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LEGAL EDUCATION AS A RESPONSE TO THE TRANSFORMATION OF SOCIAL ORIENTATIONS: CHALLENGES OF GLOBALIZATION

Abstract. Purpose. The purpose of this article is to carry out a comprehensive theoretical and legal analysis of legal education as a key mechanism for adapting individuals and society to the transformation of social orientations in the context of globalization. The study aims to clarify the essence, objectives, and functions of legal education, to determine its potential in preserving democratic legal consciousness, in fostering civic responsibility, as well as to substantiate strategic approaches to improving legal policy in the sphere of cultivating legal culture in the era of digital transformations and global challenges. **Results.** The conducted research confirmed that legal education is a key mechanism for shaping the legal identity of an individual, especially in conditions of shifting global value orientations and the transformation of the social environment. It was established that legal education is not limited merely to the transmission of legal knowledge but forms the foundations of legal culture, critical thinking, a sense of social responsibility, and the capacity for conscious compliance with the rule of law. Considering the influence of globalization, legal education is viewed as an important instrument for strengthening legal subjectivity in the age of digital uncertainty and informational distortions. It was determined that contemporary forms of legal education should encompass both institutional (educational, governmental, civic) channels and informal ones – in particular, social campaigns, legal volunteering initiatives, and digital legal enlightenment. It was also established that the digital environment itself creates both new opportunities (accessibility, innovativeness, interactivity) and challenges (risk of manipulation, legal populism, informational disorientation). In this context, special importance is attached to the development of a coherent legal policy in the sphere of education, oriented towards democratic values, the rule of law, and respect for human dignity. **Conclusions.** It is concluded that in the context of globalization, legal education emerges as a key instrument for adapting society to new value and legal challenges. The transformation of social orientations, digital hybridization of the information space, and the growing influence of transnational ideologies necessitate the strengthening of legal culture as the foundation of democratic legal order. In this regard, legal education performs not only an informational but also a worldview function – shaping critical thinking, the ability to legally assess social phenomena, and a stable sense of legal responsibility. The findings demonstrate that legal education must be institutionalized at the level of state policy through the development of a national strategy, integration at all levels of education, advancement of informal channels of legal enlightenment, and the use of digital technologies. Such an approach will not only raise legal awareness but also prevent legal nihilism, legal disorientation, and cultural relativism.

Key words: legal education; legal culture; globalization; social orientations; legal awareness; legal nihilism; democratic identity; informational influence; civic responsibility; digital legal enlightenment.

1. Introduction

Under the influence of informational oversaturation, digital mobility, hybrid threats, and cultural fragmentation, traditional legal norms are being devalued, legal nihilism is growing, and a superficial attitude towards the law is being formed, viewing it as a merely technical or repressive instrument. In such

circumstances, legal education loses its exclusively educational function and transforms into a strategic instrument for fostering civic responsibility, maintaining democratic identity, and strengthening the legitimacy of legal order. Within the system of education, public authorities, and civic institutions, there is a clear need for updating approaches to legal education,

taking into account new challenges, including the digital age, the strengthening of individualism, and the increasing influence of uncontrolled information flows.

Thus, a scientific problem arises: how can legal education be rethought and modernized as an effective tool for adapting the individual to the transformed social reality, particularly through the formation of legal culture, immunity against manipulation, and active civic engagement under conditions of democratic governance?

Contemporary research emphasizes the importance of legal education as a mechanism for affirming the rule of law, non-discrimination, human rights, and social justice. At the same time, there exists a certain fragmentation in covering the dynamics of changes in social orientations under the influence of globalization and digital transformation, which directly affect the effectiveness of traditional forms of legal education. Some scholarly approaches highlight the need for renewing legal policy in the field of legal enlightenment, taking into account the challenges of the information era, in particular, the spread of legal nihilism, ethical relativization, and the decline in legal awareness.

Despite the considerable scope of research, the issue of adapting the system of legal education to new global realities remains unresolved. There is a lack of comprehensive analysis of the role of legal education as a response to the transformation of value orientations in society, as well as effective models for integrating legal knowledge, skills, and values into the formation of a new generation of legally conscious citizens. These very aspects require in-depth theoretical and legal examination.

2. Legal Education in Legal Scholarship

In contemporary legal discourse, legal education is presented as an integral component of the overall socialization of the individual, aimed at shaping an internal attitude towards law, an awareness of its value, and the necessity of observing legal norms. In the Western legal tradition, this phenomenon is often interpreted through the prism of legal consciousness or the legal culture of civil society, which underscores its crucial role in ensuring the stability of the legal order.

In legal scholarship, legal education is defined as a process of purposeful influence on the consciousness of the individual with the aim of fostering lawful behavior, increasing legal competence, and cultivating respect for law as a social regulator. In democratic states, this process has a dual orientation: on the one hand, it is directed at the individual (the subject), and on the other, at reproducing legal values within society as a whole.

Functionally, legal education performs a number of tasks: informing about rights and obligations, fostering skills of lawful behavior, cultivating legal responsibility, as well as ensuring a critical attitude toward legislation from the standpoint of human rights. In this context, legal education is an instrument for forming not merely a disciplined law-abiding citizen, but an active subject of legal relations capable of interacting with the state on the basis of responsibility, participation, and partnership (Murashyn, 2019).

It is important to emphasize the close interconnection between legal culture and legal education. Legal culture is not an automatic result of education – it is formed through the systematic influence of social, legal, and educational environments. Legal education serves as a dynamic mechanism for reproducing legal culture in new generations, functioning as an instrument of its transmission, adaptation, and actualization under conditions of changing social context (Tyshchenko, 2022). In view of this, legal education should be regarded not as an auxiliary but as a fundamental element of state policy in the sphere of consolidating the rule-of-law state and sustaining democratic social order.

Modern society is undergoing profound transformational processes conditioned by globalization factors, which affect not only the economy and politics but also significantly reshape social attitudes, moral priorities, and the legal consciousness of the individual. Legal scholarship increasingly notes that globalization produces new models of identity, creates alternative sources of norm-making (in particular, algorithmic, corporate, and international), and blurs the traditional boundaries between national and transnational legal systems (Delmas-Marty, 2009).

One of the key consequences of globalization is the reduction of stability in normative orientations, which contributes to growing legal disorientation. The individual often fails to adapt to the dynamics of change, leading to the fragmentation of legal consciousness: legal norms lose their ethical authority, giving way to instrumental or situational assessments. This results in a situation in which law is perceived not as a value, but as a tool easily replaced by social practices or technological algorithms.

The transformation of social orientations is especially evident in processes of ethical devaluation and normative relativism. Contemporary culture, oriented toward individualism, consumerism, and technological rationality, increasingly sidelines the traditional humanistic foundations of the legal system. This creates risks of reinforcing legal nihilism, particularly

among young people, who often interpret law not as an instrument of justice but as a restriction on freedom (European Commission. *Education and Training Monitor 2023*).

Under such circumstances, the role of legal education becomes critically important as a compensatory mechanism capable of cultivating critical thinking, ethical resilience, and the ability to make responsible choices in a context of value pluralism. Legal education must be transformed from an informative tool into an integrative process that unites law, morality, and social interests into a coherent system, able to withstand global challenges and strengthen the legal identity of the individual in a transformed social reality.

In an era of global instability, informational oversaturation, and value fragmentation, legal education acquires a qualitatively new role – it performs not only an educational or formative function but also becomes an adaptive mechanism ensuring the legal resilience of society. Current research in the field of legal policy convincingly demonstrates that legal education can become an institutional response to civilizational challenges such as legal nihilism, hybrid threats, and the erosion of identity caused by informational influence (Barabash, 2012).

In conditions of value instability, legal education performs an adaptive function, ensuring the formation of fundamental perceptions of law not as a formalized norm but as an instrument of social balance, responsibility, and participation. It is precisely through legal education and training that the restoration of trust in state institutions and the embedding of democratic practices in the daily behavior of citizens become possible.

One of the key vectors of legal education in contemporary conditions is the preservation of democratic identity. This concerns not only knowledge of the content of rights and freedoms but also the development of legal thinking, ethical reflection, and a critical stance toward manipulative information. In a globalized world dominated by transnational flows of information, capital, and norms, legal culture emerges as the foundation of national resilience that resists assimilation, informational engineering, and cultural erosion (Boiko, 2021).

The formation of responsible citizenship is an equally important component. In an era of hybrid threats – both military-political and informational-cultural – legal education must extend beyond the academic sphere and encompass all levels of social interaction. This entails building social immunity to disinformation, manipulation, and normative devaluation through the consistent engagement of citizens in legal dialogue, participation in

shaping public policy, and practices of mutual accountability between the state and society.

Thus, in a globalized society, legal education is not only a pedagogical task but also a component of the strategic security of a democratic state seeking to preserve its value autonomy, legal stability, and social solidarity (*Global Citizenship Education: Topics and Learning Objectives*, 2015).

Legal education is no longer exclusively the prerogative of educational institutions or state authorities – it is transforming into a cross-sectoral practice implemented in various social environments, often beyond the framework of classical formalized instruction.

Institutional mechanisms of legal education today include the system of formal legal education, legal awareness programs in schools, the activities of justice bodies, local self-government authorities, ombudsman institutions, and civil society organizations. In democratic legal systems (particularly in EU member states, Canada, and Japan), increasing attention is paid to the integration of legal knowledge into general educational standards, the creation of national strategies for legal education, and the development of public legal aid hubs (Koziubra, 2010). Such strategies recognize the cultivation of a legally conscious citizen as an integral part of social stability and the rule of law.

Digital technologies are fundamentally transforming the methods of legal education. E-learning platforms, legal consulting services, social networks, podcasts, and interactive mobile applications are increasingly used as channels for disseminating legal knowledge. As G. Shaffer notes, the digitalization of legal learning opens the way to the personalization of legal knowledge while simultaneously highlighting the need for critical media and legal literacy. However, risks must also be taken into account: informational oversaturation, fragmented knowledge, and the threat of superficial understanding of complex legal concepts.

Informal legal enlightenment also holds significant weight, encompassing volunteer initiatives, school legal clubs, public campaigns raising awareness of human rights, electoral processes, and anti-discrimination measures (Fletcher, 2020). These forms are flexible, tailored to specific audiences, and capable of creating spaces of trust and dialogue. They also perform a function of social mediation by bridging the gap between formal law and the everyday practice of its application.

Therefore, modern legal education is a comprehensive system based on institutional cooperation, digital tools, and informal practices, capable not only of disseminating knowl-

edge but also of shaping a responsible, active, and legally conscious individual. Its effectiveness is determined not by the number of informational campaigns but by the quality of value-based assimilation of the principles of law within the context of modern democratic community life (*Global Citizenship Education: Topics and Learning Objectives*, 2015).

3. Problems of Legal Education at the Present Stage of State Development

The current state of legal education reveals a number of problems that systematically limit its effectiveness and social impact. First and foremost, it is necessary to highlight the insufficiency of regulatory support in this field, which is manifested both in the vagueness of conceptual foundations and in the absence of clear legislative regulation of the mechanisms of legal education. In most states, including Ukraine, the regulatory framework that defines the status, functions, instruments, and actors of legal education remains fragmented and declarative. As B. Cotterrell emphasizes, the legal effectiveness of normative mechanisms directly depends on their capacity to be embedded in the institutional and cultural fabric of society – something that is often lacking in the sphere of legal education (Cotterrell, 2005).

Another significant problem is the fragmentation of state policy in this domain. The lack of long-term strategies, the low level of inter-agency coordination, and the absence of indicators for evaluating the effectiveness of legal enlightenment programs result in the dispersion of efforts and the failure to achieve a systemic effect. Initiatives in the field of legal education, as a rule, remain situational, non-institutionalized, and dependent on political conjuncture or international donor support (Barabash, 2012). This contradicts the principle of consistency in legal policy, which is fundamental for the sustainable formation of legal culture.

A further challenge is the contradiction between global trends in legal development – such as the universalization of human rights, digitalization of education, and the strengthening of citizen participation in law-making – and local social practices, which sometimes preserve archaic or paternalistic conceptions of the role of law. As a result, legal education encounters perceptual barriers, where democratic values, the rule of law, and individual freedoms remain alienated from the daily experience of broad strata of the population (Tamana, 2001).

Effective legal education in conditions of dynamic social transformation requires not fragmentary initiatives but a holistic, strategically oriented state policy. Above all, there is an urgent need to develop a **national strat-**

egy for legal education that would define objectives, principles, performance indicators, and mechanisms of cross-sectoral coordination (Pavliček, 2018). Such a strategy should be based on constitutional values, European human rights standards, and the principles of sustainable democratic development. Only a rationally structured society, grounded in legal communication, is capable of sustaining long-term democratic stability – and legal education is precisely the instrument for shaping this type of societal discourse (Rudenko, 2020).

The next step must be the integration of legal education into all levels of formal education. This concerns not only the teaching of the fundamentals of law in schools or legal disciplines at universities but also the consistent development of legal thinking and value-based attitudes toward law as an instrument for the protection of freedom, justice, and social responsibility. This approach requires institutional cooperation between the Ministry of Education, civil society, and professional legal institutions (Kolodii, 2015). The corresponding reform of educational programs should be grounded in an interdisciplinary approach that combines legal, ethical, civic, and digital competences.

A key precondition for the implementation of a systemic approach is the development of the institutional capacity of public authorities, educational institutions, civil society organizations, and the media. This entails the establishment of specialized structures, the improvement of staff qualifications, the elaboration of modern methodological materials, and the launch of innovative digital platforms for legal enlightenment. According to M. Rosenfeld, the effectiveness of legal education is determined not only by its content but also by the institutional environment within which the legal socialization of the citizen takes place (Rosenfeld, 2009).

In this context, legal education must move from the periphery of legal policy to its core, being recognized as a key element in supporting the rule of law, constitutional patriotism, and the legitimacy of public authority in the conditions of global challenges and value turbulence.

4. Conclusions

Legal education in the context of globalization emerges as a key instrument for adapting society to new value-based and legal challenges. The transformation of social orientations, the digital hybridization of the information space, and the growing influence of transnational ideologies necessitate the strengthening of legal culture as

the foundation of democratic legal order. In this regard, legal education performs not only an informational but also a worldview function – shaping critical thinking, the ability to legally assess social phenomena, and a stable sense of legal responsibility.

The findings of the study demonstrate that legal education must be institutionalized at the level of state policy through the development of a national strategy, its integration into all levels of education, the promotion of informal channels of legal enlightenment, and the use of digital technologies. Such an approach will not only enhance legal awareness but also prevent legal nihilism, legal disorientation, and cultural relativism.

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ПРАВОВЕ ВИХОВАННЯ ЯК ВІДПОВІДЬ НА ЗМІНУ СОЦІАЛЬНИХ ОРІЄНТИРІВ: ВИКЛИКИ ГЛОБАЛІЗАЦІЇ

Анотація. Мета статті полягає у здійсненні комплексного теоретико-правового аналізу правового виховання як ключового механізму адаптації індивіда і суспільства до змін соціальних орієнтирів в умовах глобалізації. Дослідження спрямоване на з'ясування сутності, цілей та функцій правового виховання, встановлення його потенціалу у збереженні демократичної правосвідомості, формуванні громадянської відповідальності, а також обґрунтування стратегічних підходів до вдосконалення правової політики у сфері виховання правової культури в епоху цифрових трансформацій і глобальних викликів. **Результати.** Проведене дослідження підтвердило, що правове виховання є ключовим механізмом формування правової ідентичності особи, особливо в умовах зміни глобальних ціннісних орієнтирів і трансформації соціального простору. Установлено, що правове виховання не обмежується суто передачею юридичних знань, а формує засади правової культури, критичне мислення, почуття відповідальності перед суспільством та здатність до свідомого дотримання норм права. З огляду на вплив глобалізації, правове виховання розглядається як важливий інструмент укріплення правової суб'єктності в епоху цифрової невизначеності та інформаційних

викривлень. З'ясовано, що сучасні форми правового виховання повинні охоплювати як інституційні (освітні, державні, громадські) канали, так і неформальні зокрема соціальні кампанії, правові волонтерські ініціативи, цифрове просвітництво. Встановлено, що саме цифрове середовище створює як нові можливості (доступність, інноваційність, інтерактивність), так і виклики (ризик маніпуляцій, правовий популізм, інформаційна дезорієнтація). У цьому контексті особливої ваги набуває створення узгодженої правової політики у сфері виховання, що орієнтована на демократичні цінності, верховенство права та повагу до людської гідності. **Висновки.** Зроблено висновок, що правове виховання в умовах глобалізації постає як ключовий інструмент адаптації суспільства до нових ціннісних і правових викликів. Зміна соціальних орієнтирів, цифрова гібридизація інформаційного простору, зростання впливу транснаціональних ідеологем зумовлюють необхідність посилення правової культури як фундаменту демократичного правопорядку. У цьому контексті правове виховання виконує не лише інформаційну, а й світоглядну функцію формує критичне мислення, здатність до правової оцінки соціальних явищ і стійке відчуття правової відповідальності. Результати дослідження засвідчують, що правове виховання має бути інституціоналізоване на рівні державної політики через створення національної стратегії, інтеграцію в усі рівні освіти, розвиток неформальних каналів правового просвітництва та залучення цифрових технологій. Такий підхід дозволить не лише підвищити правосвідомість, а й запобігати правовому нігілізму, правовій дезорієнтації та культурному релятивізму.

Ключові слова: правове виховання; правова культура; глобалізація; соціальні орієнтири; права освіта; правовий нігілізм; демократична ідентичність; інформаційний вплив; громадянська відповідальність; цифрове правопросвітництво.

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