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Adolescents' legal socialization in extracurricular environment by art technologies

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Abstract

The objective of the article was to analyze the legal specialization of adolescents in an extracurricular environment through art technology. The published results highlight the theoretical and practical aspects of the problem of the legal socialization of adolescents, which takes place in an extracurricular environment. The methodology of the research was represented by the theoretical study of this problem in its aspects: philosophical, legal, pedagogical, sociological and psychological, as well as by the experimental work with a sample of (342 adolescents). It has been shown that for the legal socialization of adolescents in non-formal education centers it is necessary: the application of axiological ideas and concepts of legal education, philosophy, legal pedagogy of adolescents in education through art technologies; the organization of cognitive-communicative interaction and communication as a means of increasing the legal socialization of the; consideration of the age characteristics, perspective and value changes of adolescents growing up in society. It is concluded that the structure of the legal socialization of adolescents should be considered as a holistic system in which different dimensions interact.

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Keywords: legal socialization; adolescents; extracurricular environment; non-formal education institutions; art technologies.

Socialización legal de los adolescentes en un entorno extraescolar a través de la tecnología del arte

Resumen

El objetivo del artículo fue analizar la socialización legal de los adolescentes en un entorno extraescolar a través de la tecnología del arte. Los resultados publicados ponen de relieve los aspectos teóricos y prácticos del problema de la socialización legal de los adolescentes, que tiene lugar en un entorno extraescolar. La metodología de la investigación estuvo representada por el estudio teórico de este problema en sus aspectos: filosóficos, jurídicos, pedagógicos, sociológicos y psicológicos, así como por el trabajo experimental con una muestra de (342 adolescentes). Se ha demostrado que para la socialización jurídica de los adolescentes en los centros de educación extraescolar es necesario: la aplicación de ideas y conceptos axiológicos de la educación jurídica, la filosofía, la pedagogía jurídica de los adolescentes en la educación por medio de las tecnologías del arte; la organización de la interacción cognitivo-comunicativa y la comunicación como medio de aumentar la socialización jurídica de los; la consideración de las características de la edad, la perspectiva y los cambios de valores de los adolescentes que crecen en la sociedad. Se concluye que la estructura de la socialización legal de los adolescentes debe ser considerada como un sistema holístico en el que interactúan diferentes dimensiones.

Palabras clave: socialización jurídica; adolescentes; entorno extraescolar; instituciones de educación extraescolar; tecnologías del arte.

Introduction

Addressing the problem of adolescents' legal socialization should be comprehensive, our research work interest is the analysis and generalization of this process at theoretical and practical levels. The socio-economic and political crisis, that Ukraine finds itself needs new solutions that meet the requirements of the time. A modern teenager, who in the future must become a worthy citizen of its country, must be educated in legal issues, have a high level of legal education – an important component of human legal culture.

The question of the essence of individual legal socialization in most studies is revealed in the context of legal education, «legal behavior» (Burdonosova, 2011; Kolomiytsev, 2006; Costanzo and Krauss, 2018; Chapman and Hobbel, 2010; Orlova, 2008; Oleksenko, 2017), prevention of marginal behavior (Pisarev, 2010) and others. The purpose of the research work is to highlight the theoretical and practical aspects of the adolescents' legal socialization, which takes place in an out-of-school environment and with the help of art technology.

1. Methodology

The research work methodology consists of theoretical research of this problem in terms of philosophical, legal, pedagogical, sociological and psychological aspects, as well as experimental work (ascertaining, formative and control stages of the study). The study of the problem of adolescents' legal socialization in out-of-school education institutions was carried out in the period from 2018 to 2021 study year. There are 342 teenagers took part in the experimental work.

2. Situational diagnosis

2.1. Main developments and achievements of the period

In the legal socialization content, we see the presence of positive legal attitudes, which are expressed as readiness for legal action, active desire to deter other adolescents from delinquency, participation in maintaining law and order in the reference group, etc. (Costanzo, 2018).

The objective process of achieving a high level of their legal education.

In the study of legal socialization, we are impressed by the ideas of scientists (Jackson, 2020), name the three ways of studying the relationship, for example, between the police and citizens: the subjectivity of the justice perception; mechanisms linking legitimacy procedural justice; statistical methods for estimating causal mechanisms.

Scientists emphasize the importance of understanding the concept of justice, because most of our actions must be guided by a sense of justice (Jackson, 2020). It should be emphasized that socio-normative ideas of the individual consist of moral, residual and legal aspects of social reality. Our life in society takes place through identification, imitation and reflection (Uskova, 2020).

As a result of a survey, observation, analysis of scientific sources, we found that legal socialization consists of theoretical and practical components. In our opinion, the adolescents' legal socialization in the out-of-school environment covers the following system of knowledge, which form:

- 1) general knowledge of law and order (Stevens, 2018);
- 2) knowledge of the social environment (Basyouni, 2011);
- 3) knowledge of the individual.

The success of the system of knowledge on legal socialization in the out-of-school environment depends on the following provisions:

- The quality of legal attitudes for the legal activities' implementation by both representatives of out-of-school educational institutions and adolescents themselves (Levesque, 2019).
- The current state of adolescents in accordance with the actualization of legal knowledge, the desire to learn legal values, the desire and ability to protect them.
- In our opinion, there are certain peculiarities in the activities of out-of-school educational institutions and that is why, taking into account these provisions, we point out the principles included in the content of legal adolescents' education in out-of-school educational institutions:
- The principle of focusing on the legal values of society in relation to the adolescents' interests, needs, feelings and emotions in out-of-school education (Reardon, 2015).
- The principle of systematic, consistent legal education and compliance of educational influences with the level of adolescents' legal education.
- The principle of taking into account the positive attitudes in the adolescents' legal education, focus on lawful and law-abiding human behavior.
- The principle of autonomy of adolescents' choice in law enforcement activities in accordance with the available social experience in out-of-school education institutions.

The analysis of the references gives us the opportunity to emphasize that in the structure of adolescents' legal socialization, as components, the following stand out: cognitive, value-motivational, behavioral.

The essence of the presented components is manifested in their focus on the legal values of society, on improving the conditions that lead to law and order in society.

2.2. Limitations and outstanding conflicts

Nowadays it is recognized that one of the socialization effective means is art therapy. It both diagnoses the human condition, and treats, and brings that deep positive «Feeling of self», which is called «happiness», because it satisfies the most important fundamental human need – the need for self-actualization.

Working with art technologies variety is based on the belief in the creative basis of human, where the main goal is focused on harmonizing the personality development through the development of the ability of self-expression and self-knowledge. Art technologies allow get to know yourself and the world around you, develop creative opportunities, as well as establish relationships between people.

In different countries there are different models of art technology, initially it was only visual art: painting, graphics, photography, drawing and modeling. Modern art technologies have a much larger number of areas, such as bibliotherapy, Mascotherapy, fairytaletotherapy, origamitherapy, dramatherapy, musictherapy, colortherapy, sandtherapy, gametherapy, chewing circles and more.

In the context of our research work, we believe that art technology is able to perform educational, corrective, diagnostic and developmental functions. It should be noted the high effectiveness of art therapy when working with adolescents. The use of art techniques gives teenagers the opportunity to strengthen their memory, develop attention, thinking and decision-making skills. Art technologies are used in individual and group work, are especially relevant for various trainings.

One of the important issues in the diagnosis of adolescents' legal socialization is its proper measurement, concerning the disclosure of criteria, indicators and characteristics of levels. We take into account that legal socialization is a social phenomenon and is connected with the legal consciousness and legal culture that has developed in our country. But as a phenomenon, the legal socialization of adolescents can be measured taking into account the state of each defined structural components (cognitive, value-motivational, behavioral).

In our research work, we focus on the age of 11 to 15, which is characterized by the beginning of human growth in the legal culture of society, as adolescents move from childhood to adulthood.

3. Proposals, actions and experiences

Taking into account the theoretical aspect of the topic of our research work, we highlight the criteria of legal socialization of adolescents and, accordingly, their indicators:

cognitive criterion, in our opinion, should be revealed through the following indicators: theoretical knowledge of law, law and order in society, awareness of the importance of law and order for human life in society, in extracurricular social environments, the presence of figurative legal thinking according to age, recognition of various legal systems, different societies, predicting the consequences of legal and illegal behavior.

The next criterion is a *value-motivational criterion*, in which the indicators are understanding of legal values, recognition of one's own law-affirming activity as a value, motivation to serve a legal society, interest in the requirements of legal behavior aimed at maintaining law and order.

The third criterion is *behavioral criterion*, the indicators of which we have identified: the ability to distinguish between legal and illegal behavior, experience of legal behavior, participation in legal and legal activities of out-of-school educational institutions, movements, public organizations, self-control, ability to establish relationships with others legal system of society.

During the development of these criteria, indicators of legal education, we realized that very fast results for a high level cannot be expected, because the involvement of adolescents in the public association should be gradual, unobtrusive.

3.1 Selection of diagnostic tools

During the research work, we considered it expedient to develop diagnostic tools that comprehensively combine the listed ideas, provisions, these related to the process of legal socialization, the formation of legal behavior skills. Therefore, it is important to develop methodological tools with which we can measure the dynamics of adolescents' legal socialization, respectively, cognitive, value-motivational and behavioral areas.

We believed that for a more thorough analysis of the adolescents' legal socialization should take into account both qualitative and quantitative aspects, which is why we considered that the measurement of levels – should be carried out in accordance with the study of the desire to assert the ideals of law enforcement.

We noted adolescents' *high level* when they recorded the formation of deep knowledge about law and order in society, the legal education of the individual, responsibility for actions and illegal behavior, understanding

age of legal systems characteristics in different societies, recognition of different legal systems in different societies.

The *middle level* is characterized as follows: the adolescent has, but not fully, knowledge of law, law and order in society, the legal education of the individual, he does not always understand the importance of responsibility for actions and misconduct, does not always recognize the existence of different legal systems in different societies.

The *low level* of legal socialization is characterized: adolescents do not have knowledge about law, law and order in society, about legal education personality, they don't understand the importance of responsibility for actions and wrongdoing, and does not know about the different legal systems in different societies.

Such adolescents rarely think about predicting the consequences of legal and illegal behavior, but at the same time recognize the need for legal values. Adolescents with a low level of legal socialization are characterized by insufficient motivation to serve the legal community, at the bottom there is rarely interest in the requirements of legal behavior aimed at maintaining law and order with respect to human freedom, very rarely there are positive emotional states when discussing legal issues.

Thus, the main criteria we included cognitive, value-motivational, behavioral with appropriate indicators, that in the complex, the measured quality of each indicators are three levels of adolescents' legal socialization in out-of-school environment, which in our study is represented by out-of-school institutions – high, medium, low.

3.2. Structure and stages of the experiment

The study of the problem of legal socialization of adolescents in out-of-school education institutions was carried out in the period from 2018 to 2021. We conducted the experiment, taking into account its sequence, stages, system.

Thus, at the first stage, which took place from 2018 to 2019, we conducted questionnaires, surveys, testing (statement).

At the second stage (from 2019 to 2020) we introduced organizational and pedagogical conditions that provided an opportunity to change the levels of legal socialization of adolescents in out-of-school education (the formative experimental work).

At the third stage – 2020 – 2021 b – we conducted a control section of the experimental results, in which we agreed and compared the data obtained on the ascertaining and shaping experiment.

The purpose of our experiment was to test the effectiveness of organizational and pedagogical conditions of adolescents' legal socialization in out-of-school educational institutions, which are based on the use of art technologies.

Tasks of experimental research:

- Substantiation of organizational and pedagogical conditions of adolescents' legal socialization in out-of-school education institutions and verification of their effectiveness.
- Fixation of changes in the levels of adolescents' legal socialization at the beginning and after the experiment, development and implementation of organizational and pedagogical conditions of adolescents' legal socialization in out-of-school education institutions.

3.3. Statement of research work

At the first stage of the research experiment (2018–2019), we identified the purpose, objectives of the study, conducted a statement of the adolescents' legal socialization in out-of-school education and analyzed the results.

The tasks for the observational experiment were as follows:

- selection of experimental bases;
- development of questionnaires, testing, tasks that will identify the level of adolescents' legal socialization in out-of-school education;
- to generalize data on the current level of legal socialization of adolescents in out-of-school education institutions.

At this stage, we used questionnaires, testing, surveys, observations and so on. From the number of adolescents who attend extracurricular educational institutions in their free time, conducting human rights, legal education and legal education work, we chose the experimental and control groups for the experiment, where the experimental group was represented by 164 adolescents and the control group – 178 adolescents.

The peculiarity of the activities in out-of-school educational institutions is that the groups are united by certain interests in communication and not by age.

We conducted a statement experiment in 2018–2019 with adolescents who visited public organizations. These are, in particular, the CO «Large Families», «Tree», the charitable Organization «Agape Ukraine», Charitable Foundation, the Mariupol Charitable Foundation «Pilgrim», the CO «Parental Protection». We conducted diagnostics with adolescents

with the help of an author's questionnaire in Kyiv, Melitopol, Mariupol and Kherson (Ukraine).

Analysis of the data using the «continue the sentence»-method showed that adolescents cannot always clearly define what the legal system is in our country, and most of them could not tell what legal systems exist in different societies in general. Here are examples of more common answers to the question «Legal socialization of the individual is...»: «... respect for rights» (T.), «... ability to be responsible for their own actions» (O.), «... help in a difficult situation» (D.). We also measured such an indicator as understanding the age characteristics of legal systems in different societies, the recognition of different legal systems in different societies.

We will add that concerning this indicator we fix only external understanding (for example, answers of teenagers were such: «yes, in different societies react differently to human rights» (D.), «of course that in our society not so, as, for example, in other countries» (B.). Most students could not formulate their own answer, citing the fact that they were not interested in this question. In general, the systematization of data on the cognitive criterion is presented in Frame No.1.

Frame No.1-Cognitive criterion

(Statement data in the experimental and control groups, %) - 2018

Level	Experimental group	Control group
high	10	10.3
average	41.75	43.1
low	48.25	46.6
All	100	100

Source: authors development (2018).

An alarming fact is that a high level of legal education was recorded only in a small number of adolescents (yes, in the experimental group – 10%, in the control group – 10, 3%). The following data were recorded at a low level: experimental group – 48.25%, control group – 46.6%.

We measured the value-motivational criterion with indicators. It should be noted that more than half of the surveyed adolescents generally recognize the need for the existence of legal values and the need for their own law enforcement activities (in the experimental group – 42.5%, in the control group – 47.2%).

We diagnosed the presence of motivation to serve the legal society as an indicator of the value-motivational criterion through conversations with adolescents, observation of their emotional states. Given the results, we note that a certain proportion of adolescents have insufficient motivation to serve the legal community. Thus, there is a need to increase this indicator, because without the available motivation to serve the legal community there will be no success in the process of legal education and legal socialization of adolescents in out-of-school education.

Data on the value-motivation criterion are given in Frame No.2.

**Frame No.2-Statement data on the value-motivational criterion
(Experimental and control groups, %) – 2019.**

Level	Experimental group	Control group
high	10.6	11.1
average	45.2	42.5
low	44.2	46.4
All	100	100

Source: authors development (2019).

Thus, we see that most of the surveyed adolescents have a low level of value-motivational criterion.

Behavioral criterion was also subject to measurement.

We present the data on the third criterion of Frame No.3

**Frame No.3. - Statements on the behavioral criterion
(Experimental and control groups, %)**

Level	Experimental group	Control group
high	6	11
average	48	81
low	46	86
All	100	100

Source: authors development.

All indicators were summarized by us in a single table to summarize the indicators of the level of legal socialization. The data are contained in frame No.4.

Frame No.4-Source: authors development - 2019

Level	Experimental group	Control group
high	9.4	9.7
average	44.45	43.7
low	46.15	46.6
All	100	100

Source: authors development (2019).

Thus, the results of the ascertaining stage prove that according to the criteria and indicators the state of legal socialization of adolescents in out-of-school education institutions asexperimental and control groups are almost the same.

3.4. Steps for conducting a molding experiment

In the second stage (2019–2020), we studied the experience of public associations in the field of legal education and legal practices. At this stage, despite the study of scientific literature on law, philosophy, pedagogy, psychology, sociology, we conducted interviews with representatives of out-of-school educational institutions, the general scope of which was focused on human rights work. We also performed a molding experiment, analyzed the results.

The main tasks of the molding experiment:

- approbation of the content, forms and methods of legal socialization of adolescents in out-of-school education institutions and substantiation of its effectiveness;
- development and implementation of materials to improve the legal socialization of adolescents during communication in out-of-school education institutions;
- elaboration of materials, exercises, classes based on the use of art techniques for the development of legal thinking in adolescents, the formation of legal behavior, gaining legal experience.

We give a description of the molding experiment. Thus, the experimental work was carried out in the conditions of various out-of-school educational

institutions, the activity of which is based on the protection of human rights (CO «Large Families», «Tree», organization «Parental Protection» and so on) among adolescents who attend various leisure activities of educational nature.

At this stage, we have substantiated the organizational and pedagogical conditions of adolescents' legal socialization in out-of-school education, in particular, their effectiveness.

Note the organizational and pedagogical conditions in our research work:

1. application of axiological ideas and concepts of legal education philosophy, legal pedagogy in teenagers education by art technologies means;
2. organization of cognitive-communicative interaction and communication as a means of increasing the level of adolescents legal socialization in out-of-school education institutions by means of legal education training;
3. taking into account the age characteristics and worldview and value changes of adolescents who grow into the legal culture of society in the process of training work based on the use of art technologies.

The first organizational and pedagogical condition was implemented during the testing of the content, forms and methods of adolescents legal socialization.

For adolescents of the experimental group within the implementation of the first organizational and pedagogical conditions, we used the technology of working with plastic materials, aqua mosaic, technology of working with art-thread and more. Collage turned out to be one of the most interesting art technologies for teenagers. Collage is a very good way not only to change certain views and moods, but also an effective way to remember the information obtained.

Among the different ways of making collage, we suggested that teenagers create an individual thematic/focused collage. Work in this art technique involved the participants receiving an envelope with these sentences in the amount of 8 questions. With paper (A-1 size), scissors, glue, and a bunch of colored magazines, the teens had to mark sentences and add illustrations of how they understood the essence of these questions, which included:

1. Is it difficult for us? Is it possible to perform a good deed and get a positive experience?
2. What is the basis of a teenager's legal experience? and so on.

At the end of this exercise, we received quite different collages, teenagers were happy to demonstrate their work, actively discussing the content of the selected illustrations. In addition, in such a conversation we had the opportunity to ask additional questions and direct the thoughts of adolescents in accordance with the understanding of the legal aspects of personal development.

In the next exercise, we tried to explain to teenagers the essence of the concept of «legal values». Adolescents were especially interested in information about internal communications on the Internet in different countries, they were also interested in thinking about their own behavior in different cities and in different areas. In this context, it is appropriate to recall the possibility of using the Internet to broadcast educational materials (YouTube, Moodle, Zoom, etc.). Distance education technologies - distance education are convenient and effective (Ivzhenko, 2020). for the legal socialization of adolescents, we believe that remote technologies are the technologies of the future that need to be studied and mastered almost today.

An art technique such as blotting (a technique of drawing based on random splashes of ink) was used in conjunction with the conversation. Before each participant of our exercise there was a set of gouache paints, paper (A-4size), brushes and glasses with water. With a pencil, we suggested that teenagers conditionally divide the sheet into 4 parts. Next, for 20 seconds, participants had to randomly, at their own discretion, put blots in each part of the sheet. After that, we asked four questions as follows: we read the first question, and at this time the participants have to complete the full image in the first square, using the same blots.

We asked the following questions: «How would you be a passenger of the liner, and all its passengers suddenly found themselves on an unknown island, what rights would you enjoy? etc. Discussing with teenagers their thoughts on the answers to questions and impressions from working in the art technique, a positive mood was recorded, additional ideas for art work, as well as many other options for constructing questions for legal socialization. Regarding the most difficult moment in this exercise, the teenagers answered unequivocally: they didn't know where to start.

In order to implement the second and third organizational and pedagogical conditions, we have developed a legal education training "Rights and responsibilities: from the origins to the present", which is based on a meaningful component for adolescents' cognitive-communicative interaction and communication on legal issues in institutions extracurricular education.

To perform the next exercise «Masquerade» were prepared the following materials: colored paper, cardboard (3 sheets of A-4 size), scissors, glue,

punches, foil tape. The content of the exercise provided for the production of three masks by teenagers. It takes 10 minutes to make each mask. At the team's command, the participants had to prepare the first mask they wore in case they did not comply with certain legal norms. The second mask had to be made as one that teenagers had to try on in their lives at a time when any of their rights were violated. The mask should also have a name.

After working with the second mask – the same discussion continued in the group. The third mask was supposed to mean a legally conscious person, and it had to be made by combining the two previous masks and transforming them into a single, original one. The exercise ended with a discussion of the masks' name, teenagers were happy to tell life stories and situations in which such masks would be appropriate.

To test the effectiveness of organizational and pedagogical conditions of adolescents' legal socialization of n out-of-school education, we conducted a control section, in which both groups took part: control and experimental.

To conduct a re-cut to establish the level of legal socialization of adolescents, we used the same methods as during the ascertaining stage of the study (survey, testing, questionnaires, discussions, observations, tasks, participation in actions, flash mobs, presentations, etc.).

The generalization of the obtained data according to the set of indicators of the cognitive criterion is presented in Frame No. 5.

**Frame No.5-Measurement of cognitive criterion
(Comparison of the control slice with the data**

obtained at the statement stage of the experiment, %) - 2020

Level	Experimental group		Dynamics	Control group		Dynamics
	contr. stage	const slice		contr. stage	const slice	
high	10	24,6	+14,6	10	11,5	+1,5
average	41,75	56,62	+14,87	43,1	45,6	+2,5
low	48,25	18,87	-28,38	46,6	42,7	-3,9

Source: authors development (2020)

Thus, the positive dynamics of the participants of the experimental group in relation to the cognitive criterion was recorded.

The data of the control section were systematized, and, accordingly, the average value was derived, which recorded the dynamics of changes in the indicators of the value-motivational criterion. Data are presented in Frame No.6.

Frame No.6-Data on the measurement of value-motivational criteria

(Control slice, %) - 2020

Level	Experimental group		Dynamics	Control group		Dynamics
	contr. stage	const slice		contr. stage	const slice	
high	10,6	34	+23,4	11,1	12,8	+1,7
average	45,2	51	+5,8	42,5	47,9	+5,4
low	44,2	15	-29,5	46,4	39,3	-7,1

Source: authors development (2020).

Thus, we observe a positive trend in the participants of the experimental group in terms of value-motivational criterion.

Behavioral criteria were also diagnosed. We systematized and generalized the general data on the behavioral criterion in comparison with the conducted observational experiment. We have recorded a positive trend towards the formation of indicators of behavioral criteria. Changes took place in the experimental group (high level – 22.3%, medium level – 53.7%, low level – 24%). Adolescents in the control group recorded results that remained almost unchanged (high level – 11.34%, medium level – 48.08%, low level – 40.58%).

The obtained data are presented in the following Frame No.7.

Frame No.7-Generalized data on the measurement of behavioral criteria

**(Comparison of the control slice with the ascertaining stage, %)
- 2021**

Level	Experimental group		Dynamics	Control group		Dynamics
	contr. stage	const slice		contr. stage	const slice	
high	7,6	22,3	+14,7	7,8	11,34	+3,54
average	46,4	53,7	+7,3	45,4	48,08	+2,68
low	46	24	-22	46,8	40,58	-6,22

Source: authors development (2021).

To establish the general results of the formative experiment, during which the organizational and pedagogical conditions of legal socialization of adolescents were introduced, the data obtained by us according to all the defined criteria were summarized in a generalized table. Visually, the dynamics are presented in Frame No.8.

Frame No.8 -Generalized table on the dynamics of the levels of adolescents' legal socialization of (control section of the formative experiment) - 2021

Level	Experimental group		Dynamics	Control group		Dynamics
	contr. stage	const slice		contr. stage	const slice	
high	9,4	26,9	+17,5	9,7	11,9	+2,2
average	44,45	53,8	+9,35	43,7	47,2	+3,5
low	46,15	19,3	-26,85	46,6	40,9	-5,5

Source: authors development (2021)

3.5. Generalization of the molding experiment results

We found that according to the results of the formative experiment, the state of legal socialization in the participants of the control and experimental groups is different. It is significantly improved by adolescents of the

experimental group. To summarize the results obtained at the ascertaining stage of the study, we used K. Pearson's criterion χ^2 . To calculate, we used the formula:

$$\chi_{emp}^2 = N \cdot M \sum_{i=1}^4 \frac{\left(\frac{n_i}{N} - \frac{m_i}{M}\right)^2}{n_i + m_i} \quad (\text{Teorema Pirsona, 2021}).$$

In the control section of the experiment, we found the dynamics of the levels of legal socialization for each of the indicators, tested the hypothesis, summarized our results.

We provide an analysis of the results obtained by us at the end of the molding experiment of the control section.

Thus, with the help of control slice data, we tested the null hypothesis regarding the data on the distribution of participants in groups that are independent values.

To calculate χ_{emp}^2 , a table was compiled Frame No.9.

Frame No.9-Calculation for the calculation of χ_{emp}^2 on the control section of the molding experiment - 2021

The level adolescents' legal education	Empirical frequency ni	Theoretical frequency ni	$n_i - n_i'$	$(n_i - n_i')^2$	$(n_i - n_i')^2/n_i'$
High	26,9	11,9	15	225	18,9076
Average	53,8	47,2	6,6	43,56	0,9229
Low	19,3	40,9	-21,6	466,56	114073
All	100	100	-	-	31,23777934

Source: authors development (2021)

Thus, according to the calculations, the null hypothesis was rejected, and an alternative was accepted. We can note that the control and experimental groups have significantly different levels of legal socialization. At the ascertaining stage of the experiment, the data were the same, and after the introduction of organizational and pedagogical conditions of legal socialization, we saw positive changes in the participants of the experimental group.

We will provide qualitative results of the experimental group after the introduction of organizational and pedagogical conditions of legal socialization in out-of-school education institutions.

Thus, the results of the experiment proved the validity of the hypothesis that this area of adolescents' education will be more effective if it is carried out through the introduction of organizational and pedagogical conditions of legal socialization in the out-of-school environment.

Conclusion

The structure of adolescents' legal socialization in the out-of-school environment, which is considered as a holistic component system (cognitive, value-motivational, behavioral components) is substantiated. The cognitive component has the following meaning: the presence of knowledge about law, law and order in society, awareness of the importance of law and order for human life in society, in extracurricular social environments; manifests itself in the argumentation of legal thinking, respectively, adolescence and individual characteristics, recognition of different legal systems in different societies, predicting the consequences of legal and illegal behavior.

Value-motivational component combines legal values and motivation to serve society, moral, social needs also interest in the requirements of legal conduct, which is aimed at maintaining the rule of law, taking into account human freedom on both the personal and interpersonal, social and global dimensions. The behavioral component is related to legal activities, experience of legal behavior, actions in accordance with the existing legal system in society, which is expressed through self-control, self-preservation, justice, benevolence, consideration of other people's interests, cooperation with others and more.

It is proved that the essence of the presented components is manifested in their focus on the legal values of society, on improving the conditions that lead to law and order in society.

In the study, taking into account the component structure of adolescents' legal socialization of, the relevant criteria and indicators are specified, the levels of legal socialization of adolescents in out-of-school education institutions are characterized.

The study presents the developed organizational and pedagogical conditions of legal education of adolescents in out-of-school education, experimentally proved their effectiveness:

1. application of axiological ideas and concepts of philosophy of legal education, legal pedagogy in education of teenagers by means of art technologies;

2. organization of cognitive-communicative interaction and communication as a means of increasing the level of legal socialization of adolescents in out-of-school education institutions by means of legal education training;
3. taking into account the age characteristics and worldview and value changes of adolescents who grow into the legal culture of society in the process of training work based on the use of art technologies.

We believe that there is external (content, structure, processes of designing and constructing the process of legal socialization of adolescents in out-of-school education) and internal factors (personal traits of adolescents, their motivation, interests, desire to communicate, etc.). Taking these factors into account also contributed to the improvement of the educational process in out-of-school education institutions.

In the process of introducing factors into the organizational and pedagogical conditions, it was established how the levels of legal socialization of adolescents' change. We noted adolescents' high level, when they recorded the formation of deep knowledge about law, law and order in society, the legal education of the individual, responsibility for actions and illegal behavior, understanding of the age characteristics of legal systems in different societies, recognition of different legal systems in different societies.

The middle level is characterized as follows: the adolescent has, but not fully, knowledge of law, law and order in society, the individual legal education, they does not always understand the importance of responsibility for actions and misconduct, does not always recognize the existence of different legal systems in different societies.

Such a teenager does not always correctly predict the consequences of legal and illegal behavior, but at the same time recognizes the legal values. Such a teenager has a lack of motivation to serve the legal community, sometimes there is an interest in the requirements of legal behavior aimed at maintaining law and order with respect to human freedom, and when discussing legal issues sometimes there are positive emotional states.

The low level of legal socialization is characterized as follows: adolescents do not have knowledge of law, law and order in society, the legal upbringing of the individual, they does not understand the importance of responsibility for actions and illegal behavior, and does not know about different legal systems in different societies. Such adolescents rarely think about predicting the consequences of legal and illegal behavior, but at the same time recognize the need for legal values.

The research work does not definitively cover all aspects of the adolescents' legal socialization in the out-of-school environment. In

our opinion, further research is needed: substantiation of the system of adolescents' legal socialization in the national and international dimension, taking into account globalization, digitalization, acceleration of cultural exchanges; development of theoretical and methodological bases of multidimensionality of legal education and legal educational programs in work with teenagers; comparative analysis of legal education practices of out-of-school education institutions in foreign countries.

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