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The Role of Legal Education in Shaping the Legal Culture of the Future: Strategies and Prospects for Development

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Abstract: Aims: The purpose of the article was to highlight the current guidelines of the legal education segment in the context of forming a strategy for the development of legal culture in society. The article focused on the educational and legal principles which determine the level of legal awareness, legal education. **Study design:** The study was focused on the educational process subjects who receive professional legal education or acquire legal education skills for non-legal professionals. **Place and Duration of Study:** The research focused on the educational and legal environment in general in terms of strategy and prospects for the development of legal education and awareness. **Methodology:** The research methodology was focused on the use of general scientific methods and special methods of scientific and legal discourse. The analysis was the key rationalist research method, and online surveys occupied an empirical niche in the methodology of the given scientific research. The scientific novelty of the study is focused on determining the level of support for the use of the principles of legal culture in the educational process (both for legal professionals and non-legal professionals). **Results:** The results of the study indicated the dominance of the views of students of different levels and different specialties, which point to the need to include legal norms in educational and legal training or education. Among the surveyed representatives of the educational community, more than 90% of respondents had a positive attitude towards the process of establishing legal culture in the educational environment. **Conclusion:** Thus, legal education is an integral component of the formation of legal culture in both the individual and social dimensions. General legal competence in the modern educational and legal sense implies not only adherence to practice-oriented legal principles but also extrapolation of moral and legal guidelines to the worldview of the world.

Keywords: legal education, legal literacy, legal awareness, legal culture, rule of law, legal competencies.

Introduction

In today's socio-cultural space, certain stereotypes have been formed regarding the positioning of legal knowledge in both the individual and social dimensions. Orientation in the legal intricacies often remained the prerogative of the professional legal segment. The general legal competence is limited to the awareness of rights and obligations concepts by a citizen or a subject of social activity. However, the realities of modern social life require new formats of legal knowledge:

- The pragmatism highlights the need for a person's versatility in professional, every day, and social life, which requires awareness of the legal aspects of life and activity;
- The dynamism requires a response to stimuli that need to be assessed in an almost instantaneous and objective legal manner;
- The pluralism and multiculturalism imply the need for a non-linear approach to the possession and operation of legal competencies and the need to apply them in various variations.

In order to understand the problem, it is worth highlighting the current terminology of the educational and legal dimension. Legal culture is a general paradigm that concentrates knowledge, skills, competences, ideas and perceptions of legal elements. Legal education forms the principles of mastering these components of legal culture and the tools that help to use legal aspects at the individual, social and civilizational levels.

Research Problem

The research problem was focused on the search for educational guidelines that will meet the

requirements of the times and will ensure high-quality training of both legal professionals and the formation of appropriate legal competencies of applicants for non-legal specialities. The multi-vector nature of educational and legal strategies made it impossible to build a coherent global paradigm of legal culture. On the one hand, this is due to the specifics of individual communities in terms of the positioning of law in society; on the other hand, the need to synchronise the principles of legal culture (not necessarily the normative elements of law).

Research Focus

The focus of the study was on the need to comply with the principle of continuity of legal knowledge and skills acquisition, which should contribute to the formation of a harmonious legal culture. The educational and legal paradigm faces many difficulties (like other areas of social activity) in disseminating and perceiving legal nuances by society and individuals. The absence of unified principles for the functioning of the educational and legal system at the global, national, and professional levels is a real problem for the cultural and legal environment.

Research Aim and Research Questions

The purpose of the article was to highlight the modern guidelines of legal education and their use in the context of functioning and development of the social paradigm of legal culture. The purpose of the article also was to update the educational and legal principles which determine the level of legal awareness, legal education of individuals and society.

The main research question of the study was to reorient the understanding of the concept of legal culture from the abstract to the substantive and practical dimension. The acquisition by the legal environment of a clear and understandable algorithm of acquisition in the educational process will significantly contribute to raising the overall level of legal awareness (both in the individual and social dimensions).

Research Methodology

General Background

The methodological basis of the study included general scientific methodological approaches. The method of analysis in its various manifestations (systemic, comparative) in the current study served as a paradigm where the legal culture was interpreted as a systemic phenomenon of social development. At the same time, the educational and legal elements were compared with other educational segments that have similar and distinctive features and characteristics.

To collect the data, an online survey of higher education students was conducted using the same type of generalised question on the demand for the principles of legal culture in the educational process. The obtained data were interpreted through a comparative analysis of previous surveys and studies.

Literature review

Cotterrell (2019) suggests that using the methodology of comparative jurisprudence in order to analyse the idea of legal culture is vital. In this article, a similar methodological approach allows distinguishing the differences between legal education and legal awareness.

Semiotic methodological elements (Bandura et al., 2022) help to identify the integration potential of law in relation to other areas of social activity that have synergistic interaction in the educational process.

Andrukhiv et al. (2023) emphasise the importance of systematising all components of the educational and legal process in order to develop sustainable and understandable principles of legal culture formation for both public use and personal needs.

The scientific and legal discourse on the problem of the prospects of legal culture in the educational space has been revived with the processes of globalisation. The beginning of the twenty-first century defined a synergistic model of legal culture, which determined the trends in scientific research on this issue. In the current study, legal culture in the educational space is interpreted in three key aspects that have been actively studied by scholars. The problem of legal awareness has been raised in the studies of Ma and Ma (2020) (sociopsychological aspect). More generalised ideas of an educational nature are expressed in the concept of legal literacy in the works of Grimes (2020), Hardie et al. (2020). The following aspects of legal education in the system of legal culture have been specified: emotional and volitional element (Jones, 2021), human-centred (Madhloom & Antonopoulos, 2022), public and communication (McFaul et al., 2020).

An analysis of scientific publications on the issue of legal education indicates the actualisation of educational and innovative elements (Kohn, 2020). Denvir (2020a) emphasises the ways to modernise the ways of acquiring legal competences using innovative technologies. Goldsworthy (2020) identifies the priority areas of an innovative educational environment.

Sample / Participants / Group

The study participants were structured into several clusters:

- representatives of professional legal education who formed the environment of legal culture, guided by legal knowledge and skills;
- stakeholders of legal culture, whose role was actualised with direct involvement in legal processes or phenomena;
- neutral representatives whose participation in the legal education process was potential and limited to legal awareness.

The article also used data from an online survey of non-law students on their vision of ways to transform educational programmes on legal culture. The survey has involved 102 representatives of non-legal educational institutions that were compactly located in a culturally similar environment and in a single professional educational space. This made it possible to analyse the attitude to legal culture in a particular educational environment.

Research Results

There is no single understanding of the concept of legal culture in the modern scientific discourse. Contradictions arise both in the general understanding of the limits of legal culture for society as a whole and for individuals in particular. Silbey (2018) interprets legal culture in two contexts: general legal phenomena and processes; specific legal systems (individual, national, cultural, and ideological). At the same time, Shevchuk (2023) proposes to differentiate between the concepts of “legal tradition” and “legal culture”, defining the universality and relevance of the latter term.

A special place in the understanding of legal culture is occupied with the national dimension of this concept. The current study analyses the peculiarities of legal culture formation in the education system and in other areas in the national context, in particular:

- the German educational and legal paradigm, which is traditionally characterised with an

impeccable logical and coherent system (Koch, 2023) and meticulous accuracy with attention to detail;

- the American educational and legal system, which is characterised with a skilful combination of institutionality and intellectuality (Wilson, 2023), which ensures its universality and pragmatism;
- the European Union's educational and legal cluster is interesting for its combination of many state, national, ethnic, and cultural legal elements (Leiss, 2023) in a unified legal dimension;
- the Eastern educational tradition on the example of India, which has faced the problem of correlation between strong fundamental traditional legal norms and the dynamic influence of innovations and globalised understanding of the law (Sudhan Ramaswamy, 2020);
- the Ukrainian educational and legal case, which is interesting for its predictability (Chernykh, 2023), stable state regulation and conservatism (Andrukhiv et al., 2023), the influence of foreign cultural destabilising factors (Popadych, 2023) and all the positive and negative manifestations of these processes;
- educational and legal elements in Norway as an example of the use of innovative elements (Sunde, 2023) in the classical legal educational process (the role of information, communication, and technological dimensions);
- international, intercultural educational, and legal reflections implemented by Chanock (2019) in the course of comparing the civilizational priorities of the global West, East, or South.

The formation of legal culture is a complex multi-level process that indicates the maturity of a society and the effectiveness of the educational, legal, moral, ethical, and cultural systems in that society. Legal culture requires the existence of ideological beliefs that are supported with a clear and structured regulatory and legal framework. Education is the area where both of these elements can be implemented. Worldview and ethical guidelines are formed in the cluster of educational activities, while legal norms are updated in the segment of legal knowledge and skills.

Legal education in the classical sense is divided into two segments: legal awareness and legal education. Legal awareness is part of the concept of civic education (Siregar & Kemala, 2023). Legal awareness has the potential to support the legal system as a whole (Yi & Li, 2022).

Among the principles of legal education that are necessary for sustainable educational development are structured, reasoned (Grimes, 2020), innovative (Vučić, 2023), critical, pragmatic, etc. A separate element worth emphasising is the systematic and balanced nature of legal education. Spencer (2022) insists on the harmfulness of an aggressive method of teaching the law and suggests using more sustainable educational principles.

To form legal culture, a scheme is used that includes several stages of legal culture formation through educational activity (see Fig. 1).

Figure 1

Educational Activity in Mastering the Elements of Legal Culture



Source: author's own development.

All of these elements of educational activity have their own internal characteristics and external guidelines for the coexistence of legal culture with other spheres of public life. It is important to understand the impact of external cultural factors on educational and legal practice.

When considering the concept of legal awareness, the key dimension is provided by the information and communication factor (Mamura & Bahronov, 2022). In this context, innovative educational elements become more relevant. Particularly, online learning becomes a popular and effective learning environment able to offer legal competencies (Kohn, 2020). The use of a simulation component, a virtual environment (Cho et al., 2021), or artificial intelligence (Denvir, 2020a) significantly expands the capabilities of the legal education process. On the other hand, Goldsworthy (2020) warns against excessive pressure from automation and technologisation of education.

Silva and Azevedo (2023) emphasise the role of the individual in the dissemination of legal education and the formation of legal culture. The willingness to interpret legal nuances in an individual and societal dimension is indicative of the universality of legal culture (Nizioł, 2022).

Legal education has traditionally been positioned in the social dimension. However, in today's world, there is a reorientation towards personal orientation of the educational and legal potential. People form their own level of legal training using the educational process. This means that legal education is undergoing a radical transformation. Whereas previously, the acquisition of legal knowledge and skills was binding, now legal competences are based on initiative. The dynamism of the present day, which implies the promptness of obtaining and the possibility of effective application of legal knowledge, skills or basic legal awareness, contributes to the revival of interest in legal culture.

In modern society, there is a powerful synergistic activity that implies the need (and to some extent even dependence) on legal awareness. Legal culture implies both passive education and the ability to actively use legal knowledge and skills. The educational strategies of the future are built in such a way that legal knowledge is integrated into the system of interdisciplinary multicultural competences of a person. Not only the process of acquiring legal skills, but also the ability to use them

in the future remains an urgent issue. This creates a sequence that ensures the formation of practice-oriented dimensions of legal culture through the acquisition of theoretical knowledge in the educational process.

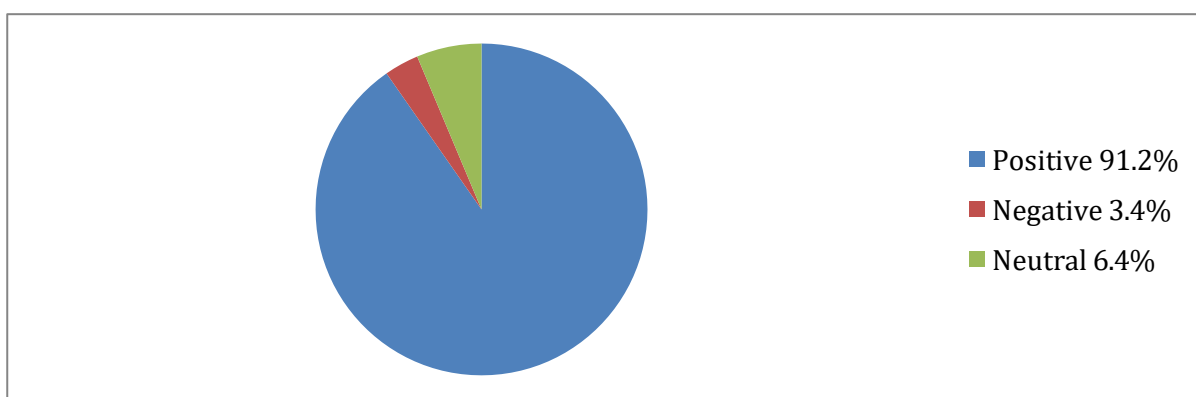
Pragmatism is a priority principle in the legal culture paradigm. The format according to which legal knowledge was formal in the educational environment (for representatives of non-legal specialties) and special legal education was eliminated from the general socio-cultural context has now lost its relevance precisely because of the inconsistency with the requirements of civilisation development.

Legal education is expressed in the activity of educational institutions that train legal professionals (Deo et al., 2019). Kimball et al. (2019) analysed the attitudes of future lawyers towards the principles of legal culture. The results indicated that lawyers are virtually unanimously interested in fostering the highest possible level of legal culture in the population, which, according to them, will facilitate their professional work in the future.

In the current study, future specialists in non-legal specialties were surveyed and asked one general question: if there was a need to update the principles of legal culture in educational programmes? (Fig. 2).

Figure 2

The Attitude of Students to the Inclusion of Legal Culture Principles in Educational Training Programmes



Source: author's own development.

The study, which was conducted in the form of an online survey, analysed the responses of 102 higher education students in 4 western regions of Ukraine (Chernivtsi, Ivano-Frankivsk, Ternopil, Khmelnytskyi). The respondents included future specialists in pedagogy, economics, engineering, and medicine.

Students' attitude towards the perception of legal skills is evidence of the actualisation of a wide range of socio-humanitarian competences. In modern society, it is difficult to find a field of activity that can be isolated from the socio-cultural development. The interconnectedness of human activity and cultural realities deepens every year. These realities create a greater need for a comprehensive educational dimension. Therefore, legal skills occupy an important place in the system of professional competences, regardless of the type of profession.

Legal education can become a theoretical, methodological and practical basis for the formation of legal culture. It is in the educational process that legal skills can be acquired not only in the theoretical sense, but also with the extrapolation of legal knowledge to the future specialisation of the student.

When comparing the results of previous studies on the relevance of legal culture with the current results, an undeniable trend towards the demand for the principles of legal culture in the educational process for all specialities (both legal and non-legal) is visible.

Discussion

The issue of the spheres of social activity priority which form the fundamental foundations and specific features of legal culture remains a controversial issue in the scientific and legal discourse. Awareness of normative and regulatory aspects in cultural and civilizational development has been ensured at different times by religion, state regulation, social contracts, etc.

Since the 70s of the twentieth century, the period of dominance of the intellectual component in legal culture has begun (Salojärvi, 2019). This led to the popularisation of legal education and an increase in its role in the paradigm of legal culture. The lion's share of knowledge, ideas, and understanding of law is acquired in the educational process. Therefore, education needs appropriate guidelines for the successful dissemination of law and its elements among the educational community. Ashurova (2021) notes that a socio-historical ecosystem of legal education and training is being created.

Legal culture has occupied a separate niche in the issue of public administration and publicity in general (Bosio et al., 2022). Wintersteiger et al. (2021) propose the use of the concept of public legal education (PLE), which will focus on the needs of society in a complex and dynamic development environment. At the same time, they emphasise the crucial role of state support in this process, particularly, financial support (McFaul et al., 2021). One of the elements of professional training for legal professionals is the principle of clinical legal education (CLE), which can be useful for non-legal professionals as well (Hardie et al., 2020).

The socio-cultural cataclysms of our time (pandemic, full-scale war in Europe) shape narratives of danger (Dias & Deluchey, 2020). Crisis phenomena in the educational and legal segment are integral elements of the modern socio-cultural environment (Saula, 2020). It is obvious that society, in response to such realities, will build strategies for a secure environment. Under such conditions, the issue of regulatory and legal support for a dynamic permanent public space becomes more relevant. It is worth noting here that the classical approach of the turn of the twentieth and twenty-first centuries, according to which education plays a dominant role in shaping legal culture, is gradually becoming irrelevant. Education provides an understanding of the legal field not only in a practice-oriented but also in a cultural and historical dimension (Ching & Maharg, 2020).

At the same time, the synergistic principles of legal culture formation in both the individual and social dimensions become more relevant. Education in the modern sense is not limited to the traditional learning process but can be manifested in a variety of formats and environments. The classical educational process is being replaced by short-term or spontaneous trainings, courses, and situational guidance that promote legal culture. If adding to these institutional innovation's transformations of a functional and organisational nature, we can see the emergence of a qualitatively new educational and legal space.

The increase in the environment where legal education segments are provided requires new tools that can help implement innovative efforts. In this context, the role and positioning of ICTs in the process of forming a holistic legal paradigm in society becomes apparent. Information, communication and technology are emerging as innovative mechanisms used to disseminate and perceive legal content. It is the content that changes the traditional format of legal information and semantic information. In connection with such changes, the issue of correlation of innovative formats with the principles of legal culture becomes more relevant.

Education is a clearly regulated area of public life. Therefore, there was no problem of legalising the educational and legal principles taught in the educational process. The situation with innovative sources of legal education was completely different. To avoid the risks associated with the danger of low-quality content, there was a threat of illegitimacy (or harmfulness) of legal content.

The modern pluralistic and multicultural world requires diversification of approaches to the formation of certain knowledge or ideas in individual or social consciousness. For example, legal norms provide for the actualisation of socio-political, socio-economic, cultural, and everyday processes that surround a person every moment. The use of the legal field in the modern civilised world is always active and online. Therefore, the traditional set of legal knowledge and skills that a person acquires during the educational process alone is not enough to ensure legal relevance in modern society.

Considering the concepts of legal education of the future, several options for its development in the socio-legal paradigm are identified:

- legal education is developing in the mode of “subversive activity” (Codling, 2022), when legal norms are studied not after the fact, but in the context of a strategy of anticipation and planning;
- rational-transformational approach (Jones, 2021), which defines the intellectual component as the driver of educational strategies in the legal segment;
- professionally-identified element (Hamilton, 2019), which clearly and unambiguously interprets legal norms in a permanent environment;
- synergistic interdisciplinary approach, according to which professional legal education is designed to train a multidisciplinary legal professional (Denvir, 2020b) and ensure that students of different levels and specialities acquire relevant legal flexibility skills;

The author suggests two main ways out of the situation when legal culture does not have a proper platform for its formation and dissemination among society:

- the use of interdisciplinary approaches within the educational and legal cluster;
- acquiring legal awareness through innovative dimensions of a non-classical educational nature.

The final stage of the study in terms of the legal education paradigm effectiveness is the purpose and goals of educational activities. Madhloom and Antonopoulos (2022) emphasise the adherence to the principles of social justice as key priorities of legal education. It is important to realise that the expected effect of legal education (Ma & Ma, 2020) (awareness and education in the context of the current study) will obviously be delayed, unlike legal education, which provides an immediate result. Traditionally, legal education has focused on the implementation of the human rights function (Syroid & Fomina, 2023). However, the dynamism of modern socio-cultural development requires a legal culture to be proactive, not only able to state but also to anticipate, warn, and prevent.

Competence in legal education should be correlated with ethics (Vlajković & Dabetić, 2023) because, without the moral factor, a set of normative and regulatory norms loses its mission in the worldview sense, which deprives legal education of existential meanings.

Legal culture is given several positions in the education system:

- motivational and stimulating dimension, according to which students of educational levels are interested in acquiring legal knowledge and competencies and initiate the inclusion of a cluster of

educational and legal disciplines in curricula or strategies;

- the programme-binding dimension, which characterises legal education as a compulsory discipline with clearly defined learning objectives and does not leave the student with a choice and opportunities to regulate educational and legal training;
- neutral-formal dimension, the features of which are declarative, quantitative and individually passive formation of the educational and legal environment, in which the subjects of the educational process do not understand the purpose of legal competences.

The task of the scientific and legal discourse is to reorient from the formal status of legal competences to their pragmatic and effective application in educational programmes. This approach will allow to continue the global process of developing legal culture and mobilise the educational system to achieve this goal.

The modern educational paradigm is a favourable environment for organising the educational process in the legal cluster of disciplines. For a long time, there has been a debate about the positioning of legal education in terms of disciplinary or methodological orientation. Usually, legal educational material is concentrated in a practice-oriented educational and legal context. However, the modern socio-cultural space, which is characterised with pluralism and multiculturalism, interprets legal skills not in isolation, but in the context of interdisciplinarity.

Legal skills become a component of general education soft skills, which provide for the universality and diversity of educational training. The peculiarity of legal knowledge in this context is its coherence with other skills of the socio-humanitarian cluster. In today's world, being educated does not imply possession (even perfect) of a set of separate (or separated from each other) knowledge, skills or abilities. Today's world requires versatility in terms of educational level. This means that legal competences are integrated into the general level of the student's professionalism.

The use of separate legal competences remains appropriate in legal practice. Indeed, legal competencies are a fundamental (and sometimes the only possible) element of use in the practical and subject matter dimension. Other knowledge and skills play an auxiliary or secondary role. A completely different positioning of legal competences is observed in the cluster of education for non-legal specialities. In these cases, legal skills can be actively applied as an active element (but one of them) and, as a rule, in interaction with other components of a problematic issue or situation.

Legal culture has one important feature, which is that the legal skills possessed by a person are mostly in a passive state and are rarely used by a person in everyday life. This leads to a certain substitution of attention and relevance of legal training. While economic, social and humanitarian, and psychological skills are practised virtually every day in various manifestations, the legal arsenal is mostly potential. This leads to the formation of stereotypes about legal culture, which include the awareness of the lack of alternatives and the importance of acquiring legal skills while understanding the minimal chances of using them. This is another factor that reorients legal skills to the general paradigm of socio-humanitarian training in the educational process. When legal knowledge plays a reinforcing role, arguing a problem in terms of legality and legitimacy, it is automatically included in the system of general humanities-oriented skills.

In modern education, the synergistic model is becoming increasingly popular and in demand. The actualisation of individual specialised skills is losing its importance, as in modern culture all processes, phenomena or events are closely interconnected and require a comprehensive assessment. This necessitates the use of a range of skills to address situations and problems. Legal skills alone are usually

not enough to justify one's position or defend one's rights. Therefore, a kind of symbiosis of competencies is formed, which are acquired by the student, which in the synergistic dimension appear as a universal solution to the most complex problems.

In general, legal education should not be based on permanent socio-cultural features but should be guided by the principles of the rule of law. Such an existential target vector will contribute to the universality and effectiveness of the human rights system. At the same time, the practice-oriented segment of legal education should not only be saturated with sustainable traditional educational strategies but also focus on the use of innovative socially relevant educational environments where legal training will meet the requirements and challenges of the time.

Conclusions and Implications

Thus, the principles of legal culture have good opportunities for formation in the context of the modern educational paradigm and are characterised by the following features:

- the reorientation of the legal culture positioning from the stereotypical understanding that “knowledge of law is the prerogative of lawyers” to a modern interpretation of legal education as a guarantee of involvement of everyone in legal education or legal upbringing;
- the interpretation of legal culture based on the legal traditions of national, state, religious, and professional aspects, while ensuring the autonomy of legal norms and rules from the influence of foreign cultural factors;
- the clear delineation and structuring of normative and regulatory and ideological and ethical components of law in the practical and educational process;
- the adherence to the stages of educational activity in mastering the elements of legal culture: legal awareness, legal education, legal education;
- the understanding the role and influence of innovative trends in the modern globalised world on the processes of acquiring legal competencies (informatisation, technologisation, digitalisation of the educational and legal space);
- the stating the need to incorporate the principles of legal culture into the legal educational paradigm (based on the unanimity or the overwhelming majority of the subjects of educational and legal activity): both for professional lawyers (according to the research of scientific and legal discourse) and for students of non-law specialities (based on the analysis of the results of the online survey conducted by the authors of the research);
- the need to develop unified principles of legal culture, which will be characterised with the principles of pragmatism, dynamism, reliability, universality, etc;
- the principle of the rule of law should become a fundamental element of educational and legal strategies, which will ensure an increase in the level of professional legal training and the level of legal culture in society as a whole.

Legal education is an important and popular component of the process of formation of legal culture at the individual and socio-civilizational levels. The study proposes an algorithm of educational and legal activity such as legal awareness, legal education, which helps to form an integral system of knowledge and ideas about legal aspects. A synergistic approach based on interdisciplinarity and multiculturalism ensures the acquisition of legal competences that will meet the requirements of the times.

Suggestions for Future Research

1. Legal culture should be formed from several independent (but potentially interrelated) sources with a certain priority of the educational and legal component (in the educational process, information content).
2. Educational strategies for the development of legal education should be based on the principles of pragmatism, interdisciplinarity and cultural diversity, which will ensure a diverse and multifunctional legal culture.
3. Synergistic approaches become the main methodological guideline in the formation of educational and legal strategies and practice-oriented programme components of education and science.
4. Legal education, legal awareness and legal literacy should be characterised by dynamism and the ability to adapt to the conditions of the socio-cultural environment.

The mentioned prospects for the development of the paradigm of legal culture in the educational segment form the priorities of scientific discourse on this issue. The traditional consideration of the legal education concept is gradually losing its relevance. The reasons for the change of research vectors are related to the transformation of the legal space and educational environment. The practical and methodological aspect begins to replace theoretical and ideological guidelines in the system of legal education (eventually, as in all spheres of social activity), guided by the priority of the pragmatic dimension.

Increasingly, the research of a scientific and legal nature takes an interdisciplinary context. Synergistic interaction as a global civilizational trend of our time actualises integration processes between clusters of social activity. Therefore, legal aspects are increasingly combined with social, economic, political, or cultural elements. Under such circumstances, research on legal education and legal culture will not focus exclusively on legal concepts in the future. When this issue is highlighted within the educational space, all pedagogical strategies will also focus on universal competencies (general or professional). In the short term, we can expect interdisciplinary research in which legal education will correlate and synchronise fundamental and flexible legal skills. At the same time, educational and legal competencies will have a unified nature.

Future research will focus on the content and format of legal education. Targeted elements of educational activity will concern not only the statement of legal aspects, but also their individual, social, or civilizational interpretation. The new legal meanings will not be exclusively filled with the legal system (as it used to be before) but will also be expressed in the educational sphere. The format of legal education will also change which will become the subject of scientific research. One of the prospects for legal education research will undoubtedly be a cluster of innovative educational elements in the acquisition of legal knowledge. The use of technological and digital potential is an important issue for the educational and legal space, as it is becoming a factor in the transformation of both of these areas of social activity, often using the same tools and algorithms. This allows us to better understand the ideological and mental meanings and practical manifestations of legal education and the paradigmatic dimensions of legal culture in general.

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