the legal culture of students into the system of work it is essential not to distinguish them as opposites; combining this with social-pedagogical activities among young people; it is highly effective to identify those who have been victimized among student youth and to organize individual and group

training and education with them.

So, one of the most important conditions for the formation of the legal culture of students is to consider and implement measures to create the need for legal culture by effectively organizing their free time on the part of educational institutions, and at the same time to teach students to use their free time effectively and adapt to it.

Organization of extracurricular activities related to law among schoolchildren during pedagogical practice in order to form a culture of students based on fundamental knowledge of law and to create conditions for them to test it in practice; in this regard, the creation and presentation of programs, plans of open educational hours, and systems of educational activities is one of the most important conditions for the formation of their legal culture; creating conditions for students to use the acquired theoretical knowledge in work practice while combining the content of study with practice; in this regard, the necessary aspects of mixing in public law enforcement work in addition to educational practice are noted.

Only participation in specific extracurricular activities allows students to see if their legal culture has been formed and to what extent; it motivates them to identify their successes and shortcomings and work with them in future individually. Therefore, involvement in public affairs related to law enforcement is one of the most important conditions for forming students' legal culture.

Another important tool that requires appropriate use in the formation of the legal culture of future specialists is the influence of religious and behavioral culture. It is known that in the modern society of Kazakhstan, there are negative actions such as ignoring the influence of religion on the education of young people, or not understanding it, not paying attention to it, not recognizing it. When it comes to religion, there is a desire to show it as a tool that has a negative influence on people, especially to form an opinion against the religion of Islam, which is practiced by the majority of local people. But the influence of any religion on the human mind cannot be ignored. Probably for that reason, the concept of "religion is opium" appeared. Therefore, whether we like it or not, religion lives in society and it takes a firm place in the minds of the young generation. In that case, it should not be ignored, but on the contrary, it is necessary to consider scientifically-pedagogically and psychologically based ways of using its potential rationally and effectively.

In the USA and other Western and Eastern European countries, which we have always used as an example, as well as in the Russian state, there is a wide opportunity to recognize this religious education and its great culture. In particular, chapters and sections on religion and its use as a means of education have been written in recently published pedagogy, history of pedagogy, social pedagogy, social psychology, general psychology, educational technology and methodology, and other

textbooks and educational materials. Therefore, it seems that the time has come for us to take up this issue and use the opportunity.

However, all major religions try to protect young people from sexual misconduct, crime, theft, drug and alcohol abuse, and gambling. According to pedagogues, psychologists, and philosophers studying this issue, the secular principles and rules of human behavior, not given by God and created by people, are conditional and cannot penetrate deep into the human mind. This can be attributed to the saying "the law is written in order to break it", which is widespread among the people and whose author is unknown.

In this regard, in Russia, a religious studies and faith program and a textbook were created for its students, and a magazine called "Duhovno-nravstvennoe vospitane" was published. However, this is also facing opposition from the society. Although in Kazakhstan, the priests publish magazines such as "Nur Shapagat", "Islamic World", and "Mother Tongue", "Kazakh Literature", "Islam and Civilization" newspapers publish materials related to religious studies. The use of these opportunities in the work aimed at forming a legal culture among young people contributes to their belief, faith, and feelings. In order to fundamentally implement moral education, first of all, it is necessary to change the attitude towards religion, and then to consider ways of using the possibilities of religious knowledge and religious belief. In general, it can be said that its path is known.

Pedagogical scientists like G.Shchukina, Yu.K.Babansky, N.I.Boldyrev, etc. said that special pedagogical conditions should be created for the effective implementation of various educational activities of general pedagogy which based on the general rules defined by them.

Summing up opinions related to legal education in the researches of scientists, it is characterized by the need to increase the possibilities of influencing on the formation of students' legal culture of the identified pedagogical conditions.

It was established that the basis of pedagogical conditions is to create the need for legal culture of young people, which contributes to the combination of legal knowledge and moral feelings. Its dimensions are the upbringing of legal norms and moral feelings, and its indicators are that every student, as a citizen of the state of Kazakhstan, intertwines the Civil Code and civil law with moral norms such as charity, mercy, justice, honesty, debt, duty, demand, understanding the essence of these concepts and feeling, understanding them; to distinguish and connect the relationship between feeling and law [6].

So, the organization of pedagogical activity is its influence - creation of conditions for alignment of legal positions and habits, skills, and its dimensions - conscious formation of legal activity; the influence of knowledge of moral standards on the systematic acquisition of general

knowledge about legal rules and principles; to know the content and meaning of the concept of "legal culture" and to be eager to follow and implement it in the management of the educational process; theoretical knowledge of legal norms and moral positions and ability to combine them in practice;

Pedagogical condition contributing to the formation of legal culture of students is the existence of a work system aimed at developing legal culture. Its implementation on the basis of a certain system will contribute to the establishment of continuity and integration between legal awareness and legal feeling, legal actions of young people. Its measure is to constantly actively participate in and intervene in all activities for the formation of legal culture, mastering the purpose, tasks, and content of legal culture formation; able to act as an example in demonstrating legal culture in practice; knowledge of the methods, ways, and forms of influencing others; adherence to moral and legal norms in pedagogical activities;

We believe that this pedagogic system and pedagogic conditions will give chance to start the way for effective implementation of formation of pedagogic culture of learners.

The contents of legal culture formation work are the following: moral attitudes and combination of legal knowledge, knowledge and skills; formation of legal positions and recognition of moral norms as the basis of legal norms; knowledge of one's rights and mastery of moral relations; to be able to understand the basics of law; respect the rights of others; readiness to protect the legal interests of the general humanity; psychological preparation for law enforcement (inner soul and emotional activity, their connection with consciousness); organization of pedagogical activities to increase legal activity;

To master the following principles of legal culture formation, to take into account the individual characteristics of each person in solving various situations;

- to recognize the position of combining morality and legal knowledge as the main duty;
- motivation to show a positive example of legal culture in pedagogical activities;
- to be ready to constantly monitor, notice, take into account, critically evaluate one's own actions and correct shortcomings;
- observe moral standards and legal requirements in pedagogical relations with any person (student, parent, colleague, etc.);
- combination of teaching skills and legal culture in pedagogical activities;
- to be active in the prevention of any crime.

As a result of the influence of the cited pedagogical system and pedagogical conditions, we had the opportunity to determine the composition of the students' legal culture and the levels of their formation as follows. Composition of students' legal culture:

- 1) conscious integration of legal knowledge and moral norms;
- 2) continuity of moral feelings with legal principles;
- 3) we defined it as a combination of preservation and protection of legal norms of a person with pedagogical activity.

Thus, an indicator of the high level of the students' conscious integration of legal knowledge and moral standards is sufficient general knowledge of legal rules and principles; learned moral standards; knows the content and meaning of the concept of "legal culture"; student is eager to follow and fulfill them in managing the educational process; can combine legal norms and moral positions; insufficient general knowledge of intermediate legal rules and principles; learned moral standards; Although student knows the meaning of the concept of "legal culture", student cannot reveal its content; in the management of the educational process, there is a lack of compliance with legal norms and moral principles; insufficient general knowledge of basic legal rules; despite having mastered moral norms, learner is unwilling to follow them; cannot fully reveal the content and meaning of the concept of "legal culture"; student is eager to follow and implement them in managing the educational process;

Also, the indicator of the high continuity of moral feelings with legal principles is that students adhere to the concepts of debt, duty, duty, justice, charity, mercy, along with the concepts of not limiting the freedom of the individual, not touching his honor, not harming his health, not violating his personal rights; preservation and consolidation of economic, social and political rights of a person; desire to follow these concepts in action; intermediate indicator - the concepts of debt, duty, duty, justice, charity, mercy, not to limit the freedom of the individual, mastered the concepts of non-violence and non-harm to health, non-infringement of personal rights, but is reluctant to adhere to them in practice; knows the need to preserve the economic, social and political rights of a person, but it is not enough to follow them in practice; basic - he has not fully mastered the concepts of debt, duty, duty, justice, charity, mercy, not to limit the freedom of the individual, not to harm his honor, not to harm his health, not to violate his personal rights, therefore, he is less motivated to follow them in practice; knows the need to preserve the economic, social and political rights of a person, but it is not enough to follow them in practice;

If the learner combines the preservation and protection of legal norms with pedagogical activities - the measure of the formation of legal culture, the indicator of his/her high level – he/she has mastered the methods and forms, contents of recognizing state documents and conveying them to others; can reveal the relationship between moral norms and legal norms and student is eager to observe them in pedagogical activity; participates in public works and student is active in involving

others; enough self-improvement quests; intermediate - indicator, although person is eager to learn state documents, he/she has not fully mastered the methods, forms, and content of communicating them to others; can reveal the relationship between moral norms and legal norms, but student is not active enough in following them; he/she is eager to preserve them in his pedagogical activities, actively participates in public affairs and involves others; their search for self-improvement is insufficient; although he is eager to learn basic state documents, he/she has not fully mastered the methods, forms, and content of delivering them to others; can reveal the relationship between moral norms and legal norms, but is not active enough in following them; eager to preserve them in pedagogical activities, but slow to intervene in public affairs and attract others; their search for self-improvement is insufficient;

References

1. Verb E.A. Relationship between the aesthetic and pedagogical culture of the future teacher // Problems of aesthetics of education and education. Collection of scientific works, edited by V. V. Kukshanov. - Moscow, 1988, p 99-107
2. Civil Code of the Republic of Kazakhstan (General Section), December 27, 1994
3. Constitution of the Republic of Kazakhstan, August 30, 1995
4. Gorlinsky I.V. Pedagogical system of flexible training of specialists in higher educational institutions of the Ministry of Internal Affairs of the Russian Federation. -Moscow, 1997
5. Korneev S.M. Methods of teaching practical classes in civil law // Methods of teaching legal subjects. - Moscow, 1986
6. Baltabaev M.Kh. Pedagogical cultural studies. -Almaty: Umai, 2003

БІЛІМ АЛУШЫЛАРДЫҢ ҚҰҚЫҚТЫҚ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ МҮМКІНДІКТЕРІ

¹А.Қ.ТОГАЙБАЕВА, ²М.Р.ШАМТИЕВА

Қ.Жұбанов атындағы Ақтөбе өңірлік университеті., Ақтөбе, Қазақстан Республикасы

Қазан федералдық университеті, Қазан қаласы, Ресей Федерациясы

*e-mail: marina.romanovna2015@yandex.ru, aikat_76@mail.ru

Аңдатпа: Мақалада автор бүгінгі таңдағы жоғары оқу орындарында білім алушы жастардың құқықтық мәдениеті мәселесіне тоқталады. Сонымен қатар, аталған ұғымды талдап, оған ғылыми тұрғыда сипаттама

берген. Жастардың адамгершілік-құлықтық мәселесіне тоқтала келе, оның маңызды тұстарын ашып көрсеткен. Құқықтық мәдениет қалыптастырумен құқықтық насихаттың педагогика ұстанымдарымен байланысын, білім алушылардың тәрбиесіне әсерін сөз еткен. Педагогтың құқықтық мәдениеттілігі заң талаптарын сақтау, оқушы шәкірттердің мүддесін қорғау, өз мүддесін қорғау, қарыз бен парыз ұғымдарын тұрмыста жете пайдаланудан тұратындығын автор атап көрсетеді. Сонымен қатар, жастар арасындағы түрлі құқықбұзушылықтың алдын алу мәселелерін педагогикалық шарттар мен педагогикалық ұстанымдар арқылы байланысту тұстары да зерделенген. Білім алушы жастардың, соның ішінде педагогикалық білім бағдарламасы бойынша білім алушылардың құқықтық мәдениет деңгейі, оның қалыптасу шарттары, мүмкіндіктері де сөз етіледі. Қазіргі таңдағы болашақ мамандар тәрбиеленіп жатырған педагогикалық білім бағдарламалар білім алушыларының қоғамдағы құқықтық әрекеттері, заңды білуі, орындауы және заң аясындағы нормаларды сақтай білуінің маңыздылығы да сөз етіледі. Мақала болашақ мамандарға құқықтық мәдениет шеңберінде білім қалыптастыру үшін маңызы болып саналады.

Кілттік сөздер: білім алушылар, құқықтық мәдениет, жоғары оқу орны, педагогикалық ұстаным, педагогикалық мүмкіндік, педагогикалық шарттар

ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ ФОРМИРОВАНИЯ ПРАВОВОЙ КУЛЬТУРЫ ОБУЧАЮЩИХСЯ

¹А. К. ТОГАЙБАЕВА, ²Р. ШАМТИЕВА

Актобинский региональный университет им. К. Жубанова., Актөбе, Қазақстан

Казанский федеральный университет, Казань, Российская Федерация

*e-mail: marina.romanovna2015@yandex.ru, aikat_76@mail.ru

Аннотация: В статье авторы рассматривают актуальные вопросы правовой культуры современной молодежи, обучающейся в высших учебных заведениях. Также проанализирована концепция и дано четкое научное описание вышесказанным понятиям. Акцентируя внимание на нравственных проблемах молодежи, авторы данной статьи выделяют важные ее аспекты. В статье рассказывается о связи формирования правовой культуры и правовой пропаганды с принципами педагогики, влиянии на воспитание учащихся. А так же авторы подчеркивает, что правовая культура учителя состоит в соблюдении закона, защите интересов учащихся, защите их интересов, использовании понятий долга и долга в повседневной жизни. Кроме того, изучаются вопросы увязки профилактики различных правонарушений среди молодежи через педагогические условия и педагогические принципы. Об уровне правовой культуры обучающейся молодежи, в том числе обучающихся по программе педагогического образования, условиях ее формирования, возможностях. Речь идет о правовом поведении в обществе, знании, выполнении закона и соблюдении норм в рамках закона обучающимися педагогических образовательных программ, в которых воспитываются будущие специалисты. Статья является важной для формирования знаний в рамках правовой культуры будущих специалистов.

Ключевые слова: учащиеся, правовая культура, высшее учебное заведение, педагогические принципы, педагогические возможности, педагогические условия