

LEGAL TRAINING OF SPECIALISTS IN NON-LEGAL SPECIALTIES: ON THE ISSUE OF ASSESSING THE QUALITY OF ACQUIRED KNOWLEDGE

FORMAÇÃO JURÍDICA DE ESPECIALISTAS EM ESPECIALIDADES NÃO JURÍDICAS: SOBRE A QUESTÃO DA AVALIAÇÃO DA QUALIDADE DOS CONHECIMENTOS ADQUIRIDOS

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Abstract: The purpose of the article is to highlight the principles of the acquisition of legal competencies by non-lawyers in the context of interdisciplinarity and multiculturalism of modern legal education. The task of the research is to differentiate the concepts of legal awareness and legal training in the educational system. The research methodology is based on the use of both the usual general scientific arsenal and specific scientific, pedagogical, scientific, and legal methodological elements. A separate methodological component is the principle of systematization of legal knowledge, which is implemented exclusively in the educational space. As a promising area of research, it is advisable to determine the need to form a holistic paradigm of human legal consciousness, which will be based on legal education training regardless of the specialty and specialization of the student. Thus, legal training in the educational environment has a number of criteria which determine the quality of acquisition of knowledge of jurisprudence by specialists of non-legal specialties. Among them are: legal knowledge as an element of flexible skills, legal education as part of general humanitarian-oriented competencies, legal consciousness as one of the main worldview components of civil society.

Keywords: Legal Awareness. Legal Education. Legal Training of Non-Lawyers. Jurisprudence. Flexible Legal Skills.

Resumo: O objetivo do artigo é destacar os princípios da aquisição de competências jurídicas por não juristas no contexto da interdisciplinaridade e do multiculturalismo do ensino jurídico moderno. A tarefa da investigação consiste em diferenciar os conceitos de consciência jurídica e de formação jurídica no sistema educativo. A metodologia de investigação baseia-se na utilização tanto do arsenal científico geral habitual como de elementos metodológicos científicos, pedagógicos, científicos e jurídicos específicos. Uma componente metodológica distinta é o princípio da sistematização do conhecimento

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jurídico, que é implementado exclusivamente no espaço educativo. Como uma área promissora de investigação, é aconselhável determinar a necessidade de formar um paradigma holístico da consciência jurídica humana, que se baseará na formação em educação jurídica, independentemente da especialidade e especialização do estudante. Assim, a formação jurídica no ambiente educativo tem uma série de critérios que determinam a qualidade da aquisição de conhecimentos de jurisprudência por especialistas de especialidades não jurídicas. Entre eles contam-se: o conhecimento jurídico como elemento de competências flexíveis, o ensino jurídico como parte das competências gerais de carácter humanitário, a consciência jurídica como um dos principais componentes da visão do mundo da sociedade civil.

Palavras-chave: Consciência jurídica. Ensino jurídico. Formação jurídica de não juristas. Jurisprudência. Consciência jurídica. Competências jurídicas flexíveis.

1. Introduction

The legal dimension accompanies a person in almost all manifestations of his or her activity in society. This creates the need for a person to have not only a general understanding of legal norms and rules but also specific skills that help to implement legal aspects in professional or everyday life. The educational process has become an effective platform for providing relevant legal training. The acquisition of legal competencies actually completes the formation of a person's legal culture, systematizing all general ideas about the legal aspects of socio-cultural development.

The study focuses on the legal training of specialists in non-legal specialties. Classical legal education has its own fundamental norms and principles that determine the procedure for training professional lawyers. However, traditionally, legal training is also provided to students of various specialties. The fundamentals of the legal system are important for professionals in various fields of social activity, as they allow them to organize their professional activities in accordance with all the rules and regulations of law and morality.

The expediency of acquiring legal knowledge and skills by non-legal professionals was aptly stated by MOORE (2022), who noted that legal problems rarely occur in a vacuum. Usually, legal situations are formed in the context of or are the result of, non-legal problems or unfavorable circumstances. It is clear that the broader the socio-cultural non-legal context, the greater the impact on special legal norms.

Analyzing this feature of the normative paradigm, we note the dichotomy inherent in the objects and subjects of the legal system. Subjects of legal relations may change their status depending on the conditions of a particular legal dimension. The object of legal activity also changes in format and content in the context of socio-cultural (non-legal) characteristics.

2. Theoretical framework and literature review

The issue of legal training of non-lawyers has been covered in the scientific literature from two perspectives:

- scientific and pedagogical, which emphasizes the peculiarities of organizing the educational process for the effective acquisition of legal competencies by students;
- scientific and legal, which indicates the institutional components that are relevant and necessary for the formation of an appropriate level of legal knowledge among students.

It is clear that the consideration of legal training of non-legal professionals is possible only if there is a detailed study and analysis of classical jurisprudence and its study in the system of legal disciplines. Modern legal education is in a state of transformation and harmonization of legal principles with socio-cultural conditions. LEE (2020) generally points to the revolutionary nature of transformations in modern legal education.

TRINKNER; REISIG (2021) propose to consider the evolution of the concept of legal socialization over the past 50 years. Such guidelines contributed to inter-integration processes that involved the introduction of legal norms as a key stabilizing factor in civilizational development and the influence of sociocultural conditions on the functioning of the legal system. In these processes, education took the place of a platform where personnel were trained for this interaction between the spheres of social activity. In the perspective of the current study, a model of holistic legal education is indicated, which will fully express the integration and globalization processes of the present and future.

PRYLYPKO et al. (2022) revealed the difficulties faced by specialists of non-legal specialties in the context of legal training. First of all, the authors reveal the human dimension, according to which the teaching of legal competencies for non-legal professionals does not have a stable methodological basis. For the professional legal training of future lawyers, a clear paradigm of educational and legal strategy has been formed that meets all the requirements of modern pedagogy. However, the same model is unacceptable for teaching law to non-professional lawyers.

In this context, SPYRYDONOVA (2021) proposes a new interpretation of the concept of “legal competence”, which, in addition to legal subtleties, outlines indicators of a developed personality. This approach is especially relevant for the legal training of non-legal professionals. PUHACH et al. (2021) propose “the application of the author's concept of the formation of

legal competence of specialists in the system of lifelong education”. Continuing education is becoming mainstream for the formation of competencies of future professionals. At the same time, legal training is characterized by compliance with the requirements of civilizational development. PÉLISSE (2019) even proposes to introduce “the category of legal intermediary to all actors who, even if they are not legal professionals, deal with legal categories and provisions on a daily basis”.

This research aims to examine the effectiveness of legal training programs for non-lawyers in acquiring legal competencies and understanding the institutional components relevant to this education.

3. Methodology

A mixed-methods approach will be employed, combining qualitative and quantitative techniques to provide a holistic view of the issue. A comprehensive review of scholarly articles, books, and legal documents will be conducted to establish a foundational understanding of the subject. The research approach relies on a combination of conventional scientific methods and specialized methodologies in the fields of science, pedagogy, and law. A distinctive aspect of this methodology is the systematic organization of legal knowledge, particularly within the realm of education. It is recommended that future research explore the importance of establishing a comprehensive framework for human legal awareness, rooted in legal education, irrespective of a student's chosen field or specialization.

4. Results

The socio-cultural space has always been characterized by a general indicator of the level of legal education for an average citizen. At the same time, for specialists in certain areas of social activity, the necessary minimum legal competencies were constantly established and included in their professional training. That is, legal awareness is a fundamental constant of the socio-economic, socio-political, and even cultural development of society.

The educational space is a platform on which legal training is provided to all students of all educational levels. Legal norms are directly or indirectly incorporated into educational programs for training specialists. There are models in which separate legal disciplines are allocated for study or legal training is provided in the context of studying a set of social sciences and humanities.

The relevance of legal education is increasing due to the growing influence of the legal system on social processes. There is a need to improve the quantitative and qualitative indicators of the legal dimension in society. TALESH; PÉLISSE (2019) note two trends in legal relations in modern civilized society:

- first, legal norms are correlated with non-legal logic, the source of which is social and organizational structures (not legal institutions);
- secondly, legal norms are increasingly interpreted and applied not only by professional lawyers but also by so-called legal intermediaries.

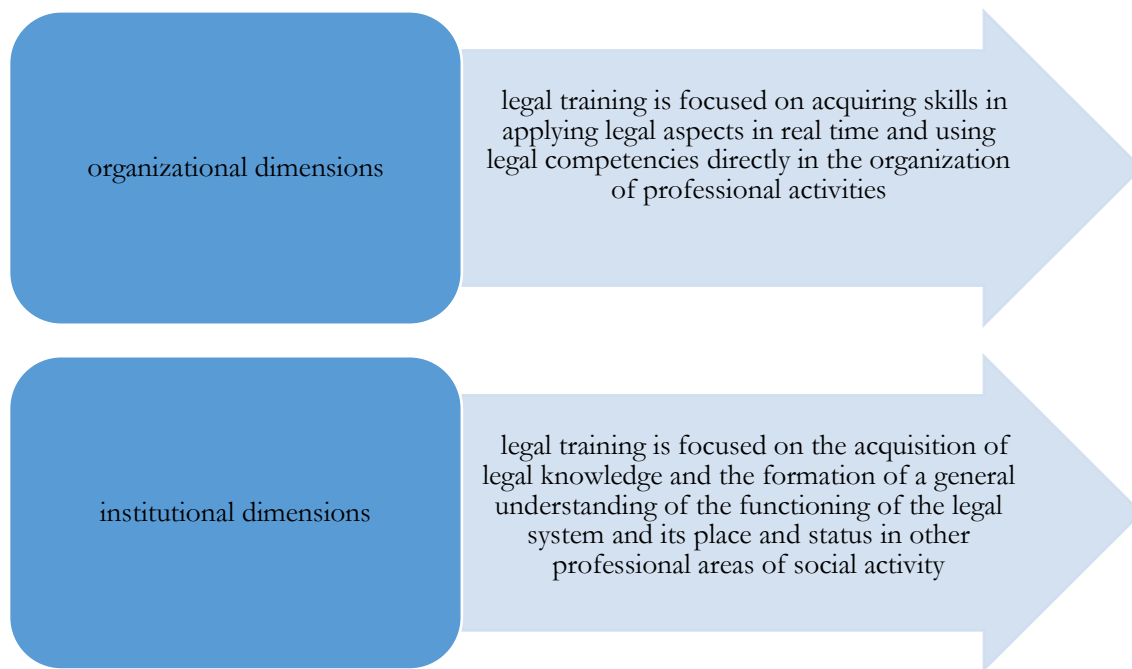
In fact, legal activity is being legitimized by representatives of non-legal professions. In this context, WATKINS (2021) suggests using the concept of the legal capacity of the population.

Such realities only strengthen the status of legal literacy for students. Legal competencies are becoming one of the key elements of flexible skills for professionals who will be able to independently navigate the basic legal dimensions and will not need constant professional legal support. The pragmatic modern society especially appreciates such synergy, which makes the practice-oriented component of social activity a continuous work.

It is worth noting that even representatives of legal educational institutions actively use the knowledge of the legal dimension acquired outside the process of obtaining a law degree (FRYŠTÁK; TEXL, 2022, p. 135). Many competencies, even in the practice-oriented cluster, are acquired in the socio-cultural space where legal relations are constantly in full swing. If the issue is expanded to the problem of legal consciousness, then the worldview and legal aspects may not be of a legal nature at all.

TALESH (2021) emphasizes the construction of the modern legal system not only by fundamental (purely jurisprudential) principles but also by organizational elements. The dichotomy of organization and institutionality defines the legal paradigm of our time and determines the roles of participants in legal discourse in the modern socio-cultural space (see Fig. 1).

Figure 1. Organizational and Institutional Components of Legal Training for Non-Law Students



Source: authors' own development

HALUNKO et al. (2022) emphasize the need to include legal competencies in the program provisions of modern higher education. Specialists who receive higher education will gain a qualitative advantage by gaining knowledge of the law. This allows them to analyze various situations, processes, and phenomena of a legal nature without assistance.

This is how the program of interdisciplinary educational competencies is implemented. In other words, having a fundamental professional education, a specialist also receives a set of related competencies of economic, administrative, legal, and other characteristics.

Innovative pedagogical elements are increasingly being implemented in the modern educational space. In particular, the deep learning model has been successfully used to form a basic understanding of jurisprudence for students of non-legal specialties (CHEN et al., 2019, p. 145). ICTs make it easier to obtain information on practice-oriented legal aspects, such as liability, rights, offenses, charges, acquittals, punishments, etc.

While traditional general education methods are focused mainly on forming the basics of legal awareness, innovative pedagogical components make it possible to achieve a qualitatively new level of legal education - legal competencies. Through educational training and the acquisition of legal competencies and their combination with socio-cultural elements of legal culture, a general level of legal culture is formed.

One of the factors that led to this change in priorities in legal education was digitalization and informatization (SCHÄPFKE-ZELL; ASMUSSEN, 2019, p. 65). With the increase in the information and organizational components of the legal space, there is an increase in the need to acquire legal competencies. And if informatization contributed to the quantitative indicators of legal education for the general public, digitalization has affected the quality of legal training. Increasing the ability to operate with large amounts of data, the use of digital elements and technologies - all this has led to both greater access to legal education and an increased the level of competence in legal matters.

5. Discussion

Legal practice in modern socio-cultural conditions is losing its sole right to consider legal relations. Nowadays, traditional elements of jurisprudence are increasingly being replaced by technological, digital, or service-based services (CASERTA; MADSEN, 2019). At the same time, the operators of these innovative tools still need to have at least basic legal competencies to effectively use or manage them. Therefore, legal training is being expanded to include technological specialties, not just humanities-oriented fields.

Legal training in modern education is being improved due to changes in legal design (BRUNSCHWIG, 2021, p. 179). New opportunities associated with the use of digital and technological arsenal give greater importance to visual law. Unlike classical forms of legal education, visualization helps to expand the audience of legal activity. The acquisition of legal knowledge is greatly simplified by innovative learning characteristics.

The current trend of prioritizing format over content is also evident in the process of legal training. The dimension of the organization is gradually replacing the principle of institutionality, giving legal norms a largely socio-cultural color. Of course, the necessary set of fundamental legal knowledge and skills remains unchanged, but flexible legal competencies are changing their focus on classical jurisprudence. Such realities have a particular impact on legal education for non-lawyers.

KOTZÉ et al. (2022) note that the legal system has traditionally been separated from other areas of social activity. This positioning of law has led to a tendency to a kind of unilateral interpretation and use of legal norms exclusively by the legal community. For a long time, this model was indeed effective, but in the modern information, digital and technological space, further dominance of lawyers in the legal system is impossible. The deep integration of social

relations and globalization processes have led to a certain dissolution of law in social progress. However, the times when legal organizations (state, corporate or private) had an unlimited influence on the organization of legal relations are gradually being replaced by a period of partnerships between the legal community and other areas of social activity (CASERTA, 2020, p. 14). Technologization and digitalization have strengthened the position of flexibility and dynamism of legal activity, involving generalists to serve the legal cluster.

Concentrating solely on the legal component of a legal issue is wrong in today's dynamic world. Legal training today involves assessing the problem not only in the legal field but also in the socio-legal and cultural-legal dimensions. Legal guidance needs to be verified in the context of strategic and systemic thinking (TRANG, 2022, p. 289). All these factors have dramatically changed the approach to legal education in non-legal educational institutions. GREALY et al. (2019) emphasize the trend of “open access” to public legal education.

Legal competencies have different manifestations of content and format in certain areas of human activity. In particular, the medical sphere requires medical professionals to have a set of minimum legal knowledge necessary for medical work (HUMENNA; KALYNIUK, 2023, p. 104). However, a priority way to develop medical education is to gradually improve the quality of legal training of future medical professionals. In the medical field, which is quite dynamic, there is a rule that medical professionals use legal competencies after the fact. This approach is unacceptable today, so the legal training of medical professionals should be of high quality and allow them to use legal knowledge online, not in the process of analyzing practical cases.

One of the most prominent examples of legal training for non-legal specialties is the teaching of business law (REEMS, 2021, p. 5). Economic life requires clear legal support for the functioning of an effective socio-economic model. At the same time, high-quality legal training of future economists involves not only competencies in the legal component of economic processes but also a general understanding of such economically oriented concepts as profit or bankruptcy. KHAN (2021), while studying innovative formats of business legal training, notes the complexity of these competencies for students. According to the direct testimony of students of economic education, law is a somewhat boring and tendentious course that does not cover pressing issues in the modern economic environment. Therefore, the modern educational space is facing the urgent problem of popularizing the legal cluster and making it more understandable for students.

The examples of legal competencies acquired by representatives of certain spheres of social activity form the basis for guidelines that later become the basis for including elements of

legal training in educational strategies and programs. This is how a holistic paradigm of legal education and awareness in the system of training specialists is formed. STORR; MCGRATH (2023) note that consolidation of education is a key principle of modern jurisprudence.

Another controversial issue in the modern scientific and legal discourse is the attempt to replace the concept of legal education with another concept - legal awareness. In today's multicultural, interdisciplinary, and pluralistic environment, it is quite easy to provide an alternative to legal norms. This alternative can be constants of certain spheres of social activity, ethical aspects, worldview and cultural understanding of justice, etc. Some researchers consider such substitution to be acceptable.

The current study emphasizes the warning against such steps. The elimination of legal norms or their replacement is possible only within the framework that does not affect the fundamental legal constants that ensure the rule of law as a basic condition for the development of society. Therefore, legal training should focus on the formation of legal competencies in non-legal professionals and not be replaced by legal awareness, which does not carry the institutional dimension of normativity.

6. Conclusion

Therefore, legal training in modern educational institutions should focus on the development of professional legal competencies. Such an approach allows representatives of certain areas of social activity to acquire specific flexible skills for autonomous and self-sufficient professional activity. The absence of the need for constant legal support meets the requirements of professionalism in a modern pragmatic society and is an advantage for a specialist. Based on these guidelines, the modern education system is designed to ensure that students acquire legal competencies at the educational level.

Legal training should be carried out in the context of progressive modern socio-cultural dimensions. This means the formation of a new positioning of institutionalization and organization of legal training with the gradual dominance of the organizational component. A model of legal education that is detached from socio-cultural realities has no prospects in the scientific and pedagogical environment. The legal dimension acquires the status of correlation with general cultural trends in the development of society while retaining the constants of the rule of law. Legal education (for non-legal professionals) acquired in such a worldview and legal

paradigm, combined with legal awareness, allows to form the principles of legal culture and legal consciousness in society, which is the key to the further development of society.

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