



A MODEL OF THE SYSTEM FOR DEVELOPING LEGAL CULTURE IN TEACHING STAFF FROM PROFESSIONAL EDUCATION SCHOOLS

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Abstract.

Relevance. Given the lack of legal knowledge and skills in applying them in the professional-pedagogical activity of teachers, masters of vocational training and heads of professional education schools, it is essential to theoretically justify and design a model of the system for developing legal culture in teaching staff during the sessional and inter-sessional periods of advanced training.

The paper aims to justify approaches to projecting the model of the system for developing legal culture in teaching staff from professional education schools.

Methods. Theoretical methods: theoretical analysis – to study scientific literature and regulations to determine the structure of the model of the system for developing legal culture in teaching staff from professional education schools; comparison – to study different scientific approaches to solving the problem under study; analysis and synthesis – to justify modern approaches to projecting the model of the system for developing legal culture in teaching staff from professional education schools.

Results. The model of the system for developing legal culture in teaching staff from professional education schools structurally consists of the methodology and goals block (goals, objectives, methodological approaches, principles), the subject block (teachers, pupils, parents, employers, other stakeholders), the content and technologies block (content, pedagogical technologies, methods, forms) and the diagnostics and results block (criteria, indicators, development levels), whose realization enables effective changes in the levels of legal culture in teachers, masters of vocational training and managers in the sessional and inter-sessional periods of advanced training.

Conclusions. The proposed model reflects the results of projecting the system for developing legal culture in teaching staff from professional education schools, organizes theoretical and methodological knowledge about the integrative personality trait under study and systematizes practical and technological actions for purposeful development of the phenomenon.

Keywords: *system, model, legal culture, advanced training, projecting.*

Introduction. The original ways of human practice associated with predicting the future and creating its ideal image include projecting as a kind of creative innovative activity.

A project is created based on the results obtained from projecting (from the Latin word *projectus* meaning thrown forward). S. Honcharenko appropriately clarifies the importance of the project

as an activity implying the creation (development, planning, construction) of a system, object or model (2010, p. 136). As a special document, the project is developed under the approved form, and its value is determined by the content of the information contained in it. Thus, it is information on how and using which methodological approaches, principles, conditions and tools of individual pedagogical technologies and

methods one can develop legal culture in teaching staff from professional education (hereinafter "PE") schools gradually and systematically to meet their personal and social needs and thereby resolve the existing contradictions in professional education.

Sources. The problems of pedagogical modelling have been addressed by V. Bepalko (1977), S. Honcharenko (2010), Ye. Khrykov (2017), Ye. Lodatko (2010), P. Luzan (2016), I. Osadchyi (2016), V. Radkevych (2007), Yu. Surmin (2006), O. Yaroshynska (2015) et al. The projecting of models for systems of professional training for future teachers and qualified specialists in various branches of the economy has been revealed in the works by I. Androshchuk (2017), O. Koshuk (2018), D. Kovalenko (2015), M. Mykhniuk (2016), O. Shapran (2011), L. Solvar (2005), I. Vasyliiev (2016) et al. It must be noted that S. Honcharenko (2010), Ye. Khrykov (2017) and I. Osadchyi (2016) indicate that pedagogical studies on projecting are mostly conducted using modelling (which is one of the stages of projecting), and the final product of projecting is a model.

This research supports the idea of certain researchers (Ye. Lodatko (2010, p. 10); P. Luzan, I. Sopivnyk, S. Vyhovska (2016, p. 115) that the objects of cognition are almost always studied in the process of modelling, which helps one obtain information about the properties of the object, transfer information and knowledge about the object to other information consumers, use this information to manage objects and processes, forecast and diagnose the behaviour of the object within the space of its existence. However, there are still no works devoted to the scientific problem of projecting a model of the system for developing legal culture in teaching staff from PE schools.

The paper aims to justify approaches to projecting the model of the system for developing legal culture in teaching staff from PE schools.

Methods. Theoretical methods: theoretical analysis – to study scientific literature and regulations to determine the structure of the model of the system for developing legal culture in teaching staff from PE schools; comparison to study different scientific approaches to solving the problem under study; analysis and synthesis – to justify modern approaches to projecting the model of the system for developing legal culture in teaching staff from PE schools.

Results and discussion. There are different approaches to understanding the essence of such concepts as "modelling" and "model". This research presents their brief interpretation. According to S. Honcharenko, a model is an auxiliary means of cognition. It reflects some properties and aspects of

the object under study only with some similarity. This research agrees with the idea that the need for modelling "arises when it is impossible to study the object itself, or such a study is too complex, time- and cost-consuming" (Honcharenko, 2010, p. 134). In this regard, one should take into account the stance of V. Zagvyazinskiy (1982) who believes that any model is an auxiliary object, specially selected or transformed for cognitive purposes, which provides new information about the main object.

The idea of Yu. Surmin (2006) about two-component systemic modelling is over paramount importance for this research. The first one represents the object of the model or process as a system with its basic parameters and characteristics. In this case, the model is presented as a set of interconnected elements characterized by a certain structural organization and a clear functional purpose. The second component of systemic modelling involves systematicity not only as a way of representation but also as a method of studying the model.

Since the research aims to justify and presents the author's model of the system for developing legal culture in teaching staff from PE schools, it is necessary to describe the types of systemic modelling selected by Yu. Surmin (2006): attributive, structural, organizational, functional, structural-and-functional, congratulatory. This research focuses on the characteristics of attributive and structural types of modelling. Besides, the process of modelling a system for developing legal culture in teaching staff from PE schools should comply with certain principles, which include the following basic norms (according to I. Androshchuk (2017, p. 226) and L. Solvar (2005, p. 136)): integrity (the need for systematic reflection of the pedagogical activity, taking into account its components); dynamism (the reflection of the process of developing a particular specialist, effective positive changes in the levels of his or her professional skills); hierarchy (a lower level is subordinated and controlled by a higher level of the hierarchical structure); ambivalence (complementarity and unity of opposite qualities, the coexistence of opposite relations); openness (a possibility to use the model with further transformation and modernization without significant changes in the structure).

These principles are somehow complemented by the requirements for models and modelling, contained in the studies by S. Honcharenko (2010), Ye. Khrykov (2017), D. Kovalenko (2015), Ye. Lodatko (2010), P. Luzan, I. Sopivnyk, S. Vyhovska (2016), V. Radkevych (2011), including universality; *adequacy*; *technological effectiveness*; *informativeness*; *completeness*; *conceptual certainty*; *organic unity*; *predictability*. Thus, the research will focus on

developing such a model of the system which reflects the logic of systemic development of the phenomenon under study and provides teachers from PE schools with specific pedagogical tools and means of purposeful professional legal affairs. The concept of "a model of the system for developing legal culture in teaching staff from PE schools" is defined as a schematic representation of an ordered set of interconnected structural and functional components that perfectly reflect the process of purposeful improvement of professional legal knowledge, skills, values and personality traits of an educator in the sequence of implementing relevant methods, forms, technologies and stages aimed at significant positive changes in the development levels of the phenomenon in compliance with the reasonable requirements of methodological approaches, principles and conditions.

Therefore, it is important to attribute the methodology and goals block, the subject block, the content and technologies block, the diagnostics and results block to the structural and functional components of the proposed model of the system for developing legal culture in teaching staff from PE schools (see Fig. 1).

In the research, the model (see Fig. 2) reflects the project of the system aimed at enhancing the levels of legal culture in teachers as an integrative personality trait which is characterized by a values-based attitude towards the law, well-developed legal awareness and erudition, needs for constant acquisition

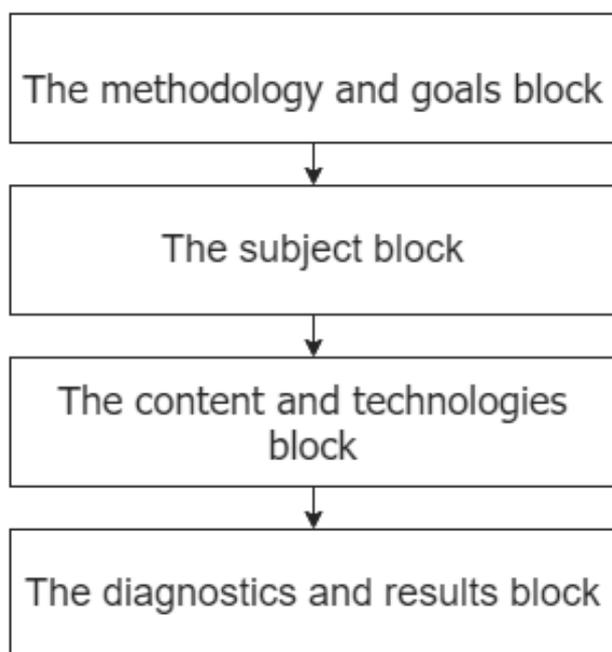


Fig. 1. The main components of the model of the system for developing legal culture in teaching staff from PE schools

of legal knowledge. Also, it is a moral regulator of professional activity manifested in the conscious lawful behaviour of the person and the ability to competently form a set of legal values, skills and habits of lawful behaviour in pupils. Indeed, the model as an ideal idea of the educational legal environment, as a standard of organizing the educational process in PE schools should be prognostic-and-practical and serve as a "road map", an algorithm for achieving positive changes in the levels of legal culture, especially of teachers, masters of vocational training and managers.

Therefore, the construction of the model of the system for developing legal culture in teaching staff should begin with the definition and formulation of its aim as a major component of the methodology and goals block (Fig. 2).

The structure of the methodology and goals block contains the main (systemic, activity-based, culturological, axiological, competency-based, personality-oriented, environmental) and some other (informational, synergetic, integrational) scientific approaches, the compliance with which can help one "obtain the most objective, accurate, systematic information about processes and phenomena" (Sheiko, 2006, p. 56). Also, the requirements of methodological approaches and principles are to assist pupils in "studying the subject of the research comprehensively, in its development, using practice as a criterion of truth" (Honcharenko, 2010, p. 96). In addition to these scientific approaches, the research took into account the requirements of other methodological characteristics, in particular such principles as *determinism, development, a combination of the existing and the appropriate, proactive activity, comprehensiveness*. The aim, objectives and methodological approaches have led to the definition of pedagogical principles for developing legal culture in teaching staff, which include general (scientificity, fundamentality of education, modularity, professional orientation) and specific (rationality, awareness, openness, dialogical interaction, civility, economic activity, modelling of professional legal affairs) principles.

It is also vital to include the subject block in the model's structure: the system should organically combine all the subjects of professional legal interaction, namely, teachers, masters of vocational training, heads of PE schools, methodologists, pupils, employers and other stakeholders based on the established values of EU countries, including the following:

- fundamental rights and freedoms: the right to life, private property, freedom of conscience, the prohibition of discrimination in the exercise of rights and freedoms;

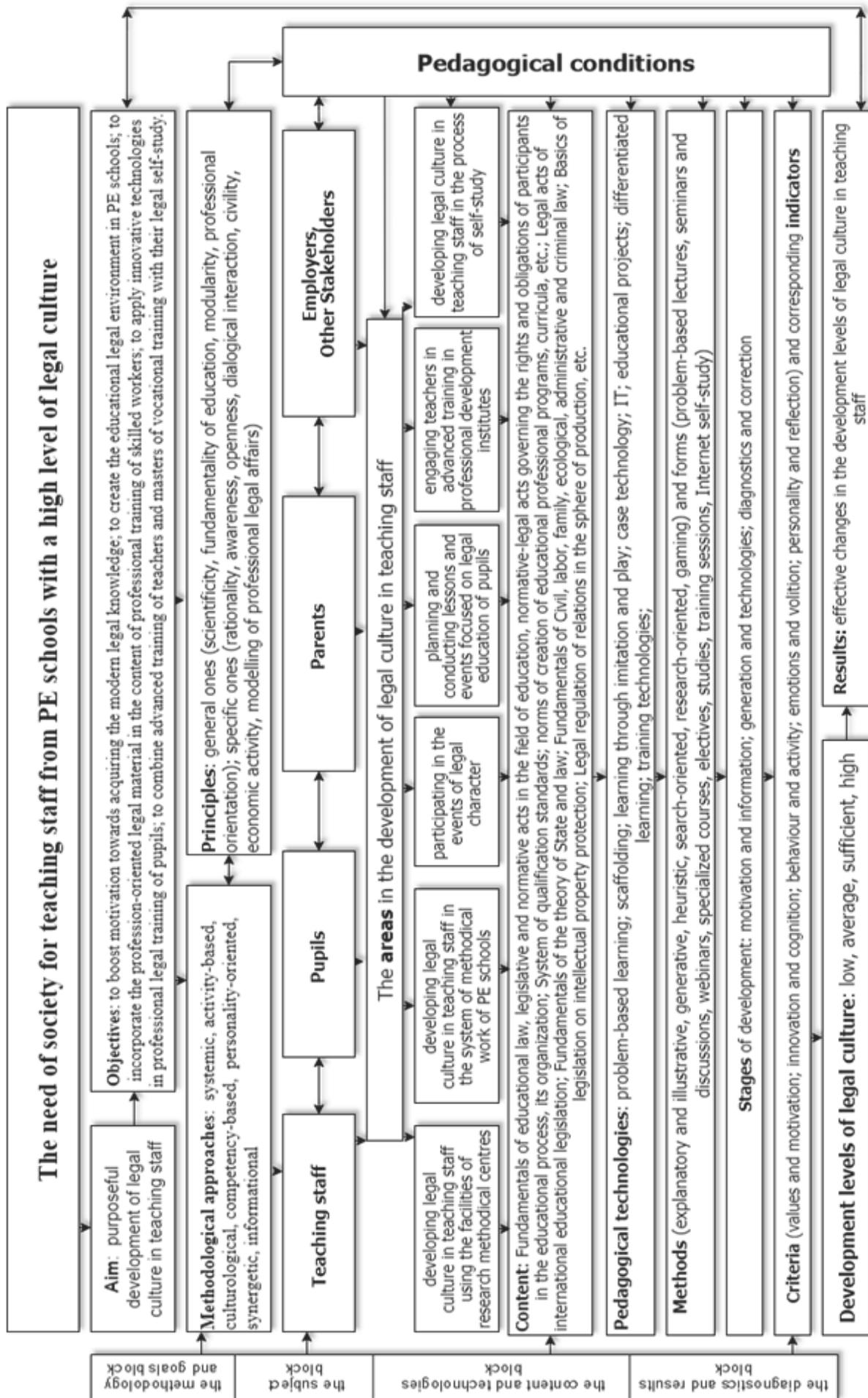


Fig 2. The model of the system for developing legal culture in teaching staff from PE schools

– main social rights: the right to freely choose a profession and place of residence, free access to free employment centres, free access to information on the actions of employers and the conclusion of collective agreements;

– cultural rights and freedoms: the right to choose education in one's native language, the right of minorities to preserve their cultural identity;

– human rights and freedoms: the right to work and its proper conditions, right to housing, health care, education, social security; the right of children, adolescents, women and people with special needs to special social protection, the right to environmental and information security (2013) (Radkevych, 2014, 35-38).

The content and technologies block reflects the content and process of developing legal culture in teaching staff from PE schools. The experimentally determined and theoretically justified pedagogical conditions for developing legal knowledge, skills, values and personal and legal qualities in masters of vocational training, teachers of professional training and lecturers of professional theoretical training (boosting positive motivation towards professional legal self-development and self-improvement; applying methods and forms for imitating professional legal situations in the development of professional legal knowledge and skills; using innovative pedagogical technologies in the sessional and intersessional periods of professional development) are reinforced with the system of methods, forms, means and pedagogical technologies under certain systemically related areas (Fig. 3).

As can be seen from Fig. 3, a system-generating area in the development of legal culture in teaching

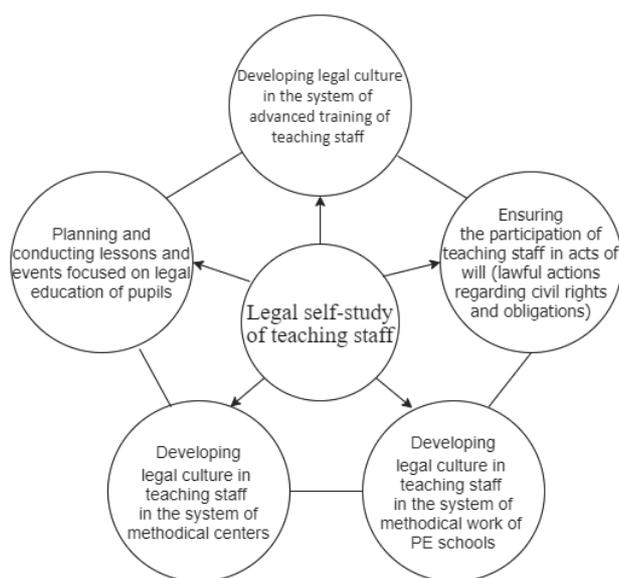


Fig. 3. A schematic structure of areas in the development of legal culture in teaching staff from PE schools

staff is their self-study, that is an independent cognitive activity of teachers and masters of vocational training aimed at acquiring the modern legal knowledge, mastering innovative methods of legal education, cultivating a values-based attitude towards labour, shaping a legal position of the individual as a need or conscious necessity to comply with legal norms, as well as developing the ability to implement legal knowledge in professional activity and public life. The civil activity area is closely related to the above-mentioned defined area in the development of legal culture in teaching staff and implies "the participation in acts of will (lawful actions which aim to achieve the aim allowed by the law). Indeed, teachers always gain experience in fulfilling civil rights and obligations when acquiring or transferring property through buying and selling, granting, loaning, renting or lending in public practice.

Advanced training as the educational process should be carried out in compliance with the relevant principles: complexity, continuity and prospectivity, purposefulness, the balance of theory and technology with the most effective practical results, innovativity, variability and differentiation, specialization, consistency, remotability, activity and autonomy in learning, unity of collective and individual forms of learning, analytical feedback (2008, p. 675).

Legal aspects of professional training for future skilled workers, as well as the issues of lawful behaviour of the participants in the educational process and the creation of the educational legal environment, are addressed at pedagogical and methodical meetings, methodical boards, seminars, pedagogical readings, meetings of creative groups. It must be noted that the National Programme of Legal Education of the Population, approved by the Decree of the President of Ukraine as of October 18, 2001, states that legal education lies in implementing a set of educational, instructional and informational measures aimed at creating appropriate conditions for citizens to acquire legal knowledge and skills in their application, necessary for the realization of citizens' rights and freedoms, as well as the performance of their duties" (2001).

Legal education of pupils aims to shape legal awareness, legal culture and personal qualities systematically. Thus, the development of legal culture in teachers in the educational legal environment of PE schools should, above all, reflect on legal erudition, awareness and attitudes of future skilled workers (Radkevych, 2015).

The main pedagogical technologies are defined as follows: problem-based learning; scaffolding; learning through imitation and play; case technology; IT; educational projects; differentiated learning; training

technologies. Such a sequence of implementing the methods for developing legal culture in teaching staff from PE was combined with certain forms (problem-based lectures, seminars and discussions, webinars, specialized courses, electives, studies, training sessions, Internet self-study). One can assume that the technologies, methods and forms for developing legal culture proposed in the model should permanently assist teachers in reaching higher levels of the phenomenon under study in the sequence of the following conditionally selected stages: motivation and information (identifying the level of cultural development, professional and legal qualities, values, motivation of lawful behaviour), forms and technologies (purposeful acquisition of modern legal information, technological development of those abilities which teachers and masters of vocational training need to solve professional legal and social legal situations efficiently) and diagnostics and correction (identifying the levels of legal culture and ensuring the corresponding correction of organizational and methodical aspects of the process under study).

The diagnostics and results block involves assessing, analyzing and correcting the results of the systemic development of legal culture in teaching staff from PE schools and includes the following criteria: *values and motivation; innovation and cognition; behaviour and activity; emotions and volition; personality and reflection* with the corresponding indicators describing the four development levels of this phenomenon: low, average, sufficient, high.

Conclusions. Therefore, the proposed model reflects the results from projecting the system for developing legal culture in teaching staff from PE schools, organizes theoretical and methodological knowledge about the integrative personality trait under study and systematizes practical and technological actions for purposeful development of the phenomenon.

Further research should aim to disclose the methodology for implementing the proposed model of the system for developing legal culture in teaching staff from PE schools.

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Модель системи розвитку правової культури педагогічних працівників закладів професійної освіти

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Реферат.

Актуальність. Складність освітнього правового поля зумовлена реформуванням вітчизняної системи професійної та фахової передвищої освіти, однак недостатній рівень правових знань, умінь і навичок педагогічних працівників закладів професійної освіти зумовлюють необхідність теоретичного обґрунтування і проєктування системи розвитку їхньої правової культури в курсовий та міжкурсний періоди підвищення кваліфікації з метою систематизації правових знань та впорядкування практико-технологічних дій щодо цілеспрямованого розвитку правової культури.

Мета: обґрунтувати підходи до проєктування моделі системи розвитку правової культури педагогічних працівників закладів професійної освіти.

Методи. У статті використано низку теоретичних методів: теоретичний аналіз (опрацювання наукової літератури та нормативних документів), порівняння (вивчення різних наукових підходів щодо розв'язання проблеми); аналіз і синтез (обґрунтування сучасних підходів до проєктування моделі педагогічної системи розвитку правової культури педагогічних працівників закладів професійної освіти), атрибутивне і структурне моделювання (визначення структури моделі системи розвитку правової культури педагогічних працівників закладів професійної освіти).

Результати. Спроєктовано модель системи розвитку правової культури педагогічних працівників закладів професійної освіти, що складається з: методологічно-цільового блоку (мета, завдання, методологічні підходи, принципи), суб'єктного (педагогічні працівники, учні, батьки, роботодавці, інші стейкхолдери), змістово-технологічного (зміст, педагогічні технології, методи, форми) та діагностувально-результативного (критерії, показники, рівні розвитку), реалізація яких уможливує дієві зрушення у рівнях розвитку правової культури викладачів, майстрів виробничого навчання й керівників у курсовий та міжкурсний періоди підвищення кваліфікації.

Висновки. Запропоновано модель систематизує правові знання педагогічних працівників закладав професійної освіти, впорядковує практико-технологічні дії щодо цілеспрямованого розвитку в них правової культури, створюючи умови для підвищення її рівня.

Ключові слова: модель, правова культура педагогічних працівників, підвищення кваліфікації, проєктування.

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