

ABSTRACT

of Botagoz Bulatovna Bermukhambetova's dissertation on the topic of
**"Pedagogical conditions for the formation of legal competence of students of
the technical faculty of the University "**

submitted for the degree of Doctor of Philosophy (PhD) in the specialty
"6D012000-Vocational Education"

Relevance of the study. The legal competence of students at technical universities is the subject of scientific analysis in a number of theoretical studies raising controversial issues. These primarily address questions defining the philosophical, pedagogical, and legal nature of students' legal culture, the nature of its formation and development, and the objectivity and component characteristics of its assessment.

Recognizing the need to develop the foundations of their legal culture, viewing students at technical higher education institutions as active participants in state legal policy, is linked to their legal competence. Full respect for the rights of students at technical higher education institutions, protection of their interests, and an understanding of the legal foundations regulating public relations are required. Only in this way can students gain positive experience in participating in legal relations, understand the personal meaning of legal behavior, and assimilate socially significant legal guidelines.

Current aspects and research related to legal competence, the introduction of modern educational technologies into the educational process, and improving the quality of professionalism based on a competency-based platform are reflected in a number of works:

Developing the Professional Competence of Specialists in the Higher Education System (B.T. Kenzhebekov); the Concepts of Competence and the Competency-Based Approach in Education (Sh.M. Maigeldieva); on the Competency-Based Approach in the Training of Social Workers (G.Zh. Menlibekova); a Unified Competency-Based Structure of the Basic Educational Program and Teaching Methods in Technical Universities (A.V. Kupavtsev); organizational and pedagogical conditions for developing professional competence of employees (D.G. Miroshin, A.T. Chaklikova), and others. The development and formation of legal competencies have been comprehensively studied, and their structural content and theoretical model have been explained in the context of modern technological structures.

The social need to improve the level of legal competence of students at technical higher educational institutions motivates the study of issues related to its development during vocational education.

In her research, B.Sh. Turganbaeva systematized the pedagogical conditions for the legal education of adolescents, identifying the interaction between school, family, and society in the process of legal education.

Mussabekova N., Olzhabayev B., Zhakisheva A., Akhmadiyeva A., Batay A., and Sakenov J. proposed a model for developing students' legal competence through law and history.

M. Rembiasz examines the core competencies of entrepreneurs in a modern market economy and compares them with the knowledge, skills, and attitudes of potential entrepreneurs—that is, students at technical universities.

Pavlycheva O. and Murgul V. believe that obtaining a legal education in the professional field is primarily achieved through the development of legal competence at universities. In his research, S. Puhach believes that developing specialists' legal competence in the continuing education system, primarily through updating content, implementing well-established and substantiated pedagogical conditions, and a developed structural and functional model, contributes to the effective development of future specialists' legal competence. However, as the aforementioned scientific works and literature demonstrate, the pedagogical conditions for developing students' legal competence in technical faculties of higher education institutions are not considered a separate research object and have not yet been sufficiently developed.

In this regard:

- between the growing public demand for developing students' legal competence in technical faculties and the insufficient study of the scientific foundations for developing students' legal competence;
- the establishment of high requirements for the development of legal competence in future specialists and the lack of clarification of the pedagogical conditions for their implementation;
- contradictions arise between the objective need to develop the legal competence of future technical specialists and the lack of scientific and methodological support for organizing this process.

The purpose of this study is to identify the theoretical foundations for developing legal competence in students of technical faculties at higher education institutions, determine its pedagogical conditions, and demonstrate its effectiveness through practical experiments.

Object of the study: the educational process at a technical higher education institution.

Subject of the study: formation of students' legal competence.

Research forecast: If the theoretical and methodological foundations for the development of legal competence of students of technical faculties of higher educational institutions are determined, pedagogical conditions are specified, a model is created and a methodology for its implementation is developed, which will be introduced into the holistic pedagogical process of higher educational institutions, then in the context of modern socio-cultural changes in the development of society, the effectiveness of the process of developing the legal competence of future students of technical faculties will increase, since it affects the development of the personal sphere of the subjects of the educational process and will create the opportunity in higher educational institutions to train specialists with developed legal competence of future specialists.

Research objectives:

1. To identify the theoretical and methodological aspects of developing legal competence in students of technical faculties at higher education institutions.
2. To determine the pedagogical conditions for developing legal competence in students of technical faculties at higher education institutions.
3. To develop a substantive and structural model for developing legal competence in students of technical faculties at higher education institutions.
4. To demonstrate the model's effectiveness through practical experiments and provide methodological justification.

The theoretical and methodological basis of the study is based on philosophical theories defining the meaning of the concepts of "law" and "legal competence"; legal theories that take into account professional position; a systemic basis; a personal-activity basis; an axiological basis; and a basis of competence.

The research results form the basis for a comprehensive analysis of this problem.

Research methods: A combination of theoretical and empirical methods was used to address the objectives. Theoretical methods include analysis, comparison, and synthesis of philosophical, sociological, psychological, pedagogical, and scientific-methodological literature, as well as a study of domestic experience in developing reflection. In addition, an analysis of regulatory and legal documents was conducted.

Research by domestic and international scholars, articles in scientific journals, and the author's personal experience were also utilized.

Research sources: works by philosophers, sociologists, psychologists, and educators on the research topic; official documents of the Republic of Kazakhstan and regulatory documents in the field of education and science (standards, educational packages, textbooks, conclusions, model curricula, etc.); scientific works and experience of foreign and domestic teachers, scientific periodicals, and the author's teaching and research experience.

Research basis: Experimental work was carried out at the Kazakh Agrotechnical Research University named after S. Seifullin and the Karaganda National Research University named after E. A. Buketov.

Research stages:

Stage 1 (2017-2018) – determining the relevance of the research; conducting a theoretical and methodological analysis of psychological and pedagogical literature related to the research problems; identifying the content and characteristics of developing legal competence among students of technical faculties of higher education institutions.

Stage 2 (2018-2019) was devoted to the development and testing of pedagogical conditions and a model for developing legal competence among students of technical faculties of higher education institutions. An experimental study was conducted to evaluate the effectiveness of using a set of student-centered technologies in developing students' legal competence. Levels of legal competence development were monitored.

Stage 3 (2019-2020) – analysis and systematization of research material, clarification of the results of practical and experimental work on the implementation of pedagogical conditions; the dissertation was prepared in accordance with the requirements.

The scientific novelty and theoretical significance of the study:

- To study the development of legal competence in students of technical faculties of higher education institutions from a theoretical and methodological perspective, clarifying the meaning and content of the concept of "legal competence";

- To determine the pedagogical conditions for developing legal competence in students of technical faculties of higher education institutions;

- To develop a substantive and structural model for developing legal competence in students of technical faculties of higher education institutions, defining its dimensions, indicators, and levels;

- To demonstrate the model's effectiveness based on the results of experimental work using a methodology that includes diagnostic, theoretical, and practical stages, and to prepare methodological recommendations.

Practical significance of the study:

- "Pedagogical Foundations for Developing Legal Competence" (test assignments and case studies);
- A teaching aid for the elective course "Fundamentals of Legal Knowledge" (in Russian);
- An electronic teaching aid "A Collection of Case Studies on Legal Topics" (for students of the Technical Faculty).

The results of the study and the methodological recommendations prepared based on them can be used in the educational process at universities and colleges, in continuing education courses for teaching staff, as well as in secondary and additional education.

Thesis submitted for defense:

1. *Competence* is a set of interrelated individual qualities (knowledge, skills, abilities, and methods of action) that are relevant to a specific range of disciplines and processes and necessary for high-quality production activities in these areas.

Competence is the possession of relevant competencies, which encompasses a person's personal attitude toward themselves and the object of their activity.

Legal competence is a set of qualities that reflect the degree of knowledge of legal knowledge, skills, and the willingness and ability to apply them when necessary.

Legal competence is a set of abilities and personal-volitional attitudes that determine a person's ability and desire to align their social behavior with the law and other norms used in society.

2. The methodological foundations for developing the legal competence of students in technical faculties of higher education institutions (*axiological, activity-based, socio-cultural, information-semiotic, systemic, interpersonal, competence-based, integrative, reflexive, technological*) and principles (*systemic-sequential, structural-functional, traditional and innovative*) were characterized by the implementation of legal competence through the formation of: ideas of modernization (knowledge of the fundamentals of regulatory documents), adaptation to the social environment (*ability to ensure the protection of the life and health of students during the learning process*).

3. The pedagogical conditions for the development of legal competence among students of technical faculties of higher education institutions are characterized by the integration of legal competence into the system of professionally important qualities of future specialists (*the first condition*), the implementation of an integrated approach to the development of legal competence among students of technical faculties and the use of interdisciplinary links in the teaching of law (*the second condition*), the use of digital educational resources, case study methods, problem-based learning, blended and distance learning technologies, gamification, as well as professionally oriented simulation learning tools, etc. in the process of teaching legal disciplines (*the third condition*).

4. Developing legal competence in students of technical faculties at higher education institutions requires the effective implementation of a structural and substantive model consisting of a set of interconnected motivational-value, cognitive-procedural, and practical-evaluative components. The model's main blocks, components, and development dimensions reflect the underlying structure, which is closely interrelated.

5. Developing legal competence in students of technical faculties at higher education institutions was accomplished through the use of assessment assignments and case studies entitled "Pedagogical Foundations for Developing Legal Competence," a teaching and methodological complex for the elective subject "Fundamentals of Legal Knowledge" (in Russian), and an electronic textbook for students of technical faculties, "Collection of Case Studies on Legal Topics."

The reliability and validity of the research results are related to the author's initial methodological and theoretical principles, the use of a combination of theoretical and empirical research methods, their alignment with the study's objectives and the rationale behind the study; the processing of the experimental results using mathematical statistics; and the confirmation of the research hypothesis by the results.

Discussion and implementation of research results:

A total of 13 papers has been published on the dissertation: 1 article was published in a journal included in the Scopus database; 4 articles were published in journals included in the list of scientific journals recommended by the Committee for Quality Assurance in Education and Science; 5 articles were published in international scientific journals; 1 textbook and 2 electronic textbooks were published.

1. EHI, Bulletin. – Astana, No. 4, 2018.

2. WKU, Bulletin. – Oral, No. 3, 2020.

3. Yssawi Bulletin. – Tyrkistan, No. 2, 2020.

4. Yssawi, Bulletin. – Tyrkistan, No. 3, 2020.

5. 21st Century University and Its Role in the Advanced Development of Regions / "TechnoOBRAZ 2019". XII International Scientific Conference (Belarus, 2019).

6. Current Issues in Pedagogy and Social Work / Collection of Materials of the International Scientific Conference (Belarus, 2018).

7. Science and Education in the Modern World: Challenges of the 21st Century / V International Scientific and Practical Conference (Russia, 2019). 8. Endless Light in Science // International Scientific and Practical Journal, (Kazakhstan, 2025);

9. EurasiaScience / LXXIV International Scientific and Practical Conference (Russia, 2025);

10. "International Journal of Information and Education Technology" (Scopus, Q2, 65th percentile), (Singapore, 2026).

Structure and Contents of the Dissertation: The dissertation consists of references and abbreviations, an introduction, three sections, a conclusion, a list of references, and an appendix.

Conclusion. Developing the legal competence of students in the technical faculty is the basis for their compliance with legal requirements in their professional activities, increasing social responsibility, and developing into highly cultured specialists.