

EXPERIMENTAL STUDY ON THE LEGAL CULTURE OF FUTURE ECONOMIC BACHELOR

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Abstract

Purpose: The article deals with the problem of the formation of the legal culture of bachelors in economics through conducting a pedagogical experiment.

Methodology: Conducting a pedagogical experiment required the study of the structure of the legal culture of the future bachelor of economics considered by us through the prism of the "block" method, on the basis of which three criteria were identified - motivational-value (MV), cognitive-informational (CI), activity-behavioral (AB) formation of legal culture Bachelor of Economics.

Result: the growth of the quantitative indicators of the formation of the legal culture of future bachelors in economics in the EG regarding the CG shows the effectiveness of the process of forming the legal culture of students in the EG.

Applications: This research can be used for bachelors and students in economics.

Novelty/Originality: In this research, the model of the legal culture of future economic bachelor is presented in a comprehensive and complete manner.

Keywords: *legal culture, bachelors of economics, experiment, the formation of legal culture, contesting, forming, comparative.*

INTRODUCTION

The path to European and world integration, chosen by Ukraine, necessitates intensive changes in all spheres of public life. These changes are due to many factors, among which the transformational processes in the social sphere and the formation of new tasks in education play an important role. Thus, in the transitional period before higher education, the difficult task of forming socio-economic competence of students is presented, which accumulates many significant and important issues that are characteristic not only for the transition period of Ukraine's development, but also for reforming the system of education and education, where the competence approach becomes more and more relevant.

The legal progress that Ukraine aspires to implement the idea of a civil society and a democratic, social and legal state can be a reality only if political and legal reforms are combined with the formation of the legal culture and legal consciousness of Ukrainian society, all its social groups, with the overcoming of the phenomena of legal nihilism, professional deformation. Changing the socio-political status of Ukraine requires an appropriate reorientation of mental-psychological and moral-legal attitudes.

In this regard, the question arises about the degree of preparedness of people not only to perceive but also to fully participate in the process of state-legal reform. Therefore, the most urgent in the modern state is the activity associated with the formation of value-legal orientations of the individual, which give it the ability to consciously, and, accordingly, and freely participate in the socio-political legal state of the country. Thus, these conditions raise the problem of legal education as one of the most important ways of forming a legal culture and legal consciousness at a fundamentally new level, placing it at the stage of the most important public task ([Bernasconi & Rodríguez-Ponce, 2018](#)).

In the last decade, in order to raise the level of legal education in Ukraine, a number of normative and programmatic documents were adopted: the State National Program "Education" (Ukraine XXI century); Concept of education of children and youth in the national education system; The Law of Ukraine "On Higher Education"; National program of legal education of the population; National program of patriotic education of citizens, formation of a healthy way of life, development of spirituality and strengthening of moral principles of society; Concept of raising the legal culture of the participants in the electoral process and referendums in Ukraine; Law of Ukraine "On the National Program for Youth Support", etc.

In particular, the Law of Ukraine "On Higher Education" states that it aims at regulating public relations in the field of education, education, and vocational training of Ukrainian citizens.

The State National Program "Education" (Ukraine XXI century) emphasizes that the problem of legal education is significant among the urgent problems raised by the state and society, legal science and practice, teachers, psychologists and employees of various state and public organizations and institutions. education of society as an integral part of a

comprehensive national program of education and upbringing of the population. Therefore, updating the content of education, introducing new priority directions, the main ways of reforming, new technologies of educational systems, forms, and methods of education and upbringing and finding ways and means of their realization that would meet the modern needs of the individual and society.

Formation of legal consciousness and legal culture of future specialists is a problem, which requires a comprehensive approach to its solution in all branches of the educational process. Nowadays it is necessary to solve the problem so that every graduate of higher educational institutions, regardless of what profession he has acquired, has mastered the legal culture, clearly aware of the social value of law and his role, was able to use it. It is important to develop such a personal and professional position of the student that would allow him to make competent independent decisions in any situation ([Borisova & Parnikova, 2016](#)).

Legal culture plays an important role in the process of establishing and functioning of a law-governed state. The level of legal culture is determined by the processes of democratization, the formation of civil society and the rule of law, based on the principles of humanity and social justice, where human rights and freedoms are the highest value. Thus, the discovery of signs of high legal culture is not only an indicator of high social activity but also a testimony to a qualitatively new level of legal awareness among the citizens of the country. Since the level of legal culture at different stages of society development is different, it can be argued that the development of legal culture is a permanent process when every next generation tries to improve it (Komarova, 1998). At the same time, the sign that the process of improvement should begin only after the proper assimilation of already accumulated legal knowledge is essential. A significant influence on the legal culture of the individual, society as a whole leads to the development of law as a science and relevant practices, processes associated with the functioning of legal education, professional activity of legislators ([Dominguez et al, 2018](#)).

The level of legal culture, its essential characteristics are influenced by many factors - from individual to socially significant, which determines the peculiarities of its state in different countries. If the level of legal culture is sufficiently low, and measures to improve it cannot be effective, conditions for legal deformations, such as deliberate neglect or contempt of the law, may be created. Analyzing the conditionality of the legal culture of the individual by the level of his education, culture, legal education, one can assume that this dependence is proportional not only to the level of legal information, the volume of knowledge received but also depends on the nature of human activity the degree of available freedoms that can also be considered as development resources ([Suleri & Cavagnaro, 2016](#)).

A profound reform of higher education, caused by socio-economic and state-political transformations, a steady increase in the volume of information, an increase in the number of disciplines studied at certain periods of university education, led to the emergence of a system of professional training of a number of serious problems.

Solving these problems of such educators as [Budak, A. \(2014\)](#), [Dolzhenkov, O.O. \(2015\)](#), [Krutous, T.P. \(2015\)](#), [Lazarchuk, G.V. \(2017\)](#), [Rozina, N.V. \(2016\)](#) and [Yakovenko, O.I. \(2015\)](#) see in modern training of students taking into account the multi-level structure of higher education in accordance with normative acts; enhancement of the fundamentalism of education, its humanization in conjunction with the strengthening of practical orientation; the intensification of the educational process at the expense of the optimal combination of traditional and innovative forms, methods and means of teaching, a clear formulation of didactic tasks and their implementation in accordance with the purpose and content of training; informatization of education, etc.

The general theoretical questions of legal culture, its various applied aspects are reflected in the works of foreign researchers.

The analysis of scientific literature shows that certain contexts of the formation of the legal culture of youth have been studied quite widely and at different levels. The researchers examined the historical and theoretical aspects of legal education of youth, legal culture in studying various training courses, analyzed the management of the legal process in modern society. Specialists point to the difficulties that arise in shaping the legal culture of students, among which - insufficient legal awareness, different levels of sense of legal responsibility, the passivity of a separate part of students in the analysis and evaluation of legal situations, etc.

However, despite the strong interest in various problems of the legal culture of specialists, this problem is not sufficiently developed in the theory and practice of modern vocational education, in particular, its experimental research has not been carried out.

The aim of the article is to develop organizational and methodological support for the process of formation of the legal culture of bachelors in economics and to carry out experimental verification of its effectiveness.

LITERATURE REVIEW

The state of the legal culture of Ukrainian society reflects the complex process of modernization in the civilization of the country. In modern jurisprudence, the problem of the development of subcultures, in particular youth, remains unresolved. Therefore, the study of the processes of formation and functioning of the legal culture of students, its connection with the reform of society is of particular importance. The urgency of the problem of forming the legal culture of students is intensified by the fact that the pragmatization of life, neglect of legal, moral, and social norms leads to the destruction of

established spiritual values. The vast majority of young people do not know how to communicate kindly with each other, and any non-standard situation becomes the cause of conflict, stress, manifestations of deviant behavior. There is a lack of understanding by students of the essence of social processes and phenomena, which leads to stressful situations, conflicts, inadequate social behavior. Therefore, in our opinion, the issue of legal education of students is relevant, in particular:

- The need to educate citizens in the spirit of active participation in the formation of the rule of law and law-abidingness, providing students with legal information on current legislation and practice of its application;
- Prevention of offenses committed on the basis of legal nihilism, cynicism, and immorality;
- The formation of a European-style legal culture that will enable citizens to integrate into the European and world legal space for the realization of their private and public interests.

Today, the leaders and scientific and pedagogical staff of the higher educational institution are facing the priority issues of updating approaches to the formation of the legal culture of students, ensuring the quality of law-education work, solving the above-mentioned problems in order to overcome legal nihilism among students, adhering to universal values and spiritual, moral and cultural principles of Ukrainian life. people and building a rule of law.

The main definitions of the term "legal culture" were defined in the 60-80s of the twentieth century. Relying on the foundation of the theory developed by the representatives of philosophy, sociology, social psychology and, of course, jurisprudence, in the Soviet Union began to form a scientific direction of lawyers-culturologists who were involved in problems of legal culture. The development of the concept of "legal culture" was carried out mainly from applied positions without taking into account the socio-philosophical aspect of this problem. Accordingly, there was no comprehensive definition of these categories that would correspond to the substantive (axiological) content of this concept, would consider a legal culture in the context of such concepts as "mentality", "spirituality", etc., and would characterize it as a philosophical, legal, and social the phenomenon of state-legal reality, without taking into account the priority legal content of this category. In Soviet Ukraine in the definition of legal culture, attention was focused on subjective-psychological characteristics: knowledge of the person of legislation, awareness of the content and direction of laws and regulations, formation of respect for them, a sense of legality and justice. At the same time, the world theory of culture, the foundation of the legal culture of both society and every person, in particular, was not sufficiently taken into account.

At the present stage, the philosophical aspects of this problem are explored by A. Bychko, I. Bychko, G. Vasyanovich, V. Zhmyr, I. Zazun, V. Kremen', V. Kuz', L. Malyshko, A. Megrashvili, I. Mironuk, U. Rimarenko, U. Rudenko, Z. Sergiychuk, V. Tabachkovskiy, T. Horolska, and others.

The analysis of scientific sources made it possible to find out that the problem of the formation of legal culture was the object of research of scientists of different branches of knowledge.

Thus, the legal culture of society, personality, and professional groups was the subject of research by scholars of lawyers, in particular: O. Agronovskaya, S. Alekseeva, G. Balyuk, R. Ganeyev, O. Dyomina, I. Zelenko, V. Kaminska, M. Keyserova, V. Kistyakovskiy, S. Komarova, V. Kopeichikova, V. Kotiuk, B. A. Molchanov, L. Petrazhsky, A. Ratinov, A. Semitko, A. Skakun, S. Silvki, G. Shershevich and others.

The formation of legal culture as an integral part of the professional culture is dedicated to the work of such academic teachers as: D. Abashidze, V. Bezborodii, O. Genischer, M. Gorodysky, L. Nikolaeva, S. Pishun, M. Podberezsky, O. Salamatkina, O. Tatarintsev, M. Shcherban, N. Yakovlev and others like that.

The scientific comprehension of the psychological aspects of the formation of legal culture through the level of development of legal consciousness is represented in the works of S. Haroutyunyan, S. Bolotin, V. Kaminskaya, O. Lukasheva, V. Velmastiy, P. Rabinovich, A. Ratinova and others.

The research of the problem of legal education and socialization of student youth and the role of legal pedagogy is devoted to the works of domestic lawyers, among them: V. Andreevtseva, V. Babkin, L. Balina, G. Balyuk, V. Golovchenko, S. Gusareva, M. Kozymbri, A. Kolodiya, N. Kondrashkova, V. Lisovoi, S. Maksimova, G. Markova, A. Mickiewicz, V. Moskalenko, P. Nedbayla, V. Oksamytnogo, V. Opryshko, V. Pavlovskogo, M. Panova, M. Podbielejko, P. Rabinovich, I. Ryabko, O. Tatarintsev, O. Tikhomirov and others like that.

However, some aspects and characteristics of the students' legal awareness at the general theoretical level were considered in their writings only by individual scholars, including I. Butko, N. Yevpalova, G. Ishkindina, N. Kovalenko, and A. Prots, emphasizing the scientific relevance of the topic.

Modern literature presents different ideas about the definition of "legal culture". The concept and content of the legal culture are widely discussed by Professor V. Kopeychikov, who defines legal culture as a historical experience that influences the behavior of social groups and individuals in the field of law, reflecting the qualitative state of the legal life of society, reflected in the level of legal activity, in levels of perfection of legal acts; degrees of legal consciousness and legal development of personality; the degrees of individual freedom and responsibility of the state and person; in the level of positive influence of the right to social relations and their ordering; will take and unite all other elements of the legal system. Students' legal culture is a combination of intellectually volitional and moral-psychological integrated components

that interact in a sense of justice, understanding and feelings, skills and habits that regulate their own behavior in determining the lawful purpose, legitimate ways and means of achieving it, justice, impatient with offenses, responsibility, and conscious need in legal self-education. As a multidimensional, systematic and dynamic personal formation, the legal culture of students is a combination of legal knowledge, the relation to law as a value and lawful behavior; as a socio-pedagogical phenomenon - is investigated as a measure and a way of creative self-realization of a person in legal regulation of his future professional activity. The question of the legal culture of students is becoming more and more practical. A practical culture in the practical aspect is necessary for the future specialist in order to be well oriented in the "new world", finds the right way out of a situation that increasingly falls due to the lack of elementary legal literacy, knew his rights and duties well, was able to implement them. And by means of legal means effectively protect; that he knew and seriously treated the rights and duties of his counterparts - citizens, labor collectives, state or public bodies, and officials, able to correctly solve problems of practical behavior in the legal sphere. Legal studies, the formation of the legal culture of students - future specialists become an important public task. Great responsibility is given to educational institutions of all levels for the formation of capable specialists, their social and legal readiness for life in civil society.

Education in higher education forms the future specialist cognitive attitude to legal values, a sense of respect for the law, a belief in the need and social significance of strengthening the legal basis of state and public life. In turn, this is a prerequisite for the further development of students' need to observe, implement and use legal norms, a necessary condition for the formation of value-legal orientation to legitimate socially significant behavior. In the motivation of socially significant legitimate behavior of students, the value of the legal cultural complex does not directly, but indirectly, through the formation of information about the totality of their rights and responsibilities, the ways of their implementation, the need for psychological and pedagogical preparation for legal education, the belief in the appropriateness of socially meaningful behavior, that is because of the former social and psychological qualities of students. According to O. Solomatkina and N. Yakovleva, between the legal culture of society and the culture of the future specialist there is a mediating link - the cultural environment, which includes the elements that the individual interacts with and influences his activity on the assimilation and creation of cultural values, on spiritual needs, interests and value orientations, socialization and spiritual development of personality. It is this environment in which the legal culture of students is formed, which is the legal culture of the university staff. The formation of the legal culture of students can be imagined, based on the content and specific features of the legal culture of the university team and by clarifying the sequence of influence of legal cultural values on the legal consciousness and behavior of students in legal relations and legal activities. In the college of university students come from already formed under the influence of family, school, informal communication with legal culture. In the process of further socialization, acquisition, and empowerment, students increasingly associate themselves with the basic legal culture of society, learn specific norms and values, and acquire a defined value orientation. The inclusion of students in the legal culture of the team can take place in two directions: firstly, in the educational process, where they receive information about law and legal relations, and, secondly, through personal involvement in the social and legal activities of the collective. The legal culture of a student's personality, as an integrative component of human culture, is a holistic personality entity, which is characterized by: - the constant aspirations of the person to expand the legal knowledge that represents for him a socially significant value; - Confidence in the necessity of carrying out professional activities in strict accordance with the law; - manifestation of the established feelings of responsibility and involvement in the subjects of law, confidence and self-sufficiency in defending and using subjective rights; - the need for legal perfection, the desire to perceive legal systems and their practical implementation in concrete actions. The legal culture of the student can be regarded as a certain level and nature of legal knowledge, assessments, attitudes, and actions in socio-legal relations, as a set of cognitive, volitional and behavioral characteristics that reflect the individual and social justice consciousness, lawful behavior.

In our opinion, the effective functioning of the process of forming the legal culture of students is ensured by a combination of the following conditions: the use of the potential of educational disciplines for the study of conceptual legal ideas; addition of theoretical legal provisions information about the possibility of their practical application; selection of content and experience of practical activity, conditioned by the current needs of life and student interests; assimilation of the necessary knowledge, allowing future specialists to model their legal professional and everyday activities; inclusion of the student in the active legal and legal activity of the educational process of the university; organization of training focused on the student's personal development; introducing into the curriculum of higher educational institutions legal special courses, for example, "Legal culture", "Legal upbringing", etc. We have defined the criteria and indicators of the level of legal culture of students of higher educational institutions: - intellectual (cognitive) level - the level of knowledge and understanding by students of basic legal concepts and norms, since without a certain minimum of legal knowledge, skills and skills it becomes impossible to form a high general culture of a specialist's person, that is, a high general culture of a specialist implies the presence of the minimum necessary but sufficient for the future professional activity of legal knowledge; - estimated - adequacy of evaluation of the phenomena of legal reality from the standpoint of legality, justice, expediency; - emotional level - the level of ability to experience positive or negative emotions about the phenomena of legal reality; - motivational-value - the formation of humanistic life settings, the need for legal improvement and moral and value motivation in the process of learning the legal knowledge; forms the relation to the law and the law as to the values of a democratic society; - volitional level - desire and internal readiness of students to the development of legal culture and the ability to show spiritual immunity to the commission of offenses; - the level of development of skills and abilities of the student on the application of legal terminology, in working with legal literature, theoretical analysis of the legal

situation, the drafting of legal documentation; - behavioral (regulatory) - directs the activity of the individual to the creative development of stimulating his professional activity; legality, activity, effectiveness, activity on application of legal norms. The effectiveness of the formation of the legal culture of students depends primarily on the content and methodology of teaching law courses and other legal disciplines. The scope and content of the compulsory course in law are determined for higher education institutions by the need of society in educating a law-conscious citizen, and, moreover, also high requirements for the educational and qualification level of a person ([Gusenko, 2016](#)).

MATERIALS AND METHODS

Conducting a pedagogical experiment required the study of the structure of the legal culture of the future bachelor of economics considered by us through the prism of the "block" method, on the basis of which three criteria were identified - motivational-value (MV), cognitive-informational (CI), activity-behavioral (AB) formation of legal culture Bachelor of Economics [Nikitina, N. I., Romanova, E. Y., Vasilyeva, T. V., Nikishina, I. N., & Grebennikova, V. M. \(2017\)](#).

Motivational-value criterion (motivational and value components) reflects the level of prevailing students' behavioral motives in the legal solution of situations and value orientations: motivation and steady interest in professional activity, the built-in setting for constant self-education and self-education, motivation for creative self-realization, independence of values and behaviors.

The cognitive-information criterion (economic and legal knowledge) defines the basic professional and legal knowledge of economists, reflected in their awareness in related fields, a broad professional outlook [Nikitina, N. I., Romanova, E. Y., Vasilyeva, T. V., Nikishina, I. N., & Grebennikova, V. M. \(2017\)](#).

Activity-behavioral criterion (activity, behavior) contains economic skills, the ability to apply knowledge in solving economic problems, creative skills and abilities, reflexive skills, and research skills in the field of economics. Consequently, as a compulsory component of the formation of the legal culture of an individual, legal activity is determined [Sheng, H., Nah, F. F. H., & Siau, K. \(2008\)](#).

Assessing the degree of legal culture of future economists, it is important to pay attention to the level of their awareness of legal phenomena, their mastery of them. On the basis of this, the following levels of legal culture formation are highlighted: high, medium, low.

To summarize the disparate methods for determining the formation of the legal culture of students, the number of indicators of the levels that would correspond as much as possible to those accepted in educational institutions of the 5-level scale was chosen [Selutin, V. D., & Lebedeva, E. V. \(2017, November\)](#).

For the *purpose of the study*, a pedagogical experiment was organized, which was used as a method that provides evidence and scientifically objective verification of organizational and methodological support for the process of formation of the legal culture of bachelors in economics.

RESULTS AND DISCUSSION

The study used three stages of experimental work: contesting (actions aimed at clarification of the objective level of legal culture students), forming (involves the creation of pedagogical conditions for the formation of the legal culture of students and determination of the effectiveness of their use), comparative (study of the dynamics of the formation of legal culture students for the results of the ascertaining and forming experiments).

Research work on the investigating problem was carried out in the natural conditions of the educational process of three pedagogical universities.

The objectivity of the results of the experiment depended on solving the following tasks:

1. Development of the program of diagnostics of the formation of the legal culture of the bachelor;
2. Determination of the volume of samples;
3. Selection of statistical criteria for evaluating the results of the experiment.

According to the calculations, the minimum number of students in the group should be 18 people. In total, for the whole period of experimental work, 171 students were enrolled in the control group (CG), 180 students of the specialty 051 "Economics", only 351 students and 68 teachers were assigned to the experimental (EG) course.

Contest experiment allowed finding out the real level of legal culture of youth, the requirements for the preparation of future bachelors of economics, the level of their legal culture, the correspondence of the curriculum and educational and methodological complexes on disciplines in the context of the problem under study.

For the diagnosis of the formation of the legal culture of students during the qualifying stage based on the motivational-value criterion used techniques: K. Zamfir in the modification of A. Rean, diagnostics of the motivation of the choice of students by the field of professional activity, "The motives of students' educational activity, modified by A. Rean; "Scale for assessing the need for achievement" (Y. Orlov); "Valuable orientations" by M. Rokich.

For clarification of the initial level of formation of the legal culture of students, based on the motivational and value criterion, 98 classroom and non-audit sessions were analyzed: lectures, seminars, scientific conferences, meetings of student scientific societies, exhibitions, materials on the results of industrial practices according to the following parameters: identification of motives, which motivate students for educational activities, satisfaction with this activity, motives for choosing a profession, the idea of their future profession, vision and self-awareness in the economic and, availability goals and aspirations introduction to the legal culture in economic activity; motives of mastering the values of legal culture.

The generalized level of formation of the legal culture of future bachelors in economics based on the motivational and value criterion in the EG is: $H_c^0 = 2,4$ (48,0%); CG – $H_c^0 = 2,39$ (47,8%) with difference 0,2 %. Such a slight difference was not taken into account in the subsequent study at the qualifying stage.

Fig. 1 shows the regularities of the results obtained in CG and EG according to the motivational-value criterion.

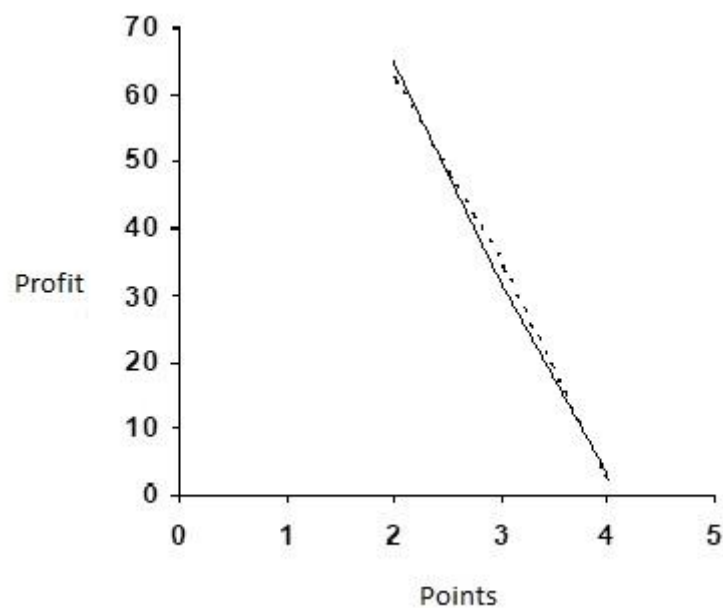


Figure 1: Patterns of the formation of the legal culture of future bachelors in economics based on the motivational and value criterion:

----- Experimental group;

_____ Control group.

Figure 1 clearly demonstrates the symmetry of lines for EG and CG, which confirms the absence of a significant difference between the levels of formation of the legal culture of future bachelors in economics based on the motivational and value criterion in both groups.

The formation of the legal culture of students according to the cognitive-information criterion was studied using a set of techniques: the scale "Attitude to the rules and laws" (O. Gulevich), assessment of cognitive potential in education (N. Shevadrin), questionnaire on professional orientation D. Holland, "Questionnaires bachelors degree", a test method for studying legal issues.

The generalized level of formation of the legal culture of future bachelors in economics according to the cognitive-information criterion in the EG is: $H_c^0 = 2,52$ (50,4%); CG – $H_c^0 = 2,47$ (49,4%) with difference 1,0 %. This difference at the qualifying stage is insignificant.

Visual representation of the regularities of the results obtained in the EG and CG according to the cognitive-information criterion is shown in Figure 2.

The analysis of the drawing curves proves that the lines are symmetrical, and therefore there is no significant difference between the indicators of the formation of the legal culture of future bachelors in economics by cognitive-information criterion in both groups.

To diagnose the formation of the legal culture of students, an activity-behavioral criterion is chosen for the methodology: a complex practical-oriented task for achieving the level of formation of skills to apply regulatory legal acts in professional

activities, diagnostics of skills to work in a group; diagnostics of conflict situations resolution; Sax and Sydney's "unfinished sentences" method, questionnaire.

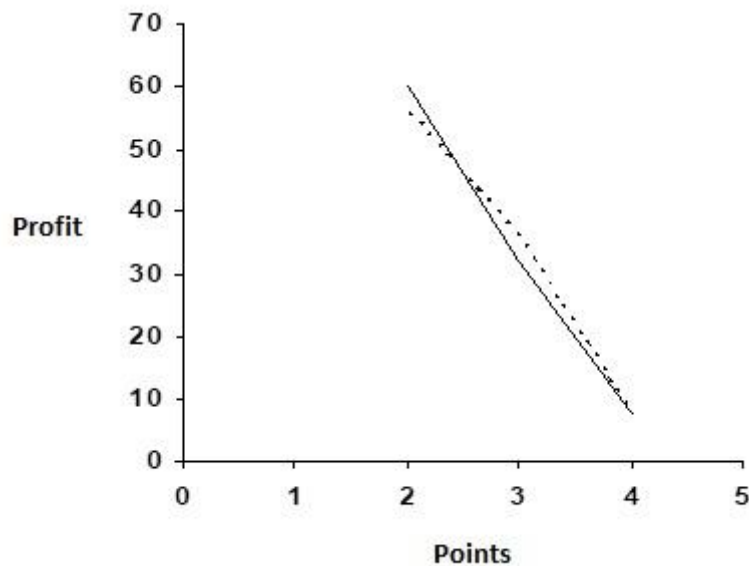


Figure 2: Patterns of the formation of the legal culture of future bachelors in economics according to the cognitive-information criterion.

The generalized level of formation of the legal culture of future bachelors in economics by the activity-behavioral criterion in the EG is: $H_c^0 = 2,4$ (48,0%); $CG - H_c^0 = 2,36$ (47,2%) with difference 0,8 %. This difference in the results of the qualifying phase is not significant.

Figure 3 shows the regularities of the results obtained in the EG and CG according to the activity-behavioral criterion.

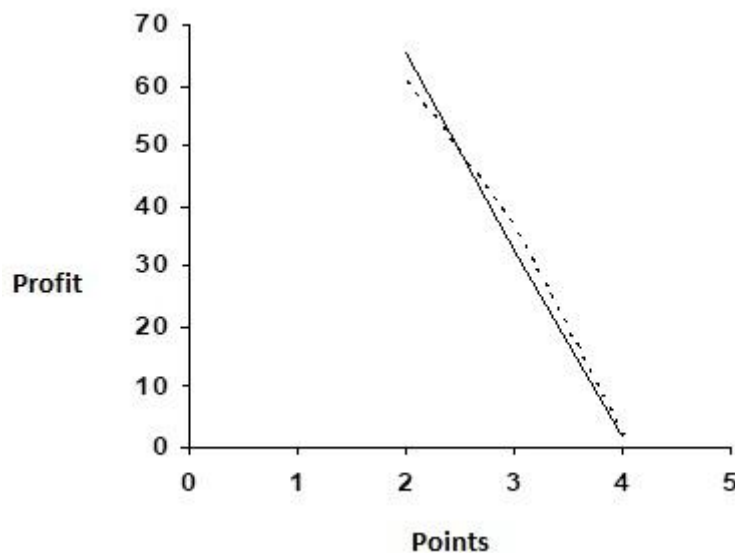


Figure 3: Patterns of the formation of the legal culture of future bachelors in economics according to the activity-behavioral criterion.

The analysis of the curves of the figure demonstrates the symmetry of the lines, and therefore, there is no significant difference between the indicators of the formation of the legal culture of future bachelors in economics according to the activity-behavioral criterion in both groups.

A comprehensive analysis of the level of formation of legal culture indicators for future bachelors in economics by criteria allowed summarizing the data that are reflected in Table 1.

The analysis of the table showed that the arithmetic means of MV_e the formation of the legal culture of future bachelors in economics in the EG is 2.4 points, which corresponds to 48.0%, $CI_e - 2,52$ (50,4 %), $AB_e - 2,4$ (48,0 %), and in the CG: $MV_c - 2,39$ (47,8 %), $CI_c - 2,47$ (49,4 %), $AB_c - 2,36$ (47,2 %).

The results show that the legal culture of future bachelor's in economics is based on all criteria, except for the cognitive-information criterion in the GI, which is 50.4%, which corresponds to the average level.

Table 1: Generalized indicators of the formation of the legal culture of future bachelors in economics by criteria (contest experiment).

Groups	Criteria					
	MV		CI		AB	
	points	%	points	%	points	%
EG	2,4	48,0	2,52	50,4	2,4	48,0
CG	2,39	47,8	2,47	49,4	2,36	47,2

To confirm the assumption that the control and experimental groups belong to the same population, the statistical criterion of the agreement was applied (χ^2). This criterion allows us to determine whether there is a difference in the levels of the formation of legal culture among students of both groups and the reasons for this difference if any.

Magnitude (χ^2) is within $(0,05; 4) = 9,49$. If the obtained value (χ^2) is less than tabular (9,49), then at the given level of significance the null hypothesis is adopted, that is, the distribution by levels in groups is the same. If (χ^2) is more ($\chi^2_{\text{tabul.}} > 9,49$), then an alternative hypothesis is adopted, that is, the differences in the distribution of students by levels cannot be caused by random factors, and, consequently, caused by purposeful activity.

According to the results of the calculation of the criterion of K. Pearson, it was established that according to the motivational-value criterion, it is 1.48, cognitive-informative - 7.4, activity-behavioral - 3.95. Since all values of the criterion of K. Pearson is less than 9.49, then the null hypothesis H_0 accepted. Consequently, the results of the formation of the legal culture of future bachelor's in economics at the determining stage of the experiment were influenced by random factors.

The results of the formation of the legal culture of future bachelors in economics at the stage of the experiment are clearly shown in Figure 4

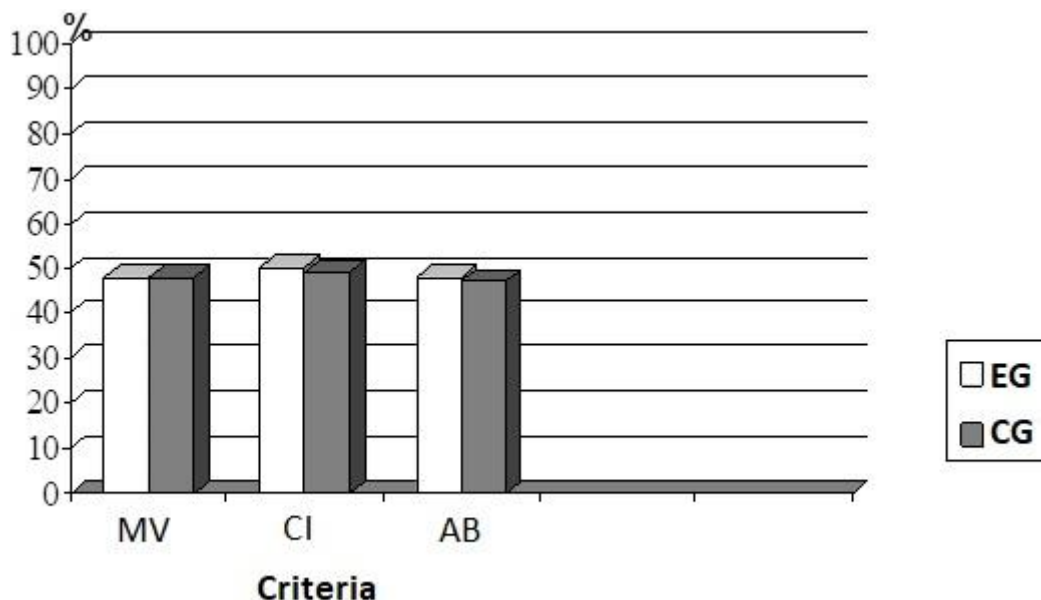


Figure 4: Levels of formation of the legal culture of future bachelors in economics at the stage of the experiment.

The analysis of the picture confirmed the formation of a low level of legal culture of future bachelors in economics in the EG according to all criteria, except cognitive-informative, which corresponds to the average level.

To distinguish students by levels (high, medium, low), the formation of a legal culture used the data of the results of sections obtained after the completion of a certain stage of the experiment. The results obtained are shown in Table 2.

The analysis of the table shows that the future bachelors in economics at the stage of the experiment are characterized by a low level of legal culture formation in the EG and in the CG.

Table 2: Levels of formation of the legal culture of future bachelor's in economics at the stage of the experiment.

Levels	Experimental group	Control group
High	17 (9,4 %)	18 (10,5 %)
Medium	65 (36,1 %)	56 (32,7 %)
Low	98 (54,4 %)	97 (56,8 %)

The constitutional experiment showed that the level of formation of legal culture in the experimental and control groups is practically the same, more than half of students have a low level: the interest in the right of students is not expressed, legal knowledge fragmentary and weak, low level of legal consciousness; undeveloped legal skills and abilities; low legal activity.

Further experimental work of the formation stage led to the implementation of the task: to implement the organizational and methodological support of the process of formation of the legal culture of future bachelors of economics.

Conducting experimental work at the formative stage was carried out with that contingent of students and teachers who were involved in the process of the qualifying stage, and by the methods of diagnostics. The research work was distinguished by the introduction of organizational and methodological support in the experimental groups. In the control groups, the students were trained. To quantify and compare data, an average and a performance ratio are introduced. In addition, the qualitative estimation of the growth of the level of formation of the legal culture of students in the course of experimental work with the help of non-parametric criterion of Student is given.

At the stage of the forming experiment, the level of formation of the motivational-value criterion of legal culture among students of experimental and control groups was investigated through differentiation of forms and methods of work in institutions of higher education depending on the teaching of disciplines at junior or senior courses: problem method, oral defense of abstracts, speeches, scientific reports, method of discussion, theoretical conferences, the solution of practical tasks, the implementation of exercises, involvement in various types of law enforcement activities, drafting legal documents, analysis of legal situations, "portfolio" (documents, papers, reviews) method "right questions", business games and more.

The generalized level of formation of the legal culture of students of economic specialties according to the motivational and value criterion in the EG is: $H_e^0 = 3,76$ (75,2%); CG – $H_c^0 = 2,89$ (57,8%) with difference 17,4 %.

This difference at the formative stage is significant and influences the effectiveness of the process of forming the legal culture of future bachelors in economics.

The visual display of the regularities of the results obtained in the CG and EG based on the motivational and value criterion is shown in Figure 5.

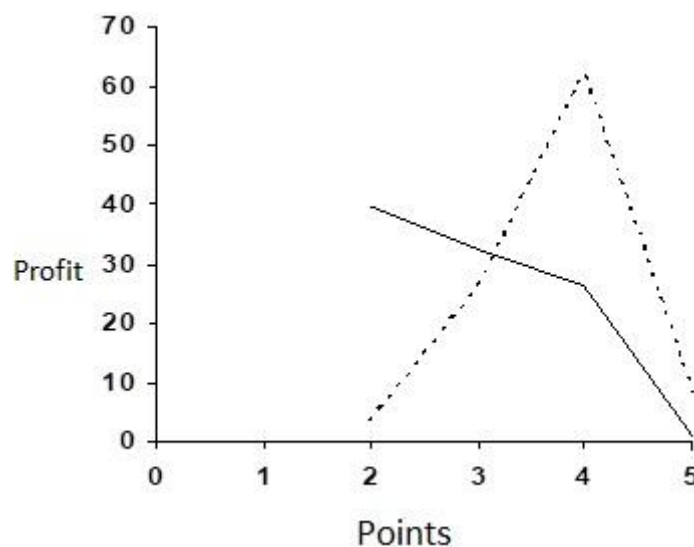


Figure 5: Patterns of the formation of the legal culture of future bachelors in economics based on the motivational and value criterion.

The analysis of the figure shows that the lines are asymmetric, and therefore there is a significant difference between the indicators of the formation of the legal culture of future bachelors in economics based on the motivational and value criterion in both groups.

During the forming experiment, the level of formation of the cognitive-information criterion of the legal culture of future bachelors on economics was determined. In this sense, the economic-legal knowledge, skills and abilities, the ability to practice the realization of legal knowledge, the level of development of students of cognitive interest in legal knowledge, the existence of the purpose, the desire to acquire a legal culture were checked. The formation of the cognitive-information criterion of the legal culture of bachelors in economics was provided by the improvement of the educational process by updating the content of disciplines: Economics, Enterprise Economics, Finance and Credit, Accounting, Marketing, Management, Economic the theory "through the realization of interdisciplinary ties of economics and law; introduction of a special seminar "Legal responsibility in the field of economics"; application of innovative forms: trainings, presentations, individual workshops, scientific and practical conferences, independent work (task cards, handouts, topics of abstracts, etc.), active methods: case studies, analysis and modeling of specific legal situations (problem seminars), thematic discussion, "Round table", debates, dialogues, method of law-making; "Brainstorming", games (cognitive, didactic, role), problem situations, drafting of legal documents (contract, statement of claim, petition, etc.), method of law-making.

The generalized level of formation of the legal culture of future bachelors in economics according to the cognitive-information criterion in the EG is: $H_c^0 = 3,93$ (78,6%); CG – $H_c^0 = 3,12$ (62,4%) with difference 16,2 %.

This difference at the formative stage is significant and affects the performance of the data.

The reflection of the regularities of the results obtained in the EG and CG according to the cognitive-information criterion is shown in Figure 6.

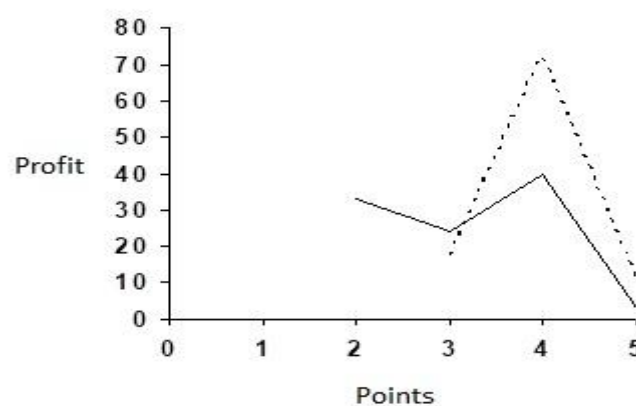


Figure 6: Patterns of the formation of the legal culture of future bachelors in economics according to the cognitive-information criterion.

The figure clearly illustrates that the lines are asymmetric, and therefore, there is a significant difference between the indicators of the formation of the legal culture of future bachelors in economics by the cognitive-information criterion in both groups.

In the course of experimental work, the formation of the legal culture of students by activity-behavioral criterion (the level of formation of lawful behavior and legal activity of students of experimental and control groups) was studied. The formation of the activity-behavioral criterion of the legal culture of bachelors on economics has made it possible to use organizational forms: lectures, seminars, meetings with law enforcement officers, thematic evenings, conferences, competitions, public shows of films, performances, TV programs, individual workshops, individual educational routes, creation business project, creative course projects, industrial practice, independent teaching and extra-curricular work, consultations-interviews, training; active methods: problem learning, case study; pedagogical technologies (differentiated learning, problem learning, modular, project, game) [Braucher, J., Cohen, D., & Lawless, R. M. \(2012\).](#)

The generalized level of formation of the legal culture of future bachelors in economics by the activity-behavioral criterion in the EG is: $H_c^0 = 3,82$ (76,4%); CG – $H_c^0 = 3,0$ (60,0%) with difference 16,4 %. This difference in the results of the formation phase is significant and affects the effectiveness of the data.

Figure 7 shows the regularities of the results obtained in the EG and CG according to the activity-behavioral criterion.

The figure shows that the lines are asymmetric, and therefore, there is a significant difference between the indicators of the formation of the legal culture of future bachelors in economics by the activity-behavioral criterion in both groups.

In the course of experimental and experimental work quantitative and qualitative differences in individual indicators and in the overall integrated assessment of the formation of the legal culture of future bachelors in economics in the aspect of their practical activities were revealed. The results obtained in the experimental group allowed us to conclude that the proposed molding experiment program is effective.

The conducted research on determining the level of formation of the legal culture of future bachelors in economics according to the criteria contributed to the synthesis of the results presented in Table 3.

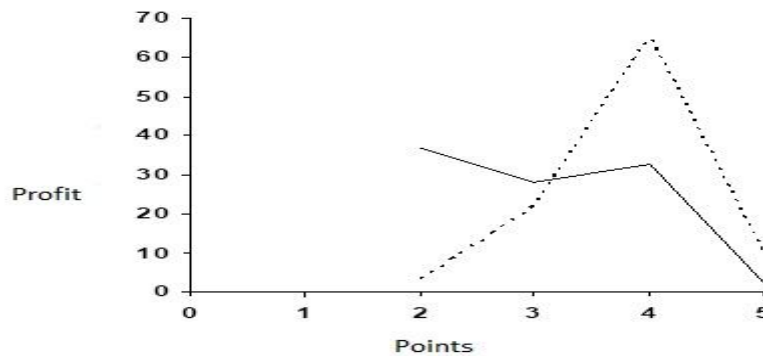


Figure 7: Patterns of the formation of the legal culture of future bachelors in economics according to the activity-behavioral criterion.

Table 3: Generalized results of the formation of the legal culture of future bachelors in economics according to the criteria.

Groups	Criteria					
	MV		CI		AB	
	points	%	points	%	points	%
EG	3,76	75,2	3,93	78,6	3,82	76,4
CG	2,89	57,8	3,12	62,4	3,0	60,0

From the table it is clear that the formation of the legal culture of future bachelors from the economy through the arithmetic mean of MV_e in the EG is 3,76 points, that corresponds to 75,2%, $CI_e - 3,93$ (78,6 %), $AB_e - 3,82$ (76,4 %), in the CG: $MV_c - 2,89$ (57,8 %), $CI_c - 3,12$ (62,4 %), $AB_c - 3,0$ (60,0 %).

The results of the research prove that the formation of the legal culture of future bachelors in economics in the EG according to the motivational-value criterion is 75.2% (high level), CG - 57.8% (average level); for cognitive-informative in EG - 78,6% (high level), CG - 62,4% (average level); for activity-behavior in EG - 76.4% (high level), CG - 60.0% (average level) [Cianci, A. M., Hannah, S. T., Roberts, R. P., & Tsakumis, G. T. \(2014\)](#).

The comparative analysis of the levels by criteria showed a significant difference between them, which requires validation, which, as in the qualitative stage, was determined by the criterion of K. Pearson [Olalla-Soler, C. \(2015\)](#).

According to the results of the calculation of the criterion of K. Pearson, it is established that according to the motivational-value criterion it is 98.3, cognitive-informative - 146.4, activity-behavioral - 51.81. Since all values of K. Pearson's criterion are more than 9.49, the zero hypothesis H_0 is rejected and an alternative is adopted, according to which experimental results were influenced by the results of the study [Kobayashi, T., Collet, C., Iyengar, S., & Hahn, K. S. \(2015\)](#).

Figure 8 the results of the formation of the legal culture of future bachelors in economics at the formative stage of the experiment are presented.

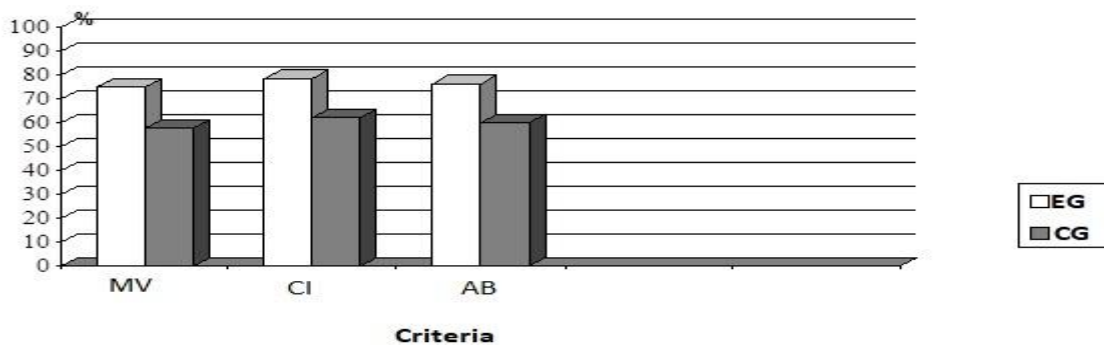


Figure 8: Levels of formation of the legal culture of future bachelors in economics based on the results of the molding experiment.

The analysis of the figure proves the existence of a high level of legal culture formation for future bachelors in economics in the EG and the average in the CG for all criteria and revealed a significant difference between these indicators. The difference in EG between the motivational-value and cognitive-information criteria is 3.4%, with activity-behavioral - 1.2%, in CG, respectively, 4.6%, for the activity-behavioral - 2.2%. The obtained results indicate that there is no significant difference in the digital data between the levels of the formation of the legal culture of future bachelors in economics at the stage of the experiment. However, there is a significant difference between the levels of formation in groups. So, the difference between the levels of formation between EG and CG according to the motivational-value criterion is - 17,4%, cognitive-informative - 16,2%, activity-behavioral 16,4%.

For the distribution of students by levels (high, medium, low), the formation of a legal culture was based on the data after studying the effects of sections, obtained at the end of a certain stage of the experiment. The results obtained are shown in Table 4.

Table 4: Levels of formation of the legal culture of future bachelors in economics (molding experiment)

Levels	Experimental group	Control group	Difference, %
High	83 (48,5%)	19 (11,1 %)	37,4
Medium	77 (45,0%)	67 (39,2 %)	5,8
Low	11 (6,5%)	85 (49,7 %)	-43,2

The difference in the high level of the formation of the legal culture of future bachelors in economics between the EG and CG is 37.4%, the average - 5.8%, and the low - 43.2%.

The comparative analysis of the recording and forming stages of experimental work showed a change in the levels of formation of the legal culture of future bachelors from the economics of the experimental group from low to high, and in the control - from low to medium.

The dynamics of the formation of the legal culture of future bachelors in economics are reflected in Table 5.

Table 5: The dynamics of the formation of the legal culture of future bachelors in economics (based on the results of the contest and molding experiments)

Levels	Contest experiment	Molding experiment	Increase	Contest experiment	Molding experiment	Increase
	CG			EG		
High	18 (10,5 %)	19 (11,1 %)	0,6	17 (9,4 %)	83 (48,5%)	39,1
Medium	56 (32,7 %)	67 (39,2 %)	6,5	65 (36,1 %)	77 (45,0%)	8,9
Low	97 (56,8 %)	85 (49,7 %)	-7,1	98 (54,4 %)	11 (6,5%)	-47,9

According to the results of the experimental work on EG students, higher indicators of the levels of legal culture formation appeared. Thus, in the EG, the high level increased by 39.1% compared with the contest stage; average - by 8.9%; the low decreased by 47.9% (after the molding experiment). In CG, the high level of formation of the legal culture of future bachelors in economics has grown by 0.6%; average - 6.5%; the low decreased by 7.1%.

CONCLUSION

Consequently, the growth of the quantitative indicators of the formation of the legal culture of future bachelors in economics in the EG regarding the CG shows the effectiveness of the process of forming the legal culture of students in the EG.

The results of the experimental work show the positive dynamics of the formation of the legal culture of future bachelors in economics, which was provided through the prism of the implementation of organizational and methodological support: improving the educational process by updating the content of disciplines: "Economics", "Enterprise Economics", "Finance and Credit", "Accounting", "Marketing", "Management", "Economic Theory" through the realization of interdisciplinary relations of economy and law; introduction of a special seminar "Legal responsibility in the field of economics"; application of innovative forms: trainings, presentations, individual workshops, scientific and practical conferences, independent work (task cards, handouts, topics of abstracts, etc.), solution of practical tasks, implementation of exercises, involvement in various types of law-enforcement activities, meetings with employees law enforcement agencies, thematic evenings, contests, contests, contests, public films, shows, TV programs, individual workshops, individual educational paths, creation of a business project, creative their course projects, industrial practice, independent teaching and extra-curricular work, consultations-interviews; active methods: cases, analysis and modeling of specific legal situations (problem seminars), "round table", debates, dialogues, method of law-making; "Brainstorming", games (cognitive, didactic, role), problem situations, drafting of legal documents (contract, statement of claim, petition, etc.), method of law-making, portfolio "(documents, works, reviews)," right to a question "method, etc [Saitta, P. \(2007\)](#).

The prospects for further research are seen in developing effective conditions for raising the level of formation of the legal culture of future economists.

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