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Theoretical and applied aspects of understanding the concept “legal orientation” in legal science

Vira Kachur*

PhD in Law, Associate Professor
National University of Life and Environmental Sciences of Ukraine
03041, 15 Heroiv Oborony Str., Kyiv, Ukraine
<https://orcid.org/0000-0002-4372-491X>

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Abstract

The study of theoretical and applied aspects of understanding the concept “legal orientation” in legal science is relevant, of practical interest and requires scientific consideration. Globalization generates radical changes that can lead to both further evolution of humanity and adverse consequences. The search for joint survival and development programs depends on the legal culture that determines the legal orientations of social actors. The purpose of this paper was to figure out the theoretical and applied aspects of understanding the concept “legal orientation” in legal science. This study is based on an interdisciplinary approach and considers the knowledge of various sciences about human behaviour. General scientific and special scientific methods of cognition of social phenomena and processes were used to conduct the study. Among general scientific methods, methods of logical-semantic and terminological analysis, anthropological, system-structural, causal-functional, data analysis, praxeological, and content analysis were used. Experimental methods of observation, conversations, surveys, and questionnaires were used to obtain empirical data. The presented results of the theoretical and applied study of the concept “legal orientation” in legal science allowed figuring out at least four meanings of its use, showed its inextricable connection with the concept “value orientations” – a dynamic system that regulates social behaviour and human activity, and therefore requires constant diagnostics. Based on the diagnosis of the value orientations of the student youth of the National University of Life and Environmental Sciences of Ukraine, methodical recommendations were developed to form the system of value orientations of a young individual who obtains higher education, which will be consonant with the system of value orientations of Ukraine. The results of this study will be useful for researchers investigating the axiological and praxeological components of human activity in various spheres of social life; for state and public institutions related to the implementation of strategies for the development of civil society and the rule of law, for teachers and lecturers in the education and upbringing of future citizens of Ukraine, as well as for all stakeholders

Keywords: culture, legal activity, legal culture, legal education, value orientations

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*Corresponding author

Introduction

Presently, changes in various spheres of human life occur at breakneck speed. It is one thing when they testify to positive changes in human development – the introduction of new technologies (nanotechnology, IT technologies, artificial intelligence, breakthroughs in medicine, education, etc.), which not only facilitated the physical and intellectual life of a human, but also changed approaches to understanding human existence. Another thing is when globalization generates adverse consequences for humanity and the environment in which it lives. Hence humankind's search for programs of joint survival and development. But regardless of what any such program is called and what it professes, the consolidating force is culture in all its forms. One of them is the legal culture, which ensures the life of various social actors in the sphere of law. In turn, the level of legal culture of each social subject directly depends on those legal orientations that form the basis of its life activities and acquire a corresponding nature (economic and value orientations, political and value orientations, value and legal orientations, value and religious orientations, etc.). Therefore, the study of theoretical and applied aspects of understanding the concept “legal orientation” in legal science is relevant, of practical interest, and requires scientific consideration.

The review of the scientific studies proved that the term “orientation” is widely used both in natural sciences (mathematics, physics, biology, etc.) and social sciences (sociology, economics, political science, psychology, law, etc.) in a wide variety of contexts and meanings. Specifically, in medicine – “value orientations” (Heim *et al.*, 2019), “political orientations” (Kannan & Veazie, 2018); psychology – “value orientations” (Braithwaite, 1998; de Groot & Steg, 2010), “political orientations” (Lassetter & Neel, 2019; Pazhoohi & Kingstone, 2021; Verkuyten *et al.*, 2022); in sociology – “social orientations” (Manfredo *et al.*, 2021), “social-value orientations” (Chirumbolo *et al.*, 2016), “social-value orientation theory” (Lewis & Willer, 2017); in economy – “socially oriented economy” (Moskvina, 2019); in ecology – “political orientations” (Trémolière & Djeriouat, 2021); in pedagogy – “professional orientation” (Ihnatovych *et al.*, 2014) and “value orientations” (Ennis, 1992); in cultural studies – “cultural-value orientations” (Schwartz, 2006; Verboord & Kristensen, 2021), “value orientations” (Schwartz, 2014), “value-orientational approach” (Watkins & Gnoth, 2011); in public administration – “professional orientation” (Orlovska, 2021), etc. Therewith, each of these word constructions has its meaning, which can be understood only from the context of the scientific material read.

A somewhat comparable situation is observed in the educational literature on the theory of the state and law, in which orientation is usually used in the constructions “orientational function of law” (Krestovska & Matvieieva, 2019; Rabinovych, 2021), “state of

social-democratic orientation” and “law of social-democratic orientation” (Rabinovych, 2021), “orienting form of implementation of law functions” and “legal orientation” (Kachur, 2014). As for monographs, scientific articles and reports from the legal direction, “value orientations” (Hryshchuk, 2020), “social-value orientations” (Hollander-Blumoff, 2017) and “value-legal orientations” (Ivanova, 2017) are popular here.

The question arises, what phenomena and processes in the field of legal science should be denoted using the concept “legal orientation”? Given the denotation of the word “orientation”, it is unlikely that any of the researchers will be able to cope with such a task. Notwithstanding, this paper attempts to characterize several meanings of its use in legal science.

The purpose of this paper was to analyse theoretical approaches to understanding the concept “legal orientation” in legal science, as well as applied aspects of its use. To fulfil this purpose, the study was conducted in three stages, each of which corresponded to a separate task. The first stage clarified scientific and theoretical approaches to understanding the concept “legal orientation”, the second stage demonstrated applied aspects of its use according to the meanings in which this concept is used, while the third stage offered recommendations to form a system of value orientations of an individual who acquires a higher education.

Materials and methods

Considering the purpose and objectives set, general scientific and special scientific methods of cognition of social phenomena and processes were used to conduct this study. Among general scientific methods, methods of logical-semantic and terminological analysis, anthropological, system-structural, causal-functional, interdisciplinary approach, data analysis, praxeological, and content analysis were applied.

The logical-semantic method was used to estimate the importance of the submitted information based on certain criteria. The method of terminological analysis covered the concept of “value orientations”, as well as its place in the terminology of legal science and showed the existence of relationships between it and other categories (“social behaviour”, “life position”, “culture”, “value”, etc.).

To figure out value orientations, an interdisciplinary approach was used because human life takes place on three levels: biological, spiritual, and social, and therefore the coverage of the role of value orientations in the regulation of human social behaviour required the involvement of knowledge from other sciences – philosophy, sociology, psychology, pedagogy, etc.

The application of the anthropological method to the investigation of the role of value orientations in regulating human social behaviour became useful for understanding them as a social phenomenon determined

by human nature, while the method of analysing sociological data based on the results of a sample survey allowed identifying the principal value orientations and values among the surveyed higher education students.

The system-structural method was used to show the place of value orientations in the "person – social reality" system. The causal-functional method determined the role of value orientations in the regulation of human social behaviour.

Thanks to the application of the method of content analysis of scientific sources, it was possible to form a holistic view of the study of the role of value orientations in legal science and to obtain data for finding effective ways to solve the existing issues.

To obtain empirical data, observation and interview methods were used, a survey based on S. Bubnova's (2002) method "Diagnostics of the real structure of the value orientations of an individual" and a survey to determine the three values that are key for the respondents at the time of survey. Value orientations of higher education seekers were diagnosed at the National University of Life and Environmental Sciences of Ukraine among 1st-year students of the Faculty of Law (2021 and 2022 admission year), 4th-year students of the Forestry Faculty majoring in "Forestry" and 1st-year masters of the Law Faculty (2020 and 2021 admission year).

1. 44 students of the 1st year of the Faculty of Law, admitted in 2022, took a survey using the method "Diagnostics of the true structure of the value orientations of the individual" by S. Bubnova (October 4, 2022). There were 28 girls and 16 boys among the subjects.

2. 64 undergraduates of the 1st year of the Faculty of Law, admitted in 2021, took a survey to determine the three values that were decisive for them at the time of their interview – November 2021. No gender differentiation was made, as the study was performed anonymously during practical online classes using the Jamboard interactive whiteboard.

3. 4th-year undergraduates of the Forestry Faculty, majoring in "Forestry", in the number of 11 people, took a survey to determine the three values that were decisive for them at the time of their interview – September 2022. No gender differentiation was made, as the study was performed anonymously during practical online classes using the Jamboard interactive whiteboard.

4. Master's students of the 1st year of study of the Faculty of Law in the year of admission in 2020 (of which 5 full-time students, 5 part-time students) and in 2021 (of which 4 full-time students, 12 part-time students) passed a survey to determine the three values that were decisive for them at the time of their interview – November 2020 and April 2022, respectively. No gender differentiation was made, as the study was performed anonymously during practical online classes using the Jamboard interactive whiteboard.

5. Group samples consisted of 8 groups (including 3 groups of 1st year students of the Faculty of Law (2021

admission year), 1 group of students of the 4th year of the Faculty of Forestry majoring in "Forestry", 2 groups of masters in the 1st year of study at the Faculty of Law (2020 admission year) and 2 groups of masters 1 year of study at the Faculty of Law, (2021 admission year)). No gender differentiation was made, as the study was performed anonymously during practical online classes using the Jamboard interactive whiteboard.

6. A group sample of 9 subgroups formed from 3 groups of students of the 1st year of the Faculty of Law (2021 admission year). No gender differentiation was made, as the study was performed anonymously during practical online classes using the Jamboard interactive whiteboard.

These surveys were conducted on the principles of voluntariness, anonymity, respect for the rights of the participants, respect for their honour and dignity, inadmissibility of any manifestations of discrimination, considering age specifics, etc.

Results and discussion

Scientific and theoretical approaches to understanding the concept "legal orientation" in legal science

Legal orientation belongs to those legal concepts that will never have a single approach to understanding their essence. This is conditioned not only upon the denotation of the word "orientation", as discussed above, but also upon the fact that the concept "law", which it includes, is also ambiguous.

The lack of a definition of the concept of orientation in philosophy and other sciences forces to refer to the lexical meaning that this word has in the Ukrainian language. The explanatory dictionary of the Ukrainian language gives three main meanings of the word "orientation": 1) the act of orienting, determining one's location in space or the direction of one's movement, the ability to determine one's location in space or the direction of one's movement; 2) the ability to understand some circumstances, the surrounding environment and 3) the direction of opinions, activities depending on particular conditions; counting on smb., smth. in the activity (Bilodid *et al.*, 1974).

The first meaning best suits the coverage of I. Pavlov's reflexive approach in understanding orientation as one of the unconditional reflexes of a human – orienting, aimed at self-preservation of their life. At the same time, nothing prevents a person from navigating law or legal matter in general. What this orientation will be based on depends on how the information form of implementation of the functions of law will be provided – to inform participants in public life about the legal requirements contained in legal regulations of a regulatory or individual nature. How such informing will be carried out is already the subject of another scientific study. The most common ones are as follows: the use of media in printed form (press, handbooks, dictionaries, educational or scientific literature),

technological means (radio or television) or in the digital space (Internet, social networks, blogging), individual consultations as household and professional level, etc. Such legal information is the basis of the presumption of knowledge of the law or the legal axiom “ignorance of the law does not exempt from responsibility”.

As for the other two meanings, they reflect the humanistic psychoanalysis of E. Fromm, where orientation is a specific mental (psychological) structure that allows a person to understand legal material and directs a person’s behaviour and activity in society and certifies their inclusion in the socio-cultural space. Therefore, when it comes to the legal field in which the life of members of public life flows and their activities are carried out, it is precisely the socio-cultural legal space that is based on the teachings of E. Fromm.

The socio-cultural space acts as the environment where a person lives their life, and its defining feature is culture. Being a socio-historical phenomenon, it reflects the inner world of a person and their life activity through its forms and categories. Culture refers to a specific way of organizing and developing human life in particular historical conditions, which determines the social orientation and life position of participants in public life and manifests itself in values (Kachur, 2019).

The place of a person in this space is associated with their social orientation, which most fully reflects their attitude towards various processes in all spheres of public life, and is characterized by the following principal properties: 1) it reflects a person’s attitude towards society, their awareness of their place in it, to involvement in the processes of social and economic development of society; 2) it is one of the aspects of comprehensive personal development; 3) it is a person’s choice of their place in life, which is fully realized by them and characterized by an appropriate attitude towards it; 4) the criteria for its formation depend on the guidelines, as they will be the starting point and determine the basis of social orientation; 5) it is focused on obtaining a certain social status, which will reveal options for the future activity of a participant in public life; 6) it directly depends on the social environment where its carrier lives, and which will become the principal determinant of the perception of social reality; 7) its basis will be social activity, which is the driving force of all participants in social life, which ensures their interaction with the environment throughout their lives to meet personal, group, and social needs.

As for the legal sphere that influences, regulates, and ensures the life of a person and their social formations, it can be argued that the social orientation of a participant in public life will acquire specific features and receive a new status – the status of legal orientation.

Returning to the teachings of E. Fromm regarding orientation, it can be assumed that a participant in social life a) understands legal reality, knows how to

understand the legal processes that take place in society, and also 2) based on their legal knowledge, can direct their behaviour and activities according to their legal guidelines. It is these two aspects of the understanding of legal orientation that best characterize the orientational form of implementation of legal functions.

Understanding of legal reality and the ability to understand legal processes occurring in society depend not only on the legal awareness of the individual, but on the level of their cognitive sphere, when a participant in public life has enough legal knowledge. And this can only be achieved through legal training, legal self-development, and legal self-education.

As for the second aspect, it characterizes the legal activity of a person as the conscious willingness of the subject of law to commit legal acts (action or inaction) to obtain a legal result determined by the principles of law and prescriptions of legal norms. Therewith, the principles of law and prescriptions of legal norms will act precisely as those legal guidelines that will determine the legal intentions of the subjects of law. This gives reason to associate these two aspects of understanding legal orientation with the concept “legal culture”.

However, legal science holds another context of understanding legal orientation as the activity of certain subjects, aimed at developing the legal attitudes of a person for the implementation of lawful behaviour. In this sense, legal orientation is associated with such legal concepts as “legal upbringing” and “legal education”.

But in any aspect of the understanding of legal orientation in legal science, it will be inextricably linked with such a concept as “value orientations”. In the context of the present study, they mean the attitude of the individual towards various processes in all spheres of public life, which guides their social behaviour and activities according to the system of their values. As for values, at one time the author defined them as certain phenomena of the objective world (material or spiritual) that are important for the subject when making life choices (Kachur, 2020).

Value orientations as determinants of social behaviour and human activity are a dynamic system, and therefore require constant diagnostics.

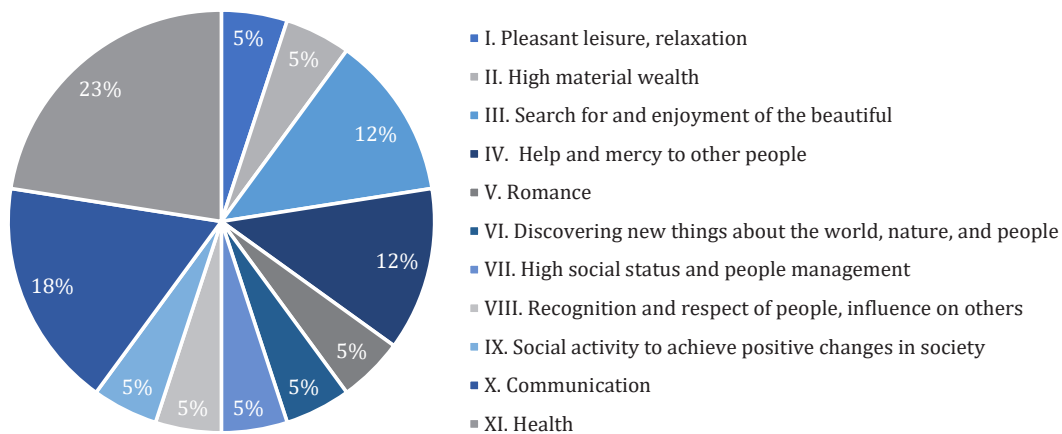
Applied aspects of understanding the concept “legal orientation”

For the experimental study of human value orientations, 44 students of the 1st year of the Faculty of Law (28 girls and 16 boys) were involved (2022 admission year), who agreed to take a survey according to S. Bubnova’s (2002) method “Diagnostics of the true structure of personality value orientations”.

The results obtained for all the above-mentioned groups were summarized and illustrated considering the average indicators of the significance of value orientations, which is reflected in Table 1 and Figure 1.

Table 1. Results of diagnostics of value orientations of 1st-year students of the Faculty of Law of NULES of Ukraine according to S. Bubnova's method

Value orientation	Number of respondents	Significance of value, %
I. Pleasant leisure, relaxation	44	2%
II. High material wealth	44	2%
III. Search for and enjoyment of the beautiful	44	5%
IV. Help and mercy to other people	44	5%
V. Romance	44	2%
VI. Discovering new things about the world, nature, and people	44	2%
VII. High social status and people management	44	2%
VIII. Recognition and respect of people, influence on others	44	2%
IX. Social activity to achieve positive changes in society	44	2%
X. Communication	44	7%
XI. Health	44	9%

**Figure 1.** Diagnostics of value orientations of 1st-year students of the Faculty of Law of NULES of Ukraine according to S. Bubnova's method

As the results showed, for students of the 1st year of the Faculty of Law, yesterday's schoolchildren, the most significant value for orientation is health (9%). This orientation is explained by the fact that for the third year now, Ukrainian society has been living in quarantine restrictions and is under the information overflow about COVID-19. Therefore, attention to personal health is natural. The second position was taken by "communication" (7%) because the generation that spent a considerable part of its time in online meetings needs live communication. Such value orientations as "the search for and enjoyment of the beautiful" (5%) and "help and mercy to other people" (5%) are positively reassuring. This shows that, despite martial law, young people are drawn to the beautiful and show empathy for others.

As for the indicator of 2% for other value orientations, they are also natural for this age. However, the indicator "social activity to achieve positive changes in society" requires special attention from civil society

institutions, as it indicates a low "civic position" of these young people. After one or two years, they will become of age and receive active voting rights, and therefore will take an active part in the formation of representative bodies of state power and referendums.

As for the indicators "discovering new things about the world, nature, and people" and "recognition and respect of people, influence on others", they also require close attention from the higher educational institutions. The recommended educational and organizational measures to improve the work towards forming these value orientations will be discussed in the next subsection.

Equally interesting is the comparison of value orientations separately for boys and girls, the results of which are presented in Table 2. Notably, out of 44 people who took part in the survey, 28 girls and 16 boys took part. Such trends in gender distribution have persisted in the faculty for a long time. Still, let us analyse their value orientations.

Table 2. Diagnostics of value orientations of 1st-year students of the Faculty of Law of NULES of Ukraine according to the S. Bubnova's method on gender basis

Value orientations	Total boys	Boys, %	Total girls	Girls, %
I. Pleasant leisure, relaxation	16	25%	28	4%
II. High material wealth	16	31%	28	4%
III. Search for and enjoyment of the beautiful	16	6%	28	4%
IV. Help and mercy to other people	16	6%	28	4%
V. Romance	16	6%	28	4%
VI. Discovering new things about the world, nature, and people	16	6%	28	11%
VII. High social status and people management	16	6%	28	4%
VIII. Recognition and respect of people, influence on others	16	6%	28	4%
IX. Social activity to achieve positive changes in society	16	6%	28	4%
X. Communication	16	13%	28	4%
XI. Health	16	25%	28	7%

For girls, all value orientations, except for “discovering new things in the world, nature, people” (11%) and “health” (7%), are equivalent and account for 4% each. Such indicators confirm the restraint inherent in young Ukrainian girls. However, their increased interest in cognition may change this picture of preferences in the near future.

As for boys, their defining value orientations were “high material wealth” (31%), “pleasant leisure, recreation” (25%), “health” (25%) and “communication” (13%). All other value orientations are equivalent and account for 6% each. As for the preferences of Ukrainian young men, such indicators are also natural for Ukrainian society and are determined by well-established social stereotypes.

The results of finding out the hierarchy of values of students of I (bachelor's) and II (master's) levels of higher education, which was conducted through a survey at a practical session, where students were asked to identify the three values that lead the hierarchy of their value system, became fascinating. Note that (a) no list of values was provided, but it was explained that these are certain material or spiritual goods significant for them at the time of the task, (b) ranking by gender

was not carried out because the study was done anonymously in an online format using Jamboard, (c) group values were distinguished for 8 groups and 9 small sub-groups (3 groups of the 1st year of the Law Faculty of 2021 admission year).

In total, students named 100 individual values. However, they were not grouped by similarity, since the survey was anonymous and conversations were not conducted to find out the true meaning of these value concepts. Therefore, only 15 of them were used for analysis, which the subjects most often mentioned (Table 3). Furthermore, they are grouped by age – subjects under 20 years of age (1st-year full-time students) and those over 20 years of age (1st-year masters and 4th-year part-time students). Admittedly, this criterion is very conditional, since they did not specify their age. But in the first year, people between the ages of 16 and 20 usually study. As for the 4th year of part-time education, these were post-college students enrolled in bachelor's programs or practical workers. As for masters, they all have at least 4 years of bachelor's degree behind them. It was these considerations that gave grounds to classify them as respondents who were over 20 years old.

Table 3. Results of a survey to clarify the hierarchy of values of applicants of I (bachelor's) and II (master's) levels of higher education of NULES of Ukraine

Value	Total	Total, %	Under 18 years old	Under 18 years old, %	Over 20 years old	Over 20 years old, %
Number of respondents	101		64		37	
Family	40	39.6%	25	39.06%	15	40.54%
Honesty	17	16.83%	15	23.44%	2	5.41%
Health	15	14.85%	5	7.81%	10	27.03%
Freedom	15	14.85%	10	15.63%	5	13.51%
Self-development	14	13.86%	9	14.06%	5	13.51%
Justice	13	12.87%	10	15.63%	3	8.11%

Table 3, Continued

Value	Total	Total, %	Under 18 years old	Under 18 years old, %	Over 20 years old	Over 20 years old, %
Friendship	12	11.88%	10	15.63%	2	5.41%
Self-fulfilment	8	7.92%	6	9.38%	2	5.41%
Optimism	8	7.92%	6	9.38%	2	5.41%
Romance	7	6.93%	4	6.25%	3	8.11%
Responsibility	6	5.94%	5	7.81%	1	2.7%
Personal hobbies	5	4.95%	3	4.69%	2	5.41%
Kindness	5	4.95%	5	7.81%	0	0.0%
Understanding	4	3.96%	4	6.25%	0	0.0%
Stability and security	3	2.97%	2	3.13%	1	2.7%

All respondents (101 people) gave the first place to the value of "family" (39.6%), the second place – "honesty" (16.83%), the third place – "health" (14.85%) and "freedom" (14.85%).

As presented in Table 3, only the indicator "family" remained in priority 1 place both among respondents in the category under 20 years old (39.06%) and in the category of those over 20 years old (40.54%). Students under 20 gave the second place to "honesty" (23.44%), while those over 20 – to "health" (27.03%). Among students under 20, the third place was shared by such values as "freedom" (15.63%), "justice" (15.63%), "friendship" (15.63%). As for students who are over 20 years

old, the third place was given to "freedom" (13.51%) and "self-development" (13.51%).

Notably, applicants for higher education who are over 20 years old did not share the preferences of those under 20 years old. Such values as "kindness" (0%) and "understanding" (0%) were not included in the list of their values, while students under the age of 20 confirmed their presence in their hierarchy – "kindness" (5%) and "understanding" (4%). It was no less interesting to analyse the qualitative changes in the preferences of applicants of I (bachelor's) and II (master's) levels of higher education of NULES of Ukraine by the years when such a survey was conducted (Table 4).

Table 4. Distribution of the values of the applicants of I (bachelor's) and II (master's) levels of higher education of NULES of Ukraine by years

Value	2020	%	2021	%	2022	%
Number of respondents	10		64		27	
Family	2	20%	25	39.06%	13	48.15%
Honesty	0	0.0%	15	23.44%	2	7.41%
Health	2	20%	5	7.81%	8	29.63%
Freedom	0	0.0%	10	15.63%	5	18.52%
Self-development	0	0.0%	9	14.06%	5	18.52%
Justice	1	10%	10	15.63%	2	7.41%
Friendship	0	0.0%	10	15.63%	2	7.41%
Self-fulfilment	0	0.0%	6	9.38%	2	7.41%
Optimism	0	0.0%	6	9.38%	2	7.41%
Romance	1	10%	4	6.25%	2	7.41%
Responsibility	0	0.0%	5	7.81%	1	3.7%
Personal hobbies	0	0.0%	3	4.69%	2	7.41%
Kindness	0	0.0%	5	7.81%	0	0.0%
Understanding	0	0.0%	4	6.25%	0	0.0%
Stability and security	1	10%	2	3.13%	0	0.0%

This cross-section by year was conditioned upon the challenges that the respondents faced. Therefore, understanding the hierarchy of their personal values in

such critical years is also important. It should be recalled that the respondents of 2020 were affected by such a challenge as COVID-19 and the self-isolation

regime, the respondents of 2021 were affected only by quarantine restrictions, and the respondents of 2022 were affected by wartime.

According to the results, the respondents gave the same first place to the values "Family," – 20% (2020), 39.06% (2021), 48.15% (2022). Values such as "justice" (10%), "romance" (10%), "stability, security" (10%) ranked second among respondents in 2020. Among the top 15 values, all others stayed unpopular (0%).

For respondents in 2021, "honesty" was in second place (23.44%), and for respondents in 2022 – "health" (29.63%). As for the third place, for the respondents in 2021 it was taken by "freedom" (15.63%), "justice"

(15.63%), "friendship" (15.63%), and for 2022 – "freedom" (18.52%) and "self-development" (18.52%).

A comparative analysis of respondents by speciality is also informatively useful (Table 5). And not only because the profession of a lawyer is included in the professional group "man – man", and forestry – "man – nature". Such an analysis allows the state to determine the value preferences and, therefore, the potential value orientations of its people and, accordingly, sets the guidelines for future national strategies and programs for the development of civil society and the rule of law within the framework of the Sustainable Development Goals.

Table 5. Distribution of values of applicants of I (bachelor's) and II (master's) levels of higher education of NULES of Ukraine by speciality and age

Value	Total	Total, %	Total lawyers	Total lawyers, %	Total non-lawyers	Total non-lawyers, %	Total lawyers over 20 years old	Total lawyers over 20 years old, %	Total non-lawyers over 20 years old	Total non-lawyers over 20 years old, %
Number of respondents	101		90		11		26		11	
Family	40	39.6%	33	36.67%	7	63.64%	8	30.77%	7	63.64%
Honesty	17	16.83%	17	18.89%	0	0.0%	2	7.69%	0	0.0%
Health	15	14.85%	12	13.33%	3	27.27%	7	26.92%	3	27.27%
Freedom	15	14.85%	13	14.44%	2	18.18%	3	11.54%	2	18.18%
Self-development	14	13.86%	13	14.44%	1	9.09%	4	15.38%	1	9.09%
Justice	13	12.87%	13	14.44%	0	0.0%	3	11.54%	0	0.0%
Friendship	12	11.88%	10	11.11%	2	18.18%	0	0.0%	2	18.18%
Self-fulfilment	8	7.92%	7	7.78%	1	9.09%	1	3.85%	1	9.09%
Optimism	8	7.92%	8	8.89%	0	0.0%	2	7.69%	0	0.0%
Romance	7	6.93%	7	7.78%	0	0.0%	3	11.54%	0	0.0%
Responsibility	6	5.94%	6	6.67%	0	0.0%	1	3.85%	0	0.0%
Personal hobbies	5	4.95%	3	3.33%	2	18.18%	0	0.0%	2	18.18%
Kindness	5	4.95%	5	5.56%	0	0.0%	0	0.0%	0	0.0%
Understanding	4	3.96%	4	4.44%	0	0.0%	0	0.0%	0	0.0%
Stability and security	3	2.97%	3	3.33%	0	0.0%	1	3.85%	0	0.0%

According to the survey results, the value "family" stays in the first place for both future lawyers and forestry workers (36.67% for lawyers, 63.64% for foresters). In second place, future lawyers put "honesty" (18.89%), which is not surprising for their profession. But foresters preferred "health" (27.27%). Regarding the third

place, future lawyers put "freedom" (14.4%), "self-development" (14.44%) and "justice" (14.44%). For foresters – "freedom" (18.18%), "friendship" (18.18%) and "personal hobbies" (18.18%). Such a value as "freedom" has become popular both among lawyers and foresters (Figure 2).

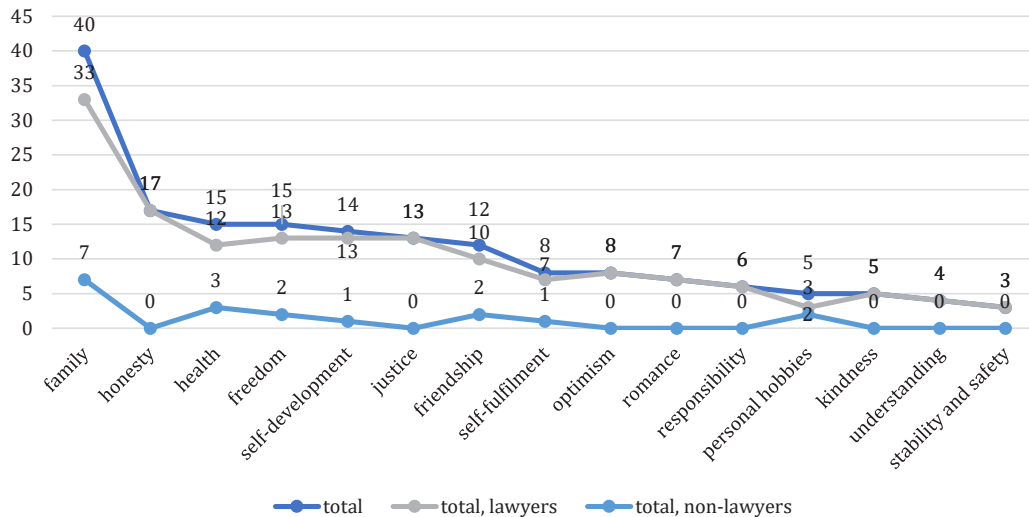


Figure 2. Distribution of the values of applicants of I (bachelor's) and II (master's) levels of higher education of NULES of Ukraine by professional direction

The hierarchy of values according to the age criterion of under the age of 20 was not distributed, since the survey did not involve students of non-law majors under the age of 20. However, it became possible to analyse the distribution of values among various specialists by age criterion, "those over 20 years old".

According to the survey results, the value "family" stays in the first place for both future lawyers and forestry workers over 20 years old (30.77% for lawyers,

63.64% for foresters). Future lawyers, as well as foresters, put "health" in second place (26.92 for lawyers, 27.27% for foresters). As for the third place, "self-development" (15.38%) became such a value for future lawyers, and for foresters – "freedom" (18.18%), "friendship" (18.18%) and "personal hobbies" (18.18%). Thus, for both future lawyers and forestry workers over 20 years of age, common values are "family" and "health" (Figure 3).

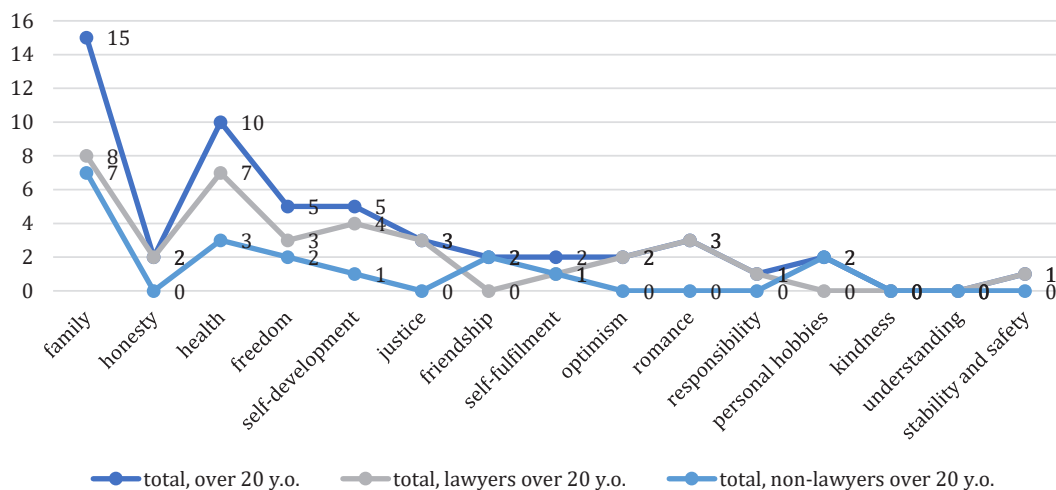


Figure 3. Distribution of values of academic groups of NULES of Ukraine by professional affiliation and age

It was equally interesting to draw a cross-section of students' preferences in the context of groups. In the same practical online classes, they were given the task to determine the three main values that are characteristic of them as an academic group. In total, 8 academic groups took part, of which 3 groups under 20 years of age (1-3 academic groups of the 1st year of the Faculty of Law of the NULES of Ukraine (2021 admission year)) and 5 groups of interviewees over

20 years of age (2 groups of masters of the 1st year of study of the Faculty of Law of the NULES of Ukraine (2020 admission year), 2 groups of masters of the 1st year of study of the Faculty of Law of the NULES of Ukraine (2021 admission year), 4th year of bachelors majoring in "Forestry" of the NULES of Ukraine). Applicants of higher education named 25 values, from which the authors of the study chose only 5 that received the most votes (Table 6).

Table 6. Distribution of values of academic groups of NULES of Ukraine by professional affiliation

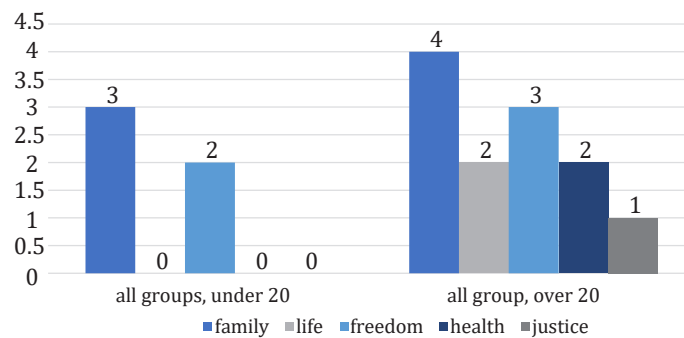
Value	All groups together	All groups together, %	Lawyers	Lawyers, %	Non-lawyers together	Non-lawyers together, %
Total groups	8	8	7	7	1	1
Family	6	75%	5	71.43%	1	100%
Life	2	25%	2	28.57%	0	0.0%
Freedom	4	50%	3	42.86%	1	100%
Health	3	37.5%	3	42.86%	0	0.0%
Justice	2	25%	2	28.57%	0	0.0%

According to the results of the survey, among all academic groups, the value “family” ranks first (75%), “freedom” ranks second (50%), and “health” ranks third (37.50%).

If one takes a sample by speciality, here the hierarchy of values for the academic groups of the Faculty of Law is as follows: 1st place – “family” (71.43%), 2nd place – “freedom” and “health” (42.86%), 3rd place – “life” and “justice” (28.57%). As for the academic group

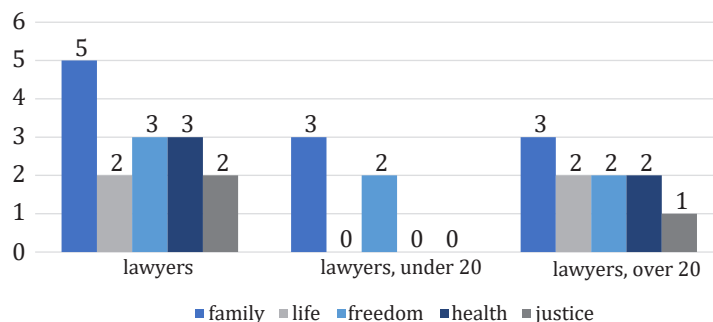
majoring in “Forestry”, they named “family”, “freedom”, and “peace” as the defining values of their group (100%).

The hierarchy of the first five values of all academic groups by age is as follows (Figure 4). For three academic groups under the age of 20: 1st place – “family” (100%), 2nd place – “freedom” (66.7%). For five academic groups over the age of 20: 1st place – “family” (80%), 2nd place – “freedom” (60%), 3rd place – “life” (40%) and “health” (40%).

**Figure 4.** Distribution of values of academic groups of NULES of Ukraine by age

The hierarchy of the first five values of academic groups by specialization and age was determined only for the Faculty of Law (Figure 5), since only one group took part in the survey from non-law majors. Therefore, for the seven academic groups of the Faculty of Law, the following values were decisive: 1st place – “family” (71.43%), 2nd place – “freedom” and

“health” (42.86%), 3rd place – “life” and “justice” (28.75%). For three academic groups of the Faculty of Law under the age of 20: 1st place – “family” (100%), 2nd place – “freedom” (66.7%). For four academic groups over the age of 20: 1st place – “family” (75%), 2nd place – “life”, “health”, “freedom” (50%), 3rd place – “justice” (25%).

**Figure 5.** Distribution of values of academic groups of the Faculty of Law of the NULES of Ukraine by age

An attempt to rank the group values of three academic groups of the 1st year of the Faculty of Law (2021 admission year) in small subgroups was also

interesting. The total number of such subgroups is nine (Table 7). Among these, the 1st place was taken by the value "family" (33.33%).

Table 7. The distribution of values of small subgroups of the 1st year of the Faculty of Law of the NULES of Ukraine

Value	Total bachelors, small subgroups	Total bachelors, small subgroups, %
Number of subgroups	9	
Family	3	33.33%
Honesty	2	22.22%
Friendship	2	22.22%
Unity	2	22.22%
Development	2	22.22%
Freedom	2	22.22%
Mutual understanding	1	11.11%
Dignity	1	11.11%
Health	1	11.11%
Knowledge	1	11.11%
Romance	1	11.11%
Moral	1	11.11%
Perseverance	1	11.11%
Independence	1	11.11%
Support	1	11.11%
Legal awareness	1	11.11%
Justice	1	11.11%
Creativity	1	11.11%
Tolerance	1	11.11%

Thus, a survey of the values of higher education students of I (bachelor) and II (master) levels of the National University of Life and Environmental of Ukraine, conducted in November 2020, April 2022, September 2022, testified that they give the first place to such a value as "family", which is inherent in the mentality of the Ukrainian people.

The results of these surveys, initiated at the Faculty of Law in 2020 within the framework of teaching the academic disciplines "Theory of the State and Law" (topic "Legal Culture and Legal Awareness") and "Philosophy of Law" (topic "Philosophical and Legal Axiology") influenced not only improvement of the work programs of the Department of Theory and History of the State and Law, but also the formation of the topics of scientific research of its employees and educational activities that it conducts among schoolchildren and students.

Admittedly, such surveys are unlikely to be of value for forming proposals for developing strategies for the development of civil society and the rule of law at the state level. However, they will be useful when developing educational work plans at the National University of Life and Environmental Sciences of Ukraine.

Methodological recommendations on the formation of value orientations of a person

As the theoretical and empirical parts of the study indicated, value orientations are a set of interconnected components, each of which correlates with the cognitive, emotional, and activity spheres of personality psychology. They certify the person's social maturity, which is manifested in a conscious attitude of the individual towards various processes in all spheres of public life, guide their social behaviour and activities.

To correct a person's value orientations, it is necessary to create conditions for the growth and improvement of the individual, as evidenced by a survey of values among students of higher education at the National University of Life and Environmental Sciences of Ukraine. This involves knowledge of the entire modern situation of human life. Determining the tasks, forms, and methods of correctional work, a psychologist, or teacher needs to have information about the interests, needs, problems of young people, and the favourable climate in the group.

Notably, at the beginning of life, values are little understood, borrowed, and based on needs. Over time, the person will change them according to life situations or

events that will happen to them on their life path. Thus, as for individual systems of value orientations, it is necessary to remember their dynamic nature, while for the values of social groups, such a system is more static in nature. Therefore, the state, to ensure the sustainable development of its society, should make substantial efforts to bring the system of human value orientations as close as possible to the system of state value orientations.

But the formation of a system of value orientations of a person is influenced by the environment in which it grows and develops, as well as value orientation as the activity of certain subjects and institutions aimed at developing legal attitudes towards legitimate behaviour. Therefore, neglecting the role played by the family and education today is a reckless step on the part of the state. After all, these institutions of civil society spend most of their time next to a young person. In addition, this educational function can be successfully performed by cultural and educational and religious institutions (admittedly, only if the religious ideology does not go against the Ukrainian values).

Since student youth were involved in this experimental study, the methodological recommendations will be more likely to apply to higher education institutions where the respondents study and develop. Among the methodological recommendations, the following may be effective: 1) unwavering adherence to the “anthropocentrism” principle, both in relation to the students of higher education and the staff of higher education institutions in their educational activities; 2) creating conditions for the growth and improvement of the individual, its self-development and implementation; 3) conducting cultural and educational events aimed at explanatory work on understanding the essence of values and their significance for the development of human value orientations; 4) formation of positive self-esteem of young people; 5) upbringing of moral and ethical, political and legal culture of student youth; 6) encouraging hard work and perseverance in achieving personal goals; 7) work on the development of skills of independent search for solutions to life problems and awareness of responsibility for personal actions; 8) conducting informative work by creating youth information centres (newspapers, magazines); 9) introduction of thematic lecture courses aimed at the formation of human value orientations.

Thus, the proposed recommendations for the development of a system of value orientations of a person who receives higher education will help them form their personal system of value orientations, which will be consonant with the system of value orientations of Ukraine as a state.

Conclusions

In summary, the concept “legal orientation” in legal science has at least four theoretical aspects of understanding. Firstly, as a person’s ability to navigate law or legal

matter in general, based on legal information. Secondly, as a participant in public life’s understanding of legal reality and the ability to understand legal processes occurring in society directly depend not only on the legal awareness of the individual, but on the level of their cognitive sphere, when a participant in public life has enough legal knowledge. Thirdly, as the legal activity of a person as the conscious willingness of the subject of law to commit legal acts (action or inaction) to obtain a legal result determined by the principles of law and prescriptions of legal norms. Therewith, the principles of law and prescriptions of legal norms act precisely as those legal guidelines that determine the legal intentions of the subjects of law. This gives reason to associate these last two aspects of understanding legal orientation with the concept “legal culture”. Fourthly, as the activity of certain subjects aimed at developing the legal attitudes of a person to carry out lawful behaviour. In this sense, legal orientation is associated with such legal concepts as “legal upbringing” and “legal education”.

But in any aspect of the understanding of legal orientation in legal science, it will be inextricably linked with such a concept as “value orientations”. They constituted a dynamic system that determines social behaviour and human activity, and therefore require constant diagnostics. A survey of the values of students of higher education at I (bachelor) and II (master) levels of the National University of Life and Environmental Sciences of Ukraine, conducted in November 2020, April 2022, September 2022, testified that the value orientations of the participants correspond to their age characteristics, do not depend on a professional orientation, reflect established social stereotypes and specific features of the Ukrainian mentality.

It is advisable to conduct such surveys not only among students of a certain speciality. They can be conducted by any researcher among diverse groups of respondents, both for cognitive purposes and to develop plans for conducting upbringing or educational work at the local level.

However, for such diagnostics to underlie the formation of strategies for the development of civil society and the state at the national level, especially in the war and post-war periods, it should cover as many social groups as possible (workers, internally displaced people, civil servants, schoolchildren, students, public organizations, etc.) and regions of the country, have well-thought-out questionnaires to clarify their system of value orientations, be conducted regularly, and its results should be brought to the attention of stakeholders and the public in the form of analytical reports.

Promising areas for further study can be the investigation of each of the above-mentioned aspects of understanding the concept “legal orientation”, including 1) legal information, 2) general legal education, 3) legal activity, 4) legal upbringing, legal propaganda, and legal education, etc.

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Теоретико-прикладні аспекти розуміння категорії «правова орієнтація» в правознавстві

Віра Олегівна Качур

Кандидат юридичних наук, доцент

Національний університет біоресурсів і природокористування України

03041, вул. Героїв Оборони, 15, м. Київ, Україна

<https://orcid.org/0000-0002-4372-491X>

Анотація

Дослідження теоретико-прикладних аспектів розуміння категорії «правова орієнтація» в правознавстві є актуальним, становить практичний інтерес і потребує наукового розгляду. Глобалізаційні процеси породжують радикальні зміни, що можуть призвести як до подальшого еволюціонування людства, так і до негативних наслідків. Пошук програм спільного виживання і розвитку залежить від правової культури, яка визначає правові орієнтації соціальних суб'єктів. Мета наукової статті – з'ясувати теоретико-прикладні аспекти розуміння категорії «правова орієнтація» в правознавстві. Робота ґрунтується на міждисциплінарному підході і враховує знання різних наук про людську поведінку.. Для проведення дослідження використано загальнонаукові та спеціально-наукові методи пізнання соціальних явищ і процесів. У числі загальнонаукових методів застосовано методи логіко-семантичного та термінологічного аналізу, антропологічний, системно-структурний, причинно-функціональний, аналізу даних, праксеологічний, контент-аналізу. Для отримання емпіричних даних використано експериментальні методи спостереження, бесіди, опитування та анкетування. Представлені результати теоретико-прикладного дослідження категорії «правова орієнтація» в правознавстві дали змогу з'ясувати мінімум чотири значення її вжитку, показали її нерозривний зв'язок з категорією «ціннісні орієнтації» – динамічною системою, що регулює соціальну поведінку та діяльність людини, а тому потребує постійної діагностики. На основі діагностики ціннісних орієнтацій студентської молоді Національного університету біоресурсів і природокористування України розроблено методичні рекомендації щодо формування системи ціннісних орієнтацій молоді людини, яка здобуває вищу освіту, що буде співзвучною системі ціннісних орієнтацій Української держави. Результати проведеного дослідження будуть корисними для науковців, що досліджують аксіологічний та праксеологічний складники життєдіяльності людини в різних сферах суспільного життя; для державних та громадських інституцій, пов'язаних з реалізацією стратегій розвитку громадянського суспільства та правової держави, для вчителів і викладачів у навчанні та вихованні майбутніх громадян України, а також для усіх зацікавлених

Ключові слова: культура, правова активність, правова культура, правове виховання, ціннісні орієнтації
