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Content and Social Functions of Legal Literacy of Students of Pedagogy

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Abstract: Legal literacy is a critical component of preparing future educators to responsibly exercise and impart legal knowledge, contributing to the development of civic-minded and law-abiding citizens. In the context of pedagogical education, legal consciousness not only shapes professional behavior but also influences the cultivation of moral and civic values. The interplay between legal education and upbringing is essential in teacher training. However, the integration of legal knowledge with moral development, legal behavior, and personal responsibility remains insufficiently addressed in current educational frameworks. Despite recognition of the importance of legal education, there is a lack of structured approaches to differentiate between formal legal education and the broader, often uncontrolled legal formation of future teachers. This gap hinders the development of deep-rooted legal consciousness and professional legal initiative among pedagogical students. The study aims to analyze the content and components of legal literacy, identify effective methods for teaching law to future educators, and propose practical measures for cultivating legally responsible behavior and initiative. The analysis reveals that legal literacy includes not only theoretical legal knowledge but also legal consciousness, moral resilience, and the internalization of legal norms. The findings highlight the need for both organized pedagogical intervention and societal influence to ensure the comprehensive formation of legal consciousness. The study introduces a nuanced distinction between "legal education" and "legal formation," emphasizing the dual role of structured instruction and spontaneous social influence in shaping legal identity. Enhancing legal education in pedagogical institutions is vital for producing educators who embody legal awareness, moral responsibility, and proactive legal engagement, thereby strengthening societal legal culture.

Keywords: Pedagogy, Functions, Education, Personal Qualities, Components

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1. Introduction

In the current era of legal reforms and social transformation, the role of legal literacy among pedagogical students has gained increasing relevance[1]. Legal literacy is not merely the acquisition of legislative knowledge but also the development of legal thinking, values, and behaviors that shape a citizen's active role in a democratic society[2]. For future educators, this competence is particularly crucial as they serve both as disseminators of knowledge and as moral exemplars who can influence the legal culture of upcoming generations. Although the educational system offers structured legal content, gaps remain in its integration with real-life applications, especially in cultivating internal respect for the rule of law and the conscious application of legal norms. The interrelation between legal education and moral upbringing forms the foundation of this study, emphasizing the need to distinguish between organized legal education and the broader concept of legal formation influenced by societal realities[3]. This article explores the structural components of legal consciousness—such as legal emotions, attitudes, and ideology—and

identifies key elements like moral responsibility and practical legal competence as core indicators of a teacher's legal readiness. The research aims to provide practical insights into how pedagogy students can internalize legal norms, demonstrate legal initiative, and build strong ethical-legal immunity to social deviations. Ultimately, the study underscores that effective legal education must move beyond formal instruction, embedding legal awareness into the personal and professional identity of future teachers to reinforce a lawful, conscious, and responsible civil society[4].

2. Materials and Methods

This study employs a methodological approach that integrates theoretical and content analysis methodologies to examine the multifaceted nature of legal literacy among pedagogy students. The study commenced with a rigorous analysis of the prevailing literature and legal theory about the development of legal consciousness, employing works by Saburov, Matunov, and other academics to delineate essential terminology and principles. The analytical approach integrated normative and socio-psychological perspectives to evaluate the influence of legal education on the conduct and worldview of prospective educators. Particular attention was directed into delineating the elements of legal consciousness—including legal emotions, attitudes, ideology, and moral-legal immunity—and their manifestations within educational contexts. The study conducted a comparative analysis of formally organised educational activities vs unregulated social effects, so differentiating between structured legal education and more expansive legal formation processes. The research integrated pedagogical theory with aspects of civic education to examine the internalisation of legal information and its manifestation in behaviour. Data was gathered via document analysis of educational curricula, pedagogical guidelines, and legal instructional models utilised in teacher training institutions[5].

This method enabled the identification of factors that either support or hinder the development of legally aware and ethically responsible teaching professionals. The approach facilitated the development of practical recommendations for improving legal education in pedagogical programs, with the ultimate goal of enhancing legal culture and responsibility in future teachers[6].

3. Results and Discussion

It is recognised that during the educational process, particularly in the study of professional subjects, educators cultivate not just legal information, skills, and competencies but also human attributes. The interconnection between legal education and upbringing is evident here. When seeing legal education and upbringing as a cohesive process, one cannot overlook their relative autonomy and distinctiveness[7].

This mutually acknowledged influence does not diminish the necessity of examining the particulars of the legal ramifications for future servicemen, as the legal education of instructors serves as a crucial independent mechanism for reinforcing military discipline, averting infractions, and cultivating proactive legal engagement among students.

During our research on the legal literacy of educators, we focused on defining its components.

Legal consciousness is a component of legal literacy. Legal consciousness inherently involves a grasp of law, with individuals being shaped and enhanced according to the objective demands and interests of many social groups[8].

Legal consciousness encompasses both practical and theoretical dimensions. Legal psychology at the quotidian level encompasses the aggregate of legal sentiments and emotions experienced by individuals, social groupings, and the populace, which emerge under the direct effect of the societal legal environment. This mood is characterised by emotions such as dissatisfaction or contentment towards laws, legal standards, the actions of law enforcement authorities, or apathy.

In legal scholarship, legal consciousness is categorised as individual legal consciousness, professional legal consciousness, and mass (social) legal consciousness based on the range of issues included.

Legal consciousness, as a kind of social consciousness, lives in a state of interdependence with its other manifestations[9].

Legal consciousness encompasses both legal mentality and legal philosophy; nonetheless, the legal consciousness of citizens is significantly influenced by their moral integrity. Moral attributes like conscience and ethics provide dependable safeguards against transgressions.

The integration of legal consciousness with moral education yields a more beneficial outcome.

Consequently, in a jurisdiction ruled by the rule of law, a crucial element of societal and individual legal consciousness must be the reverence for the law, elevating its significance to the pinnacle of personal moral ideals, alongside the cultivation of legal engagement and initiative[10].

Legal engagement and initiative are significant indicators of a heightened level of individual legal consciousness and reverence for the law.

Legal consciousness constitutes a framework of legal sentiments, emotions, concepts, perspectives, evaluations, principles, representations, and conditions that reflect citizens' attitudes towards the Republic of Uzbekistan, specifically regarding the prevailing laws, legal practices, citizens' rights and obligations, and other aspired rights.

The legal literacy of educators, a more advanced and comprehensive kind of legal consciousness, is demonstrated via the mastery of fundamental legal information, respect for the law, deliberate adherence to legal norms, a sense of duty, intolerance of violations, and active opposition to such infractions[11].

N. Saburov, a candidate in legal sciences, asserts that "legal consciousness is a form of social consciousness, comprising a collection of ideas, emotions, and perceptions that individuals hold regarding law, legislation, and the rule of law."

Through the examination of legal awareness, we have delineated the notion of professional legal awareness for a prospective employee of the organisation as follows: The legal awareness of educators encompasses a framework of legal knowledge, perspectives, and perceptions regarding their professional rights and responsibilities, as well as guidelines and value orientations that govern the conduct of educators engaged in safeguarding social order, defending the constitutional rights and freedoms of citizens from infringement, and operating in emergencies and other legally significant situations[12].

Legal education is crucial for the development of legal consciousness. Legal education is a significant societal endeavour that enables educators to impart legal information. The development of this information inside legal consciousness, and consequently in persons' legal literacy, frequently transpires not solely through structured educational endeavours but also under the effect of numerous external elements within social reality.

Legal education is a multifaceted, ongoing process designed to achieve several objectives, including the cultivation and enhancement of a profound degree of legal awareness among educators, which constitutes a fundamental aspect of societal consciousness.

- Scientific knowledge and comprehension of law;
- The development of legal culture as a manifestation of legal consciousness;
- The instillation of a sense of responsibility in students for the unwavering adherence to legal norms, alongside their understanding of the societal significance of law and order;
- To foster confidence in the validity and legitimacy of legal requirements and the cultivation of legal behavioural habits[13].

Consequently, we believe it is essential to differentiate between the ideas of a teacher's "legal education" and their "legal formation."

"Legal education" for teachers refers to a structured, regulated, and preordained pedagogical process designed to shape the legal consciousness of prospective educators using specifically developed legal educational methods and resources.

"Legal formation" is an expansive and extensive notion. Alongside legal education, it encompasses the pervasive, sometimes unregulated, disorganised, and unpredictable impact of social forces on the legal consciousness of prospective educators, infiltrating all domains of social life[14].

We believe that legal education should cultivate the following attributes in students' legal consciousness:

- Comprehension of fundamental legal principles, along with the capacity to accurately interpret and articulate their content and significance;
- Profound intrinsic respect for the law, legal statutes, legislation, and the rule of law.
- The capacity to autonomously apply legal knowledge in practice, adjusting everyday conduct and personal disposition to align with acquired legal principles in practical endeavours;
- The proficiency to effectively modify behavioural patterns in accordance with acquired legal knowledge;
- A robust and enduring moral and legal resilience against violations of legal norms in any manifestation.

The elements of legal consciousness within this framework represent the psychological and ideological principles for future service employees, emphasising the necessity for perpetual preparedness to effectively utilise legal knowledge in practical situations. This degree of preparation is regarded as the primary measure of the efficacy of legal education.

Consequently, the process of legal education encompasses, firstly, the cultivation of essential legal concepts in the prospective educator, and secondly, the instillation of the imperative to adhere to legal standards[15].

4. Conclusion

The research highlights the essential function of legal literacy in forming the professional identity and civic duty of prospective educators. Legal education transcends the transfer of normative knowledge; it is a multifaceted process that cultivates legal consciousness, moral awareness, and preparedness for lawful conduct in various social circumstances. The research emphasises the importance of differentiating between structured legal education and the wider, frequently informal process of legal formation, both of which foster the emergence of a legally informed and accountable citizenry. The results indicate that elevated legal literacy among pedagogy students is characterised by profound internal respect for the law, the capacity to apply legal knowledge practically, and robust psychological and ethical resilience against legal infractions. By merging legal awareness with moral education, institutions can develop instructors who are both knowledgeable of their rights and responsibilities and dedicated to the principles of justice, rule of law, and social order. The advancement of legal literacy in educational institutions is a pedagogical necessity and a strategic investment in the legal culture of future generations, ensuring that educators are prepared to exemplify and advocate lawful and ethical conduct in society.

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