

## THE ROLE OF LEGAL EDUCATION IN SHAPING WORLDVIEWS: A HISTORICAL AND PHILOSOPHICAL ANALYSIS

### *O PAPEL DO ENSINO JURÍDICO NA FORMAÇÃO DE VISÕES DO MUNDO: UMA ANÁLISE HISTÓRICA E FILOSÓFICA*

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**Abstract.** The topic's relevance is determined by the need to study the impact of legal education on forming a person's worldview in the context of globalisation and the digitalisation of modern society. Particular attention is paid to the integration of philosophical aspects into the process of legal education to form a comprehensive understanding of law. The purpose of the study is to examine the impact of legal education on forming a person's worldview, emphasising historical and philosophical retrospectives. The research methodology is based on the analysis of literary sources, comparative analysis of various methods and historical analysis of the development of legal education. The study results show that legal education is vital in forming ethical and moral principles, critical thinking and social responsibility among students. A survey of students of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality 014.03 Secondary Education (History and Basics of Law) showed that most of them rate the level of teaching as high or very high. At the same time, a significant proportion of students consider the courses to be insufficiently exciting and relevant. The analysis also revealed the need to increase the number of practical classes and internships. The inclusion of courses on human rights and international law contributes to the formation of global legal awareness. The practical significance of the findings lies in developing recommendations for improving the educational process, including updating teaching materials, increasing the number of practical classes and integrating interdisciplinary approaches. This will improve the quality of training specialists working effectively in modern conditions.

**Keywords:** legal education; worldview; historical and philosophical retrospective; ethical principles; social responsibility

**Resumo.** A relevância do tema é determinada pela necessidade de estudar o impacto da educação jurídica na formação da visão do mundo de uma pessoa no contexto da globalização e da digitalização da sociedade moderna. É dada especial atenção à integração de aspectos filosóficos no processo de ensino jurídico para formar uma compreensão abrangente do direito. O objetivo do estudo é examinar o impacto do ensino jurídico na formação da visão do mundo de uma pessoa, dando ênfase a retrospectivas históricas e filosóficas. A metodologia de investigação baseia-se na análise de fontes literárias, na análise comparativa de vários métodos e na análise histórica do desenvolvimento do ensino jurídico. Os resultados do estudo mostram que o ensino jurídico é vital para a



formação de princípios éticos e morais, do pensamento crítico e da responsabilidade social dos estudantes. Um inquérito aos estudantes da Universidade Pedagógica Nacional de Ternopil Volodymyr Hnatiuk, Faculdade de História, especialidade 014.03 Ensino Secundário (História e Fundamentos do Direito) mostrou que a maioria deles classifica o nível de ensino como elevado ou muito elevado. Ao mesmo tempo, uma percentagem significativa de estudantes considera que os cursos não são suficientemente estimulantes e relevantes. A análise revelou também a necessidade de aumentar o número de aulas práticas e de estágios. A inclusão de cursos sobre direitos humanos e direito internacional contribui para a formação de uma consciência jurídica global.

**Palavras-chave:** ensino jurídico; visão do mundo; retrospectiva histórica e filosófica; princípios éticos; responsabilidade social

## 1. INTRODUCTION

Legal education plays a crucial role in shaping a person's worldview and influencing their understanding of legal norms, social justice, and ethical principles. Legal education has undergone significant changes throughout history, reflecting the evolution of societies and legal systems. From ancient to modern times, legal education has integrated philosophical aspects that contribute to developing a comprehensive and informed understanding of law. The relevance of studying the impact of legal education on human thought is determined by the need to train competent professionals capable of meeting modern challenges. Changes in the global legal environment, digitalisation of educational processes and integration of interdisciplinary approaches require new methods and strategies in legal education. The article will review the historical development of legal education, including critical stages and changes that took place in different eras. The article also analyses the current state of legal education and its methods and approaches that contribute to forming students' worldviews. Particular attention is paid to philosophical aspects such as ethics, justice, social responsibility and critical thinking, which are integrated into the educational process. Thus, the article is aimed at a comprehensive study of the impact of legal education on a person's worldview, determining its importance and prospects for development in modern society.

### 1.1. Problem statement

Legal education has come a long way since ancient times to reflect changes in society and legal systems. However, in today's context, there is a need to revise approaches to legal education in light of global challenges and digitalisation. As noted by Barabash (2024) and Novitska (2024), traditional methods of teaching law often do not meet modern requirements, necessitating the introduction of innovative technologies and methods into the educational process. The importance of revising approaches to legal education is emphasised by Ayeni and Eden (2024), who point out the need to integrate legal knowledge with other disciplines. In particular, more attention should be paid to the impact of legal education on forming students' worldviews and developing methods that promote critical thinking and social responsibility. Thus, the research problem is the need to develop and implement modern approaches to legal education that consider global challenges and digitalisation and contribute to forming a comprehensive and informed understanding of law among students.

This article aims to study the impact of legal education on forming a person's worldview through a historical and philosophical retrospective.

### 1.2. Tasks

1. To analyse the historical stages of legal education.
2. To identify the philosophical aspects that influence worldview formation through legal education.
3. To determine the role of legal education in the formation of socially significant qualities of a person.



4. To study the current state of legal education and its impact on the individual's worldview.
5. To assess the prospects and directions for further development of legal education in the context of its impact on worldview.

### 1.3. Recent research and publication analysis

Historical development of legal education. Legal education has deep historical roots dating back to ancient times. Barabash (2024) notes that in ancient Greece and Rome, legal education included the study of the basics of law, rhetoric and philosophy, which laid the foundation for the further development of legal science. Gromovchuk (2022) points out the importance of universities in medieval Europe, such as the Universities of Bologna and Paris, where the teaching of law was based on the study of Roman and canon law. Ivanovych (2019) describes the concept of state coercion as a legal influence on a person from a historical perspective.

Modern approaches and methods of legal education. In today's context, legal education faces the challenges of globalisation and digitalisation. Ayeni and Eden (2024) emphasise the need to integrate legal knowledge with other disciplines, such as economics and sociology, which contributes to training professionals working in an interdisciplinary environment. Batsurovska et al. (2021) note that digitalisation and online platforms open up new opportunities for legal education, making it more accessible and flexible. Sun (2024) adds that digital technologies improve education quality by giving students access to up-to-date information anytime and anywhere. Shi (2023) examines the status and role of legal education in terms of its objectives.

The impact of legal education on worldview formation. Legal education plays a crucial role in shaping students' worldviews. Boltivets et al. (2023) point out that legal education contributes to developing a comprehensive and informed understanding of the law and its importance in society. Dry (2024) emphasises the importance of ethical aspects and social justice in legal education, which fosters high moral standards in students. Syroid and Fomina (2023) emphasise the importance of human rights and international law in the curriculum, contributing to students' global legal awareness. Fedyk and Lytsur (2024) examine the impact of political and professional activities on forming Ukrainian political and legal thought. Galiakbarova (2024) examines the peculiarities of legal regulation of higher education in Kazakhstan and the United States. Dilshod (2024) describes a new level of development of legal education and science in Uzbekistan. Tao (2023) examines moral and legal education in secondary schools.

Problems and prospects of legal education. Despite its achievements, legal education faces several challenges. Novitska (2024) notes that traditional methods of teaching law often do not meet modern requirements, which requires introducing innovative approaches. Badran and Elhady (2024) emphasise the importance of balancing theoretical knowledge and practical skills, which are often lacking in modern educational programmes. At the same time, Battista and De Beuf (2024) point to the prospects of using clinical education, where students work with real legal cases, which contributes to the acquisition of practical experience. Kilián et al. (2016) discuss the teaching of international human rights in the Czech Republic. Mahmud and Rabbi (2024) assess the inclusion of legal education in secondary and tertiary education in Bangladesh. Turchynjak (2024) analyses legal education for minors.

Innovations in legal education. Using new technologies and approaches is becoming increasingly important for legal education. Boltivets et al. (2023) note the cultural significance of legal education for young people and its projection into the future. Gromovchuk (2022) emphasises the importance of education as a basis for legal awareness in the First Czechoslovak Republic. Sun (2024) explores professional legal education and models of legal training. Volkovetskyi and Volkovetska (2023) discuss some aspects of legal education as a

fundamental element of civil society. Zinsu (2024) examines the role of early youth experiences in shaping legal behaviour.

The literature analysis shows that legal education has come a long way and continues to adapt to modern challenges. Historical development, modern methods and approaches, and the impact of legal education on the formation of students' worldviews are vital aspects that need to be considered when developing and implementing educational programmes. For the successful development of legal education, it is necessary to integrate innovative technologies and interdisciplinary approaches and consider global challenges, which will allow the training of competent professionals capable of working effectively in modern conditions.

## 2. RESEARCH METHODS

The following methods were used in this article to achieve the research objectives and solve the tasks set:

**Analysis of literary sources.** The research was based on a thorough study and analysis of scientific publications, books, and articles on legal education's history and modern aspects. This allowed us to identify critical trends and approaches in this area.

**Comparative analysis.** Comparative analysis of different methodologies and approaches to legal education used in different countries and historical periods helped identify the advantages and disadvantages of each approach and propose optimal solutions.

**Historical method.** To understand the evolution of legal education, a historical analysis was used, which included studying changes in the legal system and educational practices from ancient times to the present day.

**A sociological survey.** A survey of students of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality 014.03 Secondary Education (History and Basics of Law) to find out their opinions on the quality of legal education and its impact on shaping their worldview. This allowed us to obtain empirical data for analysis. The survey sample selection was guided by criteria including demographic diversity, academic year, and specific areas of study relevant to law and social sciences. This approach ensured that participants represented a broad cross-section of perspectives, enhancing the reliability and generalizability of the findings. The sample aimed to reflect the experiences of students across various backgrounds, aligning with the study's goal of exploring the role of legal education in shaping worldviews.

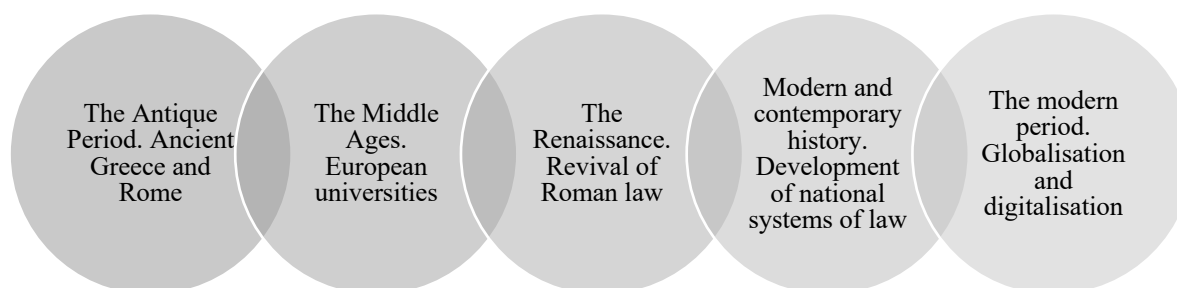
**Interdisciplinary approach.** The study considered the interaction of legal education with other disciplines, such as economics, sociology and philosophy. This contributed to a deeper understanding of legal education's role in forming a comprehensive worldview.

These methods made it possible to conduct a comprehensive and in-depth study of legal education, identify its key aspects, and offer recommendations for further development.

## 3. RESEARCH RESULTS

Legal education has advanced dramatically from ancient times, reflecting changes in society and legal systems. Analysing the historical stages of this process allows us to understand how approaches to legal education have been formed and evolved over the centuries (Figure 1).

Legal education in ancient Greece and Rome included instruction in the fundamentals of law, rhetoric and philosophy. In Rome, legal education was more systematic, with institutions such as the Beirut School of Law and the Roman School of Law. The focus was on the study of Roman law and the training of lawyers for the civil service.



**Figure 1.** Historical Stages of Legal Education Development

Source: developed by the author based on (Barabash, 2024; Kilián et al., 2016; Smulska, 2023; Tao, 2023)

In medieval Europe, the development of legal education was closely linked to the emergence of universities, such as the University of Bologna in Italy and the University of Paris in France. Here, law teaching was based on studying Roman and canon law. At this time, the foundations of modern university legal education were developed.

The Renaissance saw a revival of interest in Roman law and its study. Universities continued to develop legal education, emphasising humanistic and Renaissance ideals. Legal education became more systematic and accessible.

In modern and contemporary history, the development of legal education took place in the context of the formation of national legal systems. Leading European countries such as France, Germany, and England developed unique legal education approaches. National codes and legislative acts were created during this period, which became the basis for teaching law.

Legal education is undergoing significant changes in the modern era due to globalisation and digitalisation. The world's leading universities are introducing new technologies into the educational process, making legal education more accessible and practical. International legal norms and standards are becoming essential to the curriculum, preparing students to work in a global legal environment.

Each of these stages has contributed to the legal education we have today. The historical development of legal education shows its evolution from ancient times to modern teaching and learning methods, reflecting changes in society and legal systems.

Legal education plays a crucial role in shaping the worldview by integrating various philosophical aspects that contribute to developing a comprehensive and informed understanding of law and its significance in society. In the process of studying, students are confronted with fundamental philosophical issues that determine their attitude to legal norms and principles, as well as shape their personal and professional values (Table 1).

**Table 1.** Philosophical Aspects Influencing the Formation of Worldview through Legal Education

The philosophical aspect	Description
Ethics and morality	Legal education helps students understand the fundamental ethical and moral principles that govern behaviour and relationships in society.
Justice	The study of law includes an analysis of the concepts of fairness and justice, which gives students an understanding of the importance of a fair and impartial approach.
Social responsibility	Legal education emphasises the importance of social responsibility, encouraging students to participate in society and protect the rights of others actively.
Philosophy of law	Courses in the philosophy of law allow students to explore the foundations of legal systems, their philosophical roots, and their impact on the development of legal consciousness.
Humanism	Legal education promotes humanistic values, such as respect for human dignity and individual rights.

Critical thinking	Law studies develop students' critical thinking and the ability to analyse legal texts and situations from different perspectives.
Historical perspective	Studying the history of law helps to understand the evolution of legal systems and their impact on modern society and worldview.
Socio-cultural context	Legal education considers the influence of culture and society on forming legal norms and principles, promoting intercultural understanding.
Rationality and logic	The study of law requires the application of logical and rational methods of analysis, which develops students' structured and reasoned thinking.
Legal culture	Legal education helps students understand and appreciate legal culture, which includes traditions, customs and norms that govern social life.

Source: developed by the author based on (Boltivets et al., 2023; Batsurovska et al., 2021; Ayeni & Eden, 2024; Barabash, 2024; Novitska, 2024; Sun, 2024; Syroid & Fomina, 2023; Mahmud & Rabbi, 2024; Battista & De Beuf, 2024; Dry, 2024)

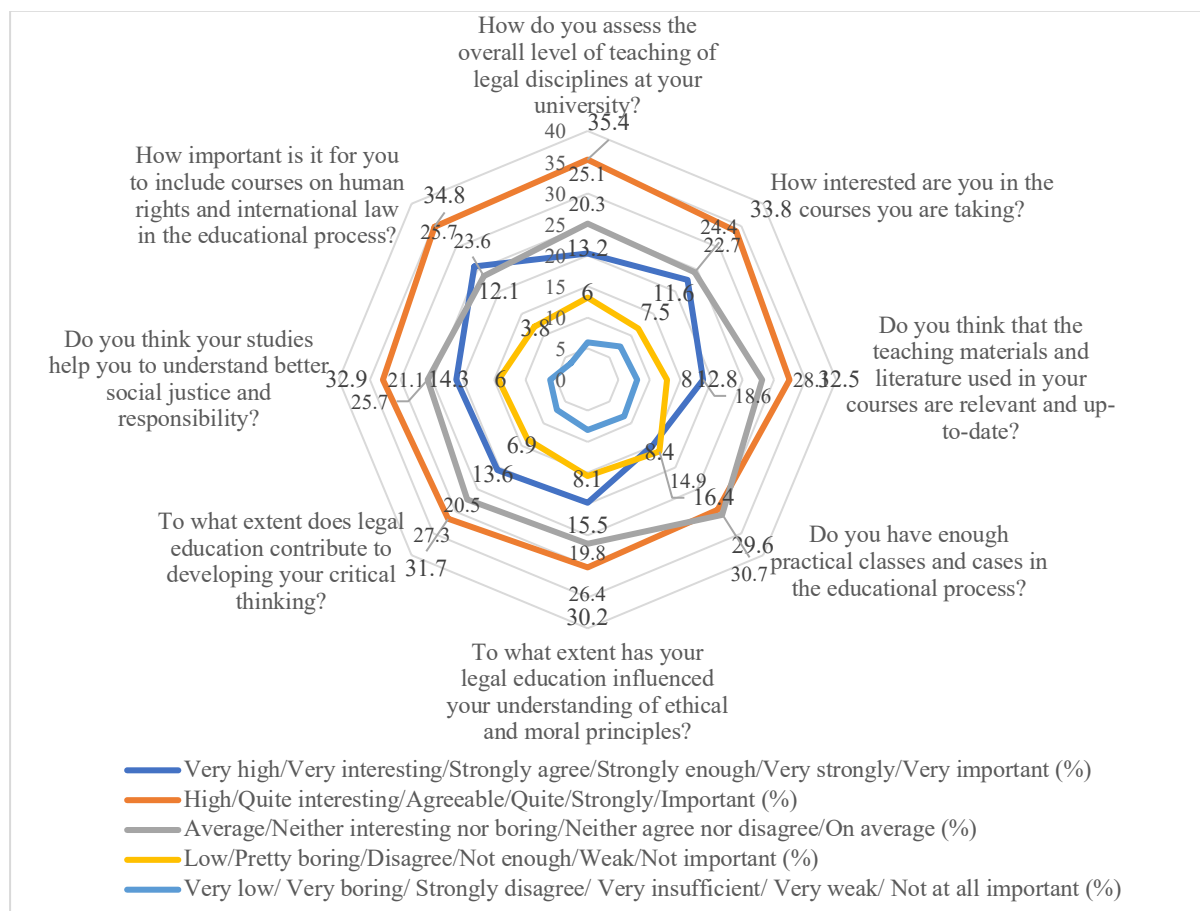
These philosophical aspects, integrated into legal education, form the basis for a comprehensive and in-depth understanding of law and its role in society. They help acquire professional knowledge and skills and develop personal qualities necessary for responsible and fair social participation.

A survey (Appendix A) was conducted among higher education students of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality 014.03 Secondary Education (History and Basics of Jurisprudence) to find out their opinions on the quality of legal education and its impact on the formation of their worldview. A total of 124 students took part in the survey. Figure 2 presents the results of the survey of students of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality 014.03 Secondary Education (History and Basics of Law), regarding the quality of legal education and its impact on their worldview. The data reflects students' assessments of various aspects of legal education, including the level of teaching, interest in courses, relevance of teaching materials, and the number of practical classes. The survey also examines how legal education affects students' understanding of ethical and moral principles, development of critical thinking, and perception of social justice and responsibility.

The survey data shows that 20.3% of students rate the overall level of teaching as very high, while 6% consider it very low. The majority of students, 35.4%, rate the level of teaching as high, indicating overall satisfaction with the quality of education. Regarding interest in the courses, 22.7% of students find them interesting, while 7.5% find them dull. This indicates that although most students have a positive attitude towards the courses, a significant proportion of those find them not interesting enough. An important aspect is the relevance of the teaching materials: 18.6% of students strongly agree that the materials are relevant and up-to-date, while 8% strongly disagree with this statement.

The difference in opinions indicates the need to update and improve teaching materials to meet the needs of all students. Practical classes also play a vital role in the educational process. 14.9% of students believe there are enough practical classes, but 8.4% consider the number of practical classes insufficient. This suggests that the number of practical cases and internships should be increased. Legal education substantially impacts students' understanding of ethical and moral principles: 19.8% of students report a significant impact, while 8.1% report a weak impact. This underscores the importance of integrating ethical aspects into the learning process.

The development of critical thinking is an essential outcome of legal education. 20.5% of students say that education contributes significantly to developing critical thinking, while 6.9% consider this influence insignificant. Finally, courses on human rights and international law are considered very important by 25.7% of students, while 3.8% consider them unimportant. This emphasises the need to include these courses in the curriculum to develop global legal awareness among students.



**Figure 2.** Survey Results of Students of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality 014.03 Secondary Education (History and Basics of Law)  
Source: developed by the author

To study the current state of legal education and its impact on an individual's worldview, Table 2 shows the types of state, their description, features, and positive and negative trends.

The current state of legal education is characterised by various approaches and teaching methods that allow students to acquire the theoretical and practical knowledge necessary for successful professional activity. These methods contribute to forming a comprehensive outlook, critical thinking and active citizenship among students (Slyvka, 2024).

It should be noted that legal education is undergoing significant changes to adapt to global challenges and new technologies. Table 3 below demonstrates specific examples and their impact on students' ideology.

**Table 2.** Current State of Legal Education and Its Impact on the Individual's Worldview

State type	Description	Features	Positive areas	Negative areas
Traditional	The educational process is based on classical methods of teaching and learning law.	Emphasis on theoretical knowledge, use of textbooks and lectures.	Deep understanding of the fundamentals of law, traditions and classical theories.	Lack of practical skills and outdated information.
Interactive	It includes interactive teaching methods like debates, case studies, and simulations.	Students are actively involved in the learning process and the development of critical thinking skills.	Improving practical skills, increasing interest in learning.	Requires more time and resources to prepare and conduct classes.

Digital	Use of digital technologies and online platforms for teaching law.	Access to many resources and the ability to study anytime and anywhere.	Convenience and flexibility of training, access to up-to-date information.	There may be technical problems and the risk of a decline in the quality of training if left unchecked.
Interdisciplinary	It includes integrating law with other disciplines, such as economics, sociology, and psychology.	A comprehensive approach to learning and understanding the interaction of law with other fields.	Develop a broad outlook and prepare for actual professional activity.	The complexity of the educational process, a possible superficial study.
Practice-oriented	The training is based on practical assignments and internships at law firms and organisations.	Actual practice, preparation of professional activities.	Gaining real experience and improving professional skills.	There may be restrictions on access to internships and a lack of theoretical knowledge.

Source: developed by the author based on (Boltivets et al., 2023; Batsurovska et al., 2021; Barabash, 2024; Sun, 2024; Syroid & Fomina, 2023; Mahmud & Rabbi, 2024; Battista & De Beuf, 2024)

**Table 3.** Examples of Influence on the Ideology of Students and Their Description

Example	Description
Globalisation of legal education	Introducing international legal standards and principles into the curriculum.
Digitalisation of the educational process	Use digital technologies to teach law, including online courses and virtual classrooms.
Ethics and justice	Emphasis on ethical aspects and justice in law teaching fosters high moral standards in students.
Practical training	Introduction of clinical education, where students work with real legal cases under the guidance of teachers.
Interdisciplinary approach	Integration of legal knowledge with other disciplines such as economics, sociology and political science.
Development of critical thinking	Courses designed to develop analytical and critical skills necessary for legal practitioners.
International law and human rights	Introduction of international law and human rights courses promotes global legal awareness.
Social justice	Education aimed at raising awareness of the importance of social justice and equality.
Empirical research in law	Engaging students in empirical research and data analysis to develop legal solutions.
Inclusive education	Efforts to ensure equal access to legal education for all social groups, including minorities.

Source: developed by the author based on (Boltivets et al., 2023; Batsurovska et al., 2021; Ayeni & Eden, 2024; Barabash, 2024; Novitska, 2024; Sun, 2024; Syroid & Fomina, 2023; Mahmud & Rabbi, 2024; Battista & De Beuf, 2024; Dry, 2024).



Integration of innovative technologies:	<ul style="list-style-type: none"> <li>•Prospects. Active implementation of digital technologies such as artificial intelligence, virtual and augmented reality to create interactive and adaptive educational programmes.</li> <li>•Impact on worldview. Improving the accessibility and quality of education, developing skills in working with modern technologies, which contributes to the training of competent and modern lawyers.</li> </ul>
Interdisciplinary approach:	<ul style="list-style-type: none"> <li>•Prospects. Expansion of the legal education programme through integration with other disciplines (economics, sociology, psychology).</li> <li>•Impact on worldview. Formation of a broad outlook, improved understanding of the interaction of law with other spheres of life, which contributes to a comprehensive perception of legal issues.</li> </ul>
Practical orientation:	<ul style="list-style-type: none"> <li>•Perspectives. Increasing the number of practical classes, internships and trial simulations.</li> <li>•Impact on the worldview. Development of practical skills, preparation for real professional activities, which contributes to the formation of confidence in their professional capabilities and enhancement of professional competence.</li> </ul>
Globalisation and international cooperation:	<ul style="list-style-type: none"> <li>•Prospects. Expansion of international exchange programmes, joint educational projects with foreign universities, study of international law.</li> <li>•Impact on worldview. Strengthening of intercultural understanding, development of skills in the international legal environment, which contributes to the formation of global thinking and respect for cultural diversity.</li> </ul>
Ethics and sustainable development:	<ul style="list-style-type: none"> <li>•Prospects. Inclusion of courses on ethics, human rights, and sustainable development in the curriculum.</li> <li>•Impact on worldview. Raising awareness of global issues, developing a responsible attitude to the environment and society, which contributes to the formation of ethically and socially responsible lawyers.</li> </ul>
Personalisation of learning:	<ul style="list-style-type: none"> <li>•Prospects. Inclusion of courses on ethics, human rights, and sustainable development in the curriculum.</li> <li>•Influence on the worldview. Meeting individual educational needs, increasing motivation to learn, which contributes to a deeper and more conscious mastery of the material.</li> </ul>
Development of distance education:	<ul style="list-style-type: none"> <li>•Perspectives. increasing the number of online courses, creating flexible and accessible training programmes.</li> <li>•Impact on the worldview. Increased accessibility of education for the general population, the possibility of studying anywhere and anytime, which contributes to the formation of a continuous educational process.</li> </ul>

**Figure 3.** Prospects and Directions for Further Development of Legal Education

Source: developed by the author based on (Boltivets et al., 2023; Batsurovska et al., 2021; Dry, 2024; Syroid & Fomina, 2023; Zinsu, 2024)

Legal education plays a significant role in shaping individuals' worldviews and the development of society as a whole. In this context, it is crucial to consider the main prospects and directions of its further development (Figure 3).

Thus, the further development of legal education in these areas will improve the quality of training and significantly affect the formation of students' worldviews, contributing to the development of responsible, competent, and socially active citizens.

#### 4. DISCUSSION

Legal education is critical in shaping a person's worldview and ability to adapt to modern conditions. However, researchers have different visions of what legal education should look like in globalisation and digitalisation.

On the one hand, Ayeni and Eden (2024) argue that it is necessary to integrate legal knowledge with other fields, such as economics and sociology, to train professionals who can work effectively in different contexts. They argue that an interdisciplinary approach allows for a more comprehensive understanding of legal issues. Novitska (2024), in turn, emphasises that traditional teaching methods are outdated and require innovative approaches to meet modern requirements.

On the other hand, Batsurovska et al. (2021) consider digitalisation as a critical element that can make legal education more accessible and flexible. At the same time, Mahmud and Rabbi (2024) point to the need to introduce legal education into the secondary and higher education system in secondary schools, emphasising that this contributes to developing legal awareness among young people.

Despite these opinions, there are other views. For example, Dry (2024) focuses on ethical and social justice, emphasising that legal education develops a sufficiently high level of morality in students. At the same time, Boltivets et al. (2023) emphasise the cultural significance of legal education.

An important aspect is the practical orientation of legal education. Battista and De Beuf (2024) believe that clinical education, which includes working with specific legal incidents, is an effective way to acquire practical skills. At the same time, Badran and Elhady (2024) emphasise the importance of a balanced relationship between theory and practice.

Thus, there are several different perspectives on what legal education should be. Some authors emphasise the need for integration with other disciplines and digital technologies. In contrast, others stress the importance of ethical aspects, social justice, and a practical learning orientation. In light of these differences, it can be concluded that the successful development of legal education should consider all these aspects and seek to integrate innovative technologies, interdisciplinary approaches and practical skills. However, given the diversity of opinions and approaches, further research is needed to identify the most effective methods and strategies of legal education that will contribute to forming competent professionals capable of working effectively in the modern environment.

#### 5. CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Legal education is essential for developing a comprehensive worldview that includes ethical and moral aspects. The digitalisation of the educational process provides new opportunities to improve the accessibility and flexibility of legal education. An interdisciplinary approach promotes a deeper understanding of legal issues in the context of various fields of knowledge, such as economics and sociology. Legal education's practical orientation helps students acquire valuable professional skills and experience. Ethics and social justice play a key role in shaping students' moral standards, as many researchers have pointed out. Innovative technologies and teaching methods are necessary to adapt legal education to

modern requirements. A balance between theoretical knowledge and practical skills should be achieved to improve the effectiveness of legal education.

Prospects for further research. Further research is needed to identify the most effective strategies for integrating innovative technologies and interdisciplinary approaches to legal education, which will allow for the training of highly qualified specialists.

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## APPENDIX A

### QUESTIONNAIRE FOR STUDENTS

*of Ternopil Volodymyr Hnatiuk National Pedagogical University, Faculty of History, speciality  
014.03 Secondary Education (History and Basics of Jurisprudence)*

#### Quality of legal education

1. How do you assess the overall level of teaching of legal disciplines at your university?

- Very high
- High
- Medium
- Low
- Very low

2. How interested are you in the courses you are taking?

- Very interesting
- Quite interesting
- Neither interesting nor boring
- Quite boring
- Very boring

3. Do you think that the teaching materials and literature used in your courses are relevant and up-to-date?

- I strongly agree
- I agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. Do you have enough practical classes and cases in the educational process?

- That is quite enough
- Enough is enough
- On average
- Not enough
- Very insufficient

#### The impact of legal education on opinion

1. To what extent has your legal education influenced your understanding of ethical and moral principles?

- Very much
- Strongly
- Medium
- Weak
- Very weak

2. To what extent does legal education contribute to developing your critical thinking?

- Very much
- Strongly
- Medium
- Weak
- Very weak

3. Do you think your studies help you to understand better social justice and responsibility?



- I strongly agree
- I agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. How important is it for you to include courses on human rights and international law in the educational process?

- Very important
- Important.
- On average
- No matter
- It does not matter at all

### **General questions**

4.1. What changes do you think should be made to the educational process to improve the quality of legal education?

(Open question)

4.2. What courses or topics would you like to see in your programme that are not currently available?

(Open question)

4.3. Do you have any suggestions for improving practical classes and internships?

(Open question)