



Legal culture and motivation as objective requirements for the profession of future student teachers

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ABSTRACT. The aim of the study was to assess the level of legal culture and motivation as important requirements for the profession of student teachers in the context of higher education in Kyrgyzstan. The methodology included content analysis of the curricula of four universities: I. Arabayev Kyrgyz State University, Osh Technological University, Osh State University, and Batken State University. A series of focus groups were organised, involving students (40 participants) and teachers (12 participants), which provided an opportunity to obtain direct feedback on the attitudes of both students and teachers regarding the importance of legal culture and motivation in the educational process. The tasks assigned to students as part of the study included solving legal cases, writing essays on the topic of legal culture, participating in group discussions, and developing lesson plans that incorporate legal aspects. The results of the study showed that most students demonstrated a high level of understanding and application of legal norms in practical situations, as well as a deep awareness of the importance of legal culture and ethical standards in their professional activities. At the same time, some participants experienced difficulties in integrating theoretical knowledge into practical activities, which indicates the need for additional practical classes and training to develop skills in applying legal norms in real pedagogical practice. The findings of the study highlight the necessity of improving curricula, particularly by placing greater emphasis on the development of critical thinking, legal awareness, and professional motivation among students. The theoretical model of training future teachers developed in this study includes components of legal culture, ethical norms, internal motivation, self-regulation, and interest in innovative pedagogical technologies, which are key to the successful professional activity of future teachers.

Keywords: training of specialists; ethical norms; academic discipline; student stimulation; innovative technologies.

Cultura jurídica e motivação como requisitos objetivos para a profissão de futuros professores estudantes

RESUMO. O objetivo do estudo foi avaliar o nível de cultura jurídica e motivação como requisitos importantes para a profissão de professores estudantes no contexto do ensino superior no Quirguistão. A metodologia incluiu a análise de conteúdo dos currículos de quatro universidades: I. Arabayev Kyrgyz State University, Osh Technological University, Osh State University e Batken State University. Foi organizada uma série de grupos de foco, envolvendo alunos (40 participantes) e professores (12 participantes), o que proporcionou uma oportunidade de obter feedback direto sobre as atitudes de alunos e professores com relação à importância da cultura jurídica e da motivação no processo educacional. As tarefas atribuídas aos alunos como parte do estudo incluíam resolver casos jurídicos, escrever redações sobre o tema da cultura jurídica, participar de discussões em grupo e desenvolver planos de aula que incorporassem aspectos jurídicos. Os resultados do estudo mostraram que a maioria dos alunos demonstrou um alto nível de compreensão e aplicação de normas jurídicas em situações práticas, bem como uma profunda consciência da importância da cultura jurídica e dos padrões éticos em suas atividades profissionais. Ao mesmo tempo, alguns participantes tiveram dificuldades em integrar o conhecimento teórico às atividades práticas, o que indica a necessidade de mais aulas práticas e treinamento para desenvolver habilidades na aplicação de normas legais na prática pedagógica real. Os resultados do estudo destacam a necessidade de aprimorar os currículos, principalmente dando maior ênfase ao desenvolvimento do pensamento crítico, da consciência jurídica e da motivação profissional dos alunos. O modelo teórico de treinamento de futuros professores desenvolvido neste estudo inclui componentes de cultura jurídica, normas éticas, motivação interna,

autorregulação e interesse em tecnologias pedagógicas inovadoras, que são fundamentais para o sucesso da atividade profissional dos futuros professores.

Palavras-chave: formação de especialistas; normas éticas; disciplina acadêmica; estímulo ao aluno; tecnologias inovadoras.

Cultura jurídica y motivación como requisitos objetivos para la profesión de los futuros estudiantes de magisterio

RESUMEN. El objetivo del estudio era evaluar el nivel de cultura jurídica y motivación como requisitos importantes para la profesión de los estudiantes de magisterio en el contexto de la enseñanza superior en Kirguistán. La metodología incluyó el análisis de contenido de los planes de estudio de cuatro universidades: Universidad Estatal Kirguisa I. Arabayev, Universidad Tecnológica de Osh, Universidad Estatal de Osh y Universidad Estatal de Batken. Se organizaron una serie de grupos focales con estudiantes (40 participantes) y profesores (12 participantes), que brindaron la oportunidad de obtener información directa sobre las actitudes de estudiantes y profesores en relación con la importancia de la cultura jurídica y la motivación en el proceso educativo. Las tareas asignadas a los estudiantes como parte del estudio incluían la resolución de casos jurídicos, la redacción de ensayos sobre el tema de la cultura jurídica, la participación en debates de grupo y la elaboración de planes de clase que incorporasen aspectos jurídicos. Los resultados del estudio mostraron que la mayoría de los estudiantes demostraron un alto nivel de comprensión y aplicación de las normas jurídicas en situaciones prácticas, así como una profunda conciencia de la importancia de la cultura jurídica y las normas éticas en sus actividades profesionales. Al mismo tiempo, algunos participantes experimentaron dificultades para integrar los conocimientos teóricos en las actividades prácticas, lo que indica la necesidad de clases prácticas y formación adicionales para desarrollar habilidades en la aplicación de las normas jurídicas en la práctica pedagógica real. Los resultados del estudio ponen de relieve la necesidad de mejorar los planes de estudio, en particular haciendo mayor hincapié en el desarrollo del pensamiento crítico, la conciencia jurídica y la motivación profesional entre los estudiantes. El modelo teórico de formación de futuros profesores desarrollado en este estudio incluye componentes de cultura jurídica, normas éticas, motivación interna, autorregulación e interés por las tecnologías pedagógicas innovadoras, que son clave para el éxito de la actividad profesional de los futuros profesores.

Palavras-clave: formación de especialistas; normas éticas; disciplina académica; estimulación de los estudiantes; tecnologías innovadoras.

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Introduction

The relevance of studying legal culture and motivation as objective requirements for the profession of future student teachers is linked to the need to train highly qualified pedagogical personnel capable of working in a rapidly changing society and integrating innovative technologies into the educational process. The formation of legal culture among future teachers is a crucial aspect of developing legal awareness and responsibility, which are essential for ensuring a high standard of student training and education. The motivation of students to achieve high professional outcomes has a direct impact on the quality of the educational process. Therefore, stimulating motivation is an important task, as it underpins the effective implementation of new methods and approaches to teaching and learning. In light of the rapid development of technology and evolving demands on education, it is necessary to explore the impact of new methods and approaches on student motivation and their ability to apply legal and ethical norms in their future professional practice.

Numerous researchers have actively examined aspects of the professional development of future teachers, which determine the level of their professional training and significantly affect the effectiveness of the educational process. Niemann and Isenberg (2024) studied the opportunities and challenges of education for sustainable development, emphasising that legal culture is an essential component of teacher education as it contributes to the formation of sustainable values among students. The study by Szelei et al. (2020) focuses on the professional development of teachers in the context of cultural diversity. The authors note that in an era of globalisation and cultural integration, teachers must possess a well-developed legal culture to interact appropriately with students from diverse backgrounds and to support equal opportunities in education.

Tomperi et al. (2020) explored students' attitudes toward learning in different countries, particularly in the North Calotte region. Their research found that motivation to learn is a key factor shaped by cultural, social, and pedagogical conditions. Students from diverse cultural backgrounds demonstrate varying approaches to learning and studying, including the development of legal culture within the context of teacher training. Raghunathan et al. (2024) examined the impact of the pandemic on students' preparation for professional activities, highlighting that the shift to digital learning has become a significant factor in fostering students' motivation for learning and professional development, including aspects of legal education and legal culture.

Regarding the development of the professional culture of lawyers, Kononenko et al. (2020) emphasise the importance of legal training in shaping the professional culture of law students. Based on this analysis, they conclude that legal culture is also a crucial component in the training of future teachers, who must possess the necessary knowledge and skills to promote legal awareness within the educational environment. In turn, Korolenko and Horbunova (2024) draw attention to the specifics of pedagogical disciplines taught in agricultural higher educational institutions, highlighting the importance of developing students' motivation for professional activity. Their study underscores the role of motivation and legal culture in preparing students to address specific pedagogical tasks effectively.

MacBeath (2019), in his work on the future of the teaching profession, underlines the importance of legal culture and motivation in addressing new challenges faced by teachers. He focuses on how changes in the education system may require adjustments to professional standards, particularly emphasising the need to foster legal awareness among teachers to effectively meet these emerging demands. Kryvonos and Chernyakova (2021) analyse the adaptation of teacher training to societal requirements, stressing that legal culture is a necessary condition for effective professional activity. They argue that legal culture contributes to shaping a responsible attitude toward the fulfilment of educational tasks. Additionally, they highlight the significance of student motivation for embracing innovations in the educational process, noting that motivation is a key determinant of the successful implementation of new approaches in education. Lai et al. (2024) present the ADDIE-Twist model, which integrates educational tasks into professional training and serves as an effective tool for developing both legal culture and motivation among students, thereby ensuring the integrity of the training process. This model focuses not only on cultivating motivation but also on fostering legal culture, which prepares students for practical professional activity amid constant changes in the legal environment. Loopers et al. (2024) examine the impact of meeting basic psychological needs on students' intrinsic motivation, noting that the development of legal culture among students can serve as a key factor in fulfilling these needs. They argue that legal culture contributes to the creation of an ethical and professional environment, and that students with a high level of legal awareness tend to demonstrate stronger self-regulation skills and greater capacity to resolve conflicts effectively. Ma (2022) focuses on motivation and commitment to professional identity among teachers, asserting that motivation for the teaching profession is closely linked to the presence of ethical standards developed through the cultivation of legal culture. An important aspect remains the formation of a professional culture that shapes both motivation and commitment to pedagogical work, ensuring professional responsibility and ethical standards, which are essential for the successful execution of educational functions.

Despite the numerous studies mentioned above in the field of pedagogical training, certain aspects remain insufficiently explored. In particular, there has been no comprehensive analysis of how the integration of legal aspects into the educational process influences the formation of students' legal culture. It is also necessary to examine the influence of different forms of motivation, such as external stimulation and intrinsic motivation, on the development of students' professional qualities. Furthermore, there is a pressing need to analyse how new technologies can serve as effective tools in fostering these essential qualities among future teachers.

The purpose of this study was to examine the role of legal culture and motivation in the training of future pedagogical specialists and to analyse their impact within the context of educational programmes at universities in Kyrgyzstan.

The objectives of the study were as follows:

- to assess the level of integration of legal culture and motivation into the curricula for future student teachers at four universities in Kyrgyzstan;
- to determine the impact of legal culture and professional motivation on students' academic success and professional training during the educational process;

- to develop a theoretical model for improving the training of future teachers, taking into account both legal culture and motivation.

Materials and methods

The study was conducted in Kyrgyzstan at the following higher education institutions: I. Arabayev Kyrgyz State University, Osh Technological University, Osh State University, and Batken State University. A focus group comprising 40 participants (10 from each university) was formed, including students from these four institutions. The study received ethical approval from the ethics committees of each university, and its conduct complied with international ethical standards, including the Declaration of Helsinki (2024), the Ethical Principles of Psychologists and Code of Conduct (2017), and the principles of the European Network of Research Ethics Committees in the Social Sciences (2024). All participants were informed about the purpose of the study and provided voluntary consent to participate.

The students were aged 18 to 25 years (ranging from first- to fourth-year students). Of the 40 students selected for the focus group (10 from each university), 60% were female and 40% male. The participants were enrolled in various academic programmes, including primary school teacher training, mathematics teacher training, and English teacher training. All students were selected based on their specialisation, which was aligned with the research topic. Their participation enabled the assessment of their legal culture, motivation, and ability to integrate legal norms into their teaching practices. Regarding teachers, the sample included three teachers from each university, all of whom had experience in relevant academic disciplines, including law, ethics, and pedagogy. The teachers were selected based on their professional experience and ability to evaluate students' legal culture and motivation in the context of teaching practice. The gender distribution among teachers was 50% women and 50% men, with an average age of 40-50 years.

In the course of the study, specific teacher training programmes at four universities in Kyrgyzstan were analysed. These included the primary school teacher training programme at I. Arabayev Kyrgyz State University, the mathematics teacher training programme at Osh Technological University, the English teacher training programme at Osh State University, and the primary school teacher training programme at Batken State University. These programmes were selected for analysis based on their integration of legal culture and professional motivation issues into the educational process for future teachers. The selection of these universities was justified by their many years of experience in training primary school teachers, with curricula aimed at developing basic pedagogical competencies and fostering creative thinking in future teachers.

To assess the level of legal culture and motivation of student-future teachers, a set of tasks was proposed to evaluate their knowledge, skills, and attitudes towards legal and ethical norms in pedagogical activity. One such task involved solving legal cases, where students analysed real or simulated situations related to the legal aspects of professional practice. This enabled an assessment of their understanding of legal norms, their ability to apply legislation in practice, and their critical thinking skills. Another task required students to write an essay on the topic of legal culture, in which they explored the importance of legal norms for future teachers, thereby demonstrating their awareness of legal frameworks and ethical standards in the teaching profession. In addition, students participated in group discussions focused on legal culture and ethics in education. These discussions were used to assess students' communication skills, ability to argue their point of view, and level of active participation. The group discussions involved 40 students and 12 teachers, who acted as moderators and experts. To ensure effective engagement, students were divided into four subgroups of 10 participants each, with each subgroup guided by three teachers, who provided informational support, facilitated the discussions, and assisted in formulating conclusions.

Content analysis was employed to examine educational programmes and teaching materials related to the training of student teachers. This method was used to investigate how legal culture and motivation are integrated into university curricula and programmes. Content analysis enabled the assessment of the presence of specific components that contribute to the formation of legal awareness and professional motivation among students, as well as an evaluation of how effectively these components are incorporated into general teacher training programmes. This approach allowed for a detailed examination of curricula, programmes, and instructional materials to determine whether they emphasise the development of legal culture and motivation, and to identify gaps or deficiencies in these areas.

Focus groups were organised to collect qualitative data. A total of 40 students and 12 teachers, all specialising in pedagogical disciplines, participated in the discussions. This method provided deeper insight

into participants' attitudes towards the role of legal culture and motivation in teacher training, and enabled the identification of their perspectives on the significance of these components for successful professional practice. Furthermore, the focus groups facilitated the identification of key issues that arise during the learning process and highlighted areas in need of improvement in the preparation of future teachers. The discussions provided direct feedback from both students and teachers, which served as the foundation for developing recommendations aimed at optimising the educational process.

Each subgroup was assigned a specific topic for discussion related to legal culture and ethics in education. In particular, the topics included: the role of legal norms in pedagogical activity, observance of the rights of students and teachers within the educational process, teachers' legal responsibilities, and the integration of ethical standards into teaching practices. The work was conducted in the format of a structured dialogue. At the conclusion of the group work, each subgroup prepared a presentation of its conclusions, which was presented to all participants by a designated group representative. During the final stage, teachers summarised the key ideas expressed by the students and provided recommendations for improving legal culture and ethical standards in the professional activities of future teachers. This format of work enabled students to deepen their understanding of legal issues, develop communication skills, teamwork, and critical thinking, and fostered an atmosphere of mutual support through the active participation of teachers. In addition, students designed educational processes, taking into account legal aspects, which included developing lessons that complied with legal norms and ethical principles. This task allowed for an evaluation of how effectively students were able to integrate legal culture into the educational process and address legal aspects of pedagogical practice.

Teachers assigned grades based on several criteria, including the successful completion of tasks, the level of understanding and application of legal knowledge, as well as active participation in discussions and group projects. For each task, grades were given on either a 5-point or 10-point scale, depending on the university. A score of '5' or '10' indicated a high level of task performance, with demonstrated knowledge, understanding, and the ability to apply legal norms in practical contexts. A score of '4' or '8' reflected a sufficient level, though with minor errors or shortcomings in analysis. A score of '3' or '6' indicated a basic understanding of the material but with several significant errors. A score of '2' or '4' was given if the student failed to demonstrate sufficient knowledge and was unable to apply legal norms appropriately in the tasks. Statistical data were processed using mean values and standard deviation to identify general trends in students' level of knowledge. The statistical error of the estimates was minimal, indicating a high degree of reliability in the results obtained. To enhance the accuracy of the analysis, data normalisation methods and checks for outlier values were applied.

Based on the research conducted, a theoretical model was developed that highlights the integration of legal culture and motivation in the training of future student teachers. The model consists of several key components: legal awareness, ethical norms of the teaching profession, intrinsic motivation for professional activity, self-regulation skills within the educational process, professional self-determination, and interest in innovative pedagogical technologies. The theoretical model was designed to systematise approaches to integrating legal culture and motivation into the process of teacher training, with the aim of ensuring the holistic development of both professional and personal qualities of future teachers.

A combined assessment method was employed to evaluate students' levels of legal culture and motivation. Students were assigned grades on a 5-point scale for each task, depending on the quality and completeness of task performance. The assessment also took into account students' critical thinking skills, ability to construct reasoned arguments, level of engagement, and depth of understanding of legal norms, based on the analysis of completed tasks.

Results

Theoretical foundations of the concepts of legal culture and professional motivation

Legal culture and professional motivation of future teachers are essential aspects of both their professional training and personal development. These two categories are interconnected, as the level of legal culture can influence motivation for professional growth and self-realisation, as well as contribute to the formation of ethical and moral values within pedagogical practice. Legal culture represents an element of an individual's general culture, reflecting the degree of legal awareness, knowledge, skills, and abilities required to apply legal norms in both professional and everyday activities. In the context of professional training for future

teachers, legal culture holds particular significance, as it directly impacts the development of responsible citizenship, the promotion of moral and ethical values, and the maintenance of lawful conduct by both teachers and students. The legal culture of future teachers possesses distinct features, shaped by the specific nature of pedagogical activity. A teacher is not merely a transmitter of knowledge but also an educator who influences students' understanding of legal concepts, their legal behaviour, and civic consciousness. This role imposes a special responsibility on teachers regarding their level of legal awareness and their capacity to adhere to legal norms within professional practice. The legal culture of a teacher encompasses several key components, as presented in Figure 1.

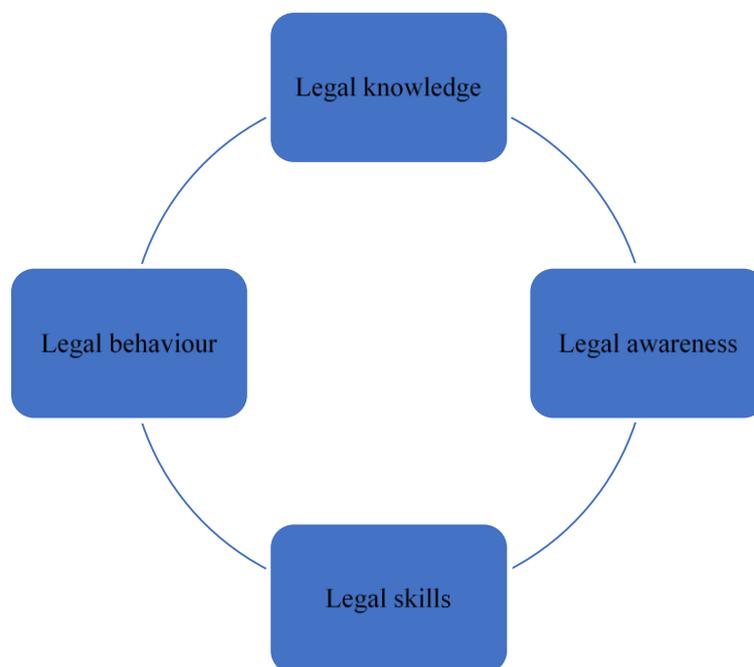


Figure 1. Components of a teacher's legal culture.

Source: Created by the authors based on J. MacBeath (2019).

The first component is legal knowledge, which constitutes the fundamental basis of legal culture. A future teacher must possess comprehensive knowledge of the legislation regulating educational activities. This includes the foundations of the Constitution, education laws, international instruments on children's rights, as well as regulatory and legal documents governing the activities of teachers, students, and their parents. A strong grasp of the legal framework enables teachers to understand and navigate their rights and responsibilities, as well as to comprehend the legal context within which the education system operates. The next element is legal awareness, which reflects an individual's understanding of the role of law in society and in the educational process. Legal awareness allows teachers to regard law not merely as a set of formal rules but as a mechanism for regulating social relations (Kim & Chung, 2024; Lee et al., 2024). A future teacher should be prepared to act in accordance with legal norms and to encourage others to do the same. This includes fostering respect for the law among schoolchildren and cultivating their sense of responsibility for their actions. A high level of legal awareness assists teachers in avoiding conflicts, adhering to professional ethics, and maintaining order and discipline within the school environment (Lungu et al., 2025; Titova et al., 2023). Another critical component is legal skills, which determine a teacher's ability to apply legal norms in practice. This includes analysing legal situations, developing appropriate solutions, and utilising legal mechanisms in professional activities. For example, a teacher must be able to protect students' rights, resolve conflicts, and ensure compliance with safety and procedural rules within the educational environment. Legal skills also encompass the ability to draft official documents, engage in professional correspondence, and employ legal tools to address pedagogical and administrative issues (Buribayev & Khamzina, 2025). Finally, but equally important, is legal behaviour, which is reflected in a teacher's daily actions, attitude towards their professional duties, and adherence to laws and ethical standards. Legal behaviour demonstrates the teacher's level of personal responsibility for their actions and their commitment to protecting the rights and freedoms of all participants in the educational process. A teacher with a high level of legal culture serves as a role model,

promotes a positive attitude towards the law among students, and helps students adapt to the expectations and norms of contemporary society.

Legal culture plays a multifaceted role aimed at developing the professional competence of teachers, ensuring the effective performance of their duties, and maintaining legal order within the educational environment (Ibatov et al., 2021). It fulfils a number of important functions, each playing a key role in shaping the professional competence of future teachers. The informational function provides teachers with the necessary knowledge about their rights, responsibilities, and opportunities, enabling them to navigate the legal field of their professional activities confidently. The regulatory function guides teachers' behaviour in accordance with legal norms, contributing to the maintenance of legal order in educational institutions and creating favourable conditions for learning and teaching. The educational function focuses on the formation of legal awareness, moral and ethical values, and a responsible attitude towards the fulfilment of professional duties – elements that are essential to effective teaching practice. The preventive function aims to prevent legal violations by fostering awareness of the potential consequences of non-compliance and highlighting the importance of adhering to legal norms (Apakhayev et al., 2017; Kryshchanovych et al., 2021; Striukov et al., 2022). This, in turn, supports the creation of a safe environment for all participants in the educational process.

The motivational function encourages teachers to engage in self-improvement in the legal field, take an active role in public life, and contribute to the legal education of students, which is vital for shaping the legal awareness of the younger generation (Berkimbaev et al., 2012; Burayeva et al., 2020). Moreover, motivation is one of the central aspects in the development of the legal culture of future teachers, as it determines their interest in acquiring legal knowledge, its practical application, and further development. Motivation in this context is grounded in several critical factors: personal significance, reflecting teachers' understanding that legal culture is not only a professional requirement but also an essential part of general culture and personal development; professional necessity, highlighting that effective teaching requires knowledge of legislation, particularly in the areas of children's rights protection, conflict resolution, and organising the educational process in accordance with legal standards; civic responsibility, underscoring that teachers, as opinion leaders, must serve as role models of lawful behaviour for students and society as a whole; external incentives, including curricular requirements, the social prestige of the teaching profession, and recognition of professional achievements, which also play a significant role in motivating future teachers to develop their legal culture.

The process of forming legal culture in future teachers should be systematic and encompass various aspects of educational, instructional, and extracurricular activities. Educational methods include the delivery of lectures, seminars, and practical classes in law, the organisation of thematic trainings, and the analysis of specific legal cases, which enable students to apply theoretical knowledge in practice (Ruzieva et al., 2020). Instructional methods aim to develop legal awareness through the organisation of thematic events, such as legal weeks, competitions, debates, and meetings with representatives of the legal professions, all of which encourage students to engage in discussions on legal issues. Activity-based methods focus on the active involvement of students in legal projects, volunteer work, and collaboration with public organisations dedicated to legal education. These activities contribute to the development of practical skills and foster a responsible attitude towards legal issues and obligations. Interactive methods involve the use of modern interactive technologies, including trial simulations, role-playing games, and electronic learning platforms focused on legal topics. Such methods create a dynamic environment that facilitates active learning and supports the formation of legal competence.

Analysis of curricula for the integration of legal culture and professional motivation in the training of future teachers

The analysis covered teacher training programmes for primary school teachers at I. Arabayev Kyrgyz State University, mathematics teachers at Osh Technological University, English teachers at Osh State University, and primary school teachers at Batken State University. The study revealed that all analysed curricula include disciplines related to the legal training of future teachers. These disciplines are aimed at developing basic legal knowledge and competencies essential for fulfilling the professional duties of a teacher. Significant attention is given to studying legislation regulating educational activities, protection of children's rights, and issues of professional ethics. In most university programmes, the primary focus is on familiarising students with legal norms directly related to the educational field. Students study education laws, regulations on labour relations within educational institutions, and regulatory and legal acts that govern the rights and obligations

of teachers. Furthermore, children's rights are examined in the context of protecting students from discrimination, violence, and other offences. Many programmes also contain modules or topics on professional ethics, addressing both legal and moral aspects of pedagogical activity. Among the reviewed programmes, the curriculum of I. Arabayev Kyrgyz State University stands out for demonstrating the most comprehensive approach to developing students' legal awareness. This programme includes specialised training modules, such as 'Legal Foundations of Educational Activity', which encompass not only theoretical components but also practical tasks designed to enhance students' understanding of the application of legal norms in real pedagogical situations. For example, students study the fundamentals of administrative law, labour law, and international legal standards in education, and are also required to complete case-based assignments focused on resolving legal conflicts in schools. The programmes of other universities tend to place less systematic emphasis on legal culture. Here, issues of legal culture are often embedded within general pedagogical or psychological disciplines, rather than offered as distinct specialised courses. For instance, at Osh State University and Batken State University, aspects of legal culture are typically addressed within courses on pedagogy, psychology, or social work, rather than being taught as stand-alone subjects. As a result, students may find it more difficult to fully grasp legal issues or to appreciate their importance in professional practice.

It was found that pedagogical practice is a key component in the formation of professional motivation, as it provides students with the opportunity to apply acquired knowledge in practice, work directly with children, and engage with pedagogical teams. The study by Amangeldina and Dudovich (2022) highlights that pedagogical practice enhances motivation by creating real-life conditions for the application of theoretical knowledge, fostering critical thinking, and allowing students to see a direct link between academic learning and future professional activities. This practical experience not only facilitates the consolidation of professional skills, but also promotes a deeper understanding of the social significance of the teaching profession, thereby encouraging students to continue improving their knowledge and abilities.

The programmes at Osh State University demonstrate a focus on motivating students to study foreign languages and develop intercultural competence. This is achieved through the organisation of intercultural seminars, participation in international conferences, and implementation of projects related to foreign language teaching. Such an approach not only increases students' interest in the teaching profession but also helps develop skills necessary for working effectively in a globalised world. At Batken State University, emphasis is placed on student participation in legal projects and volunteer initiatives, which contribute to the formation of civic responsibility and foster an understanding of the importance of maintaining an active social role as a teacher. For instance, students are involved in legal education campaigns for schoolchildren, advising parents on educational rights and responsibilities, and organising events to support socially vulnerable groups. Project activities, integrated into the curriculum, play a significant role in forming motivation. Students are encouraged to develop and implement their own educational projects, giving them the opportunity to experience the outcomes of their efforts and recognise their own value and relevance in the professional sphere. Such activities stimulate initiative, creativity, and teamwork skills. Active learning methods, including interactive lectures, role-playing games, case discussions, and simulations, are used to engage students in the learning process, demonstrate its practical relevance, and enhance their interest in pursuing the teaching profession.

At the same time, the analysis of curricula revealed certain gaps and shortcomings that affect the quality of the formation of legal culture and professional motivation among future teachers. One of the key issues identified is the insufficient attention given to the practical application of legal knowledge in real pedagogical situations. Although the programmes include theoretical disciplines focused on the legal foundations of education and professional ethics, students often lack practical experience necessary to understand how this knowledge can be applied in areas such as conflict resolution, the protection of children's rights, or the organisation of the educational process. The study revealed a lack of interactive teaching methods, such as role-playing games, simulated trials, or the analysis of real legal cases. These methods, which provide students with the opportunity to practise practical skills within a safe learning environment, are either only partially implemented in some programmes or completely absent. As a result, students are provided with limited opportunities to acquire the essential skills required to effectively address legal and ethical issues in their future professional activities. Another issue identified is the fragmented integration of legal culture within the curricula of certain universities. In such instances, legal aspects are addressed only as part of

broader courses in pedagogy or psychology, without a clear focus on their relevance to the professional responsibilities of a teacher. This inconsistent approach complicates the systematic development of students' legal awareness and may contribute to a decline in motivation to engage with these critical topics.

Analysis of the impact of legal culture and professional motivation on students' academic performance and professional training

To analyse the study conducted in Kyrgyzstan, four main tasks were employed to assess the level of legal culture and professional motivation among students. Participants were asked to: solve legal cases; write essays on topics related to legal culture; participate in group discussions focused on legal and ethical issues in education; plan an educational process incorporating legal aspects. Teachers assessed the completion of these tasks using either a 5-point or 10-point grading scale, depending on the university. The results of the evaluations are presented in Table 1.

Table 1. Results of assessing the level of legal culture and motivation of students.

Task	Evaluation indicators	Rating 5/10	Rating 4/8	Rating 3/6	Rating 2/4
Solving legal cases	Level of understanding of legal norms, critical thinking	65%	20%	10%	5%
Essay writing	Depth of understanding of norms, attitude towards the legal order	60%	25%	10%	5%
Group discussions	Communication, argumentation, involvement	55%	30%	10%	5%
Educational planning	Integration of legal norms into the educational process	50%	35%	10%	5%

Source: Created by the authors.

The analysis of students' performance on tasks related to solving legal cases showed that the majority of participants – 26 out of 40 – demonstrated a high level of understanding of legal norms, along with the ability to think critically and effectively apply theoretical knowledge in practice. These students confidently analysed situations, considering not only the legal aspects but also professional and ethical dimensions. They were able to identify problems, find relevant legal norms, and justify their decisions with reasoned arguments. Such an approach reflects a high level of legal culture and professional responsibility. A small proportion of students – 2 out of 40 – encountered significant difficulties in completing the case studies. These participants were unable to apply theoretical knowledge effectively to practical tasks. They struggled to identify key issues, use legal norms appropriately, and present logically sound conclusions. These results highlight gaps in knowledge and the need for additional development of critical thinking, analytical skills, and the practical application of legal knowledge in professional contexts. In relation to the essay-writing tasks on the topic of legal culture, 24 students achieved high results, demonstrating the ability to reflect on the importance of legal culture in pedagogical work. Their essays contained thoughtful reflections on the significance of legal norms and ethical standards, indicating a strong understanding of their role within the teaching profession. Nevertheless, 2 participants were unable to fully develop the topic, revealing a need for further focus on building theoretical knowledge and analytical thinking. The group discussions provided a valuable platform for developing communication and argumentation skills. Twenty-two students actively participated, demonstrating the ability to argue their viewpoints, engage in constructive dialogue, and discuss legal issues in depth. However, 4 participants exhibited only basic communication abilities, pointing to insufficient preparation for discussions of this level and the need for additional support in developing these competencies. The final task – planning an educational process while integrating legal aspects – proved to be the most challenging. Only 20 students successfully incorporated legal norms into their lesson plans, clearly demonstrating the ability to consider legislative and ethical aspects in planning educational activities. The remaining 20 students encountered difficulties applying legal norms, suggesting a need for enhanced practical training and deeper engagement with the legal dimensions of pedagogical practice.

The study indicates that most students possess a high level of legal culture, as reflected in their ability to analyse, reason, and apply legal knowledge in practice. However, the findings also reveal a need to further strengthen students' skills in integrating legal norms into pedagogical activity, which can be addressed by increasing the number of practical tasks, case studies, and training exercises aimed at developing legal and ethical competence in real-life teaching contexts.

The organisation of focus groups with students and teachers of pedagogical disciplines provided a valuable opportunity to explore their perspectives on the role of legal culture and motivation in the process of professional training. This approach enabled the collection of a wide range of opinions, particularly regarding

the importance of these aspects for professional growth and the challenges faced by future teachers. During the discussions, students noted that legal culture is an essential element of their professional activities. They emphasised that knowledge of legal norms contributes to fostering a responsible attitude toward working with children, resolving conflicts, and maintaining professional ethics. Many participants highlighted the insufficient level of practical application of this knowledge in the educational process. Specifically, they pointed out that legal culture is predominantly taught as a theoretical subject, while practical tasks, such as analysing legal cases or developing lessons that consider legal aspects, are rarely implemented. Students also expressed a strong desire for more practical classes that would enable them to apply knowledge in real or simulated contexts. They emphasised that such tasks contribute to the development of critical thinking, the ability to argue one's position, and the capacity to make informed decisions.

Students underscored the need to update educational materials to better align with modern requirements for the teaching profession. Teachers, in turn, supported students' views on the importance of integrating legal culture into professional training. They stressed that the formation of legal awareness among future teachers is vital not only for their individual professional practice, but also for the creation of a healthy and safe educational environment. Teachers also highlighted the need to incorporate interactive teaching methods – such as role-playing games, simulations, and group discussions – into curricula to promote a deeper understanding of legal norms and ethical standards. Regarding motivation, the majority of focus group participants emphasised its crucial role in the learning process. Students noted that they are significantly more engaged when learning is interactive, practically oriented, and relevant to real-life pedagogical challenges. They indicated that motivation increases when they are given opportunities to see the results of their work, feel competent, and understand the importance of their profession. At the same time, teachers observed that student motivation largely depends on the curriculum and teaching approaches. They emphasised that it is essential to stimulate intrinsic motivation by creating conditions for independent knowledge-seeking, encouraging a creative approach, and providing opportunities for practical activities.

The focus groups also identified several key issues that affect the training of future teachers. These included an insufficient number of practical classes, poor integration of legal aspects into various disciplines, and limited access to modern teaching materials. Both students and teachers agreed that addressing these issues requires the development of training modules that integrate legal culture, professional motivation, and pedagogical skills. The analysis of these aspects highlights the need for greater inclusion of legal and motivational components in curricula, which can be achieved through practical classes, interactive teaching methods, and the updating of educational content to reflect modern challenges and professional requirements. The data collected during the study served as the foundation for the development of a theoretical model aimed at optimising the educational process and improving the quality of teacher training for student teachers.

Aspects of a theoretical model highlighting the integration of legal culture and motivation into the training of student teachers

A theoretical model has been developed to provide a comprehensive approach to the integration of legal culture and motivation within the educational process for students in pedagogical specialisations. This model comprises several key components, which are interconnected and designed to ensure the harmonious development of the professional competence of future teachers (Figure 2).

The first component of the model is legal awareness, which serves as the foundation of a teacher's professional activity. This involves students' knowledge of basic legal norms, their deep understanding, and their ability to apply these norms in practice. Tasks involving the analysis of legal cases contributed to the development of critical thinking, enabling future teachers to navigate complex situations related to the legal aspects of education. Knowledge of legislative requirements fosters a responsible attitude towards compliance with the law in professional activities. The second component is the ethical norms of the profession, which define the moral principles guiding a teacher's behaviour within the educational environment. This includes respect for the rights of students, colleagues, and other participants in the educational process, as well as a commitment to high ethical standards in professional practice. Participation in group discussions on ethics contributed to shaping students' understanding of the importance of moral principles in their future professional activities. The third component is internal motivation for professional activity, which is based on students' awareness of the significance of their role in the educational process and their desire for professional growth. Writing an essay on the topic of legal culture enabled students to reflect

more deeply on the importance of legal awareness for teachers, while also revealing their personal attitudes toward the profession.

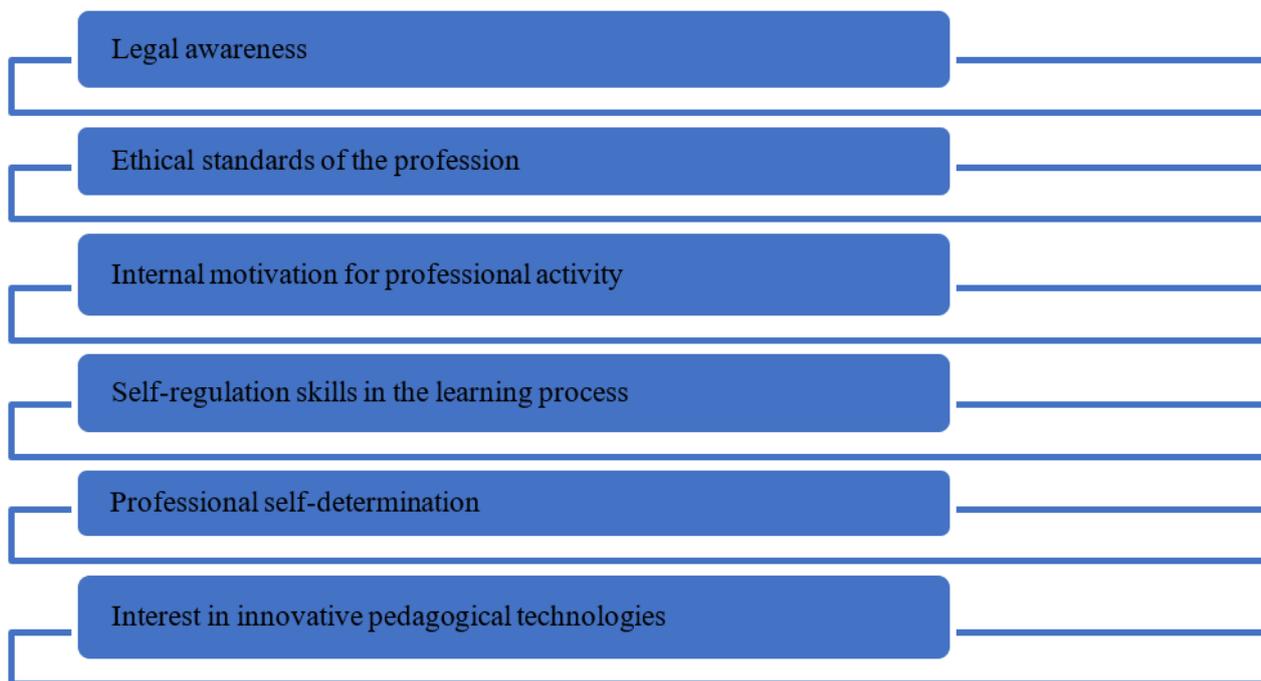


Figure 2. Theoretical model of integration of aspects of legal culture and professional motivation.

Source: Created by the authors.

Internal motivation forms the basis for developing a sustained interest in pedagogical work and a commitment to professional success. The fourth component is self-regulation skills in the educational process, which encompass students' ability to organise their activities, control their emotions, and make informed decisions. This component is especially critical for the successful execution of pedagogical tasks, as teachers frequently encounter stressful situations that require a high level of self-control. Participation in group discussions and the completion of practical tasks contributed to the development of these essential skills. The fifth component is professional self-determination, which involves the formation of a clear understanding of one's own professional path. Through the development of lesson plans that integrate legal norms, students not only enhanced their planning skills, but also recognised their responsibility in creating a safe and effective educational environment. This experience fostered students' confidence in their professional competence and preparedness for future professional roles. The final component is interest in innovative pedagogical technologies, reflecting students' readiness to utilise modern learning tools. The integration of legal aspects into lesson planning allowed students to recognise the potential of digital and interactive technologies for effective teaching practices, promoting their interest in pedagogical innovation.

The developed model combines key aspects of training future student teachers, aimed at fostering legal culture, professional motivation, and competence. Its implementation within the educational process will enable future teachers not only to develop a deeper understanding of legal norms, but also to successfully integrate them into professional practice, which represents an important step toward improving the quality of education. The proposed model for integrating legal culture, motivation, and professional competence into the training of future student teachers will contribute to enhancing the quality of teacher education, enabling students to better understand and apply legal norms in their professional activities. The introduction of artificial intelligence (AI), including personalised learning and interactive platforms, will help to optimise the learning process by offering students an individualised approach and continuous feedback. The use of modern technologies will facilitate the creation of a more effective educational environment, increasing students' motivation and improving their professional skills. The impact of the results of the present study on the development of the theoretical model lies in emphasising the importance of integrating legal culture and student motivation into the educational process.

Previous research, particularly the study of Cenevska (2023), has demonstrated that the formation of effective legal awareness among students requires consideration of the social and professional contexts in which these skills are developed. Building on these findings, the proposed model incorporates components such as the development of critical thinking, motivation for professional activity, and self-regulation skills, enabling students to adapt more effectively to the real conditions of the teaching profession. The implementation of this model into teacher education will help to enhance students' motivation for mastering legal norms more profoundly, as it focuses not only on the acquisition of theoretical knowledge, but also on the development of practical skills, which are crucial for future teachers. The model ensures the integration of ethical and legal standards into pedagogical practice, thereby promoting a responsible attitude towards the teaching profession and improving the quality of the educational process overall.

Discussion

The results of this study demonstrate that legal culture and motivation are key elements in the professional training of future teachers. Legal culture, which encompasses knowledge of legislation, legal awareness, and the ability to apply legal norms in professional activities, forms the foundation for ethical and lawful conduct in educational settings. These findings are consistent with the work of Abir et al. (2024), who argue that effective learning, oriented towards labour market needs, enables students to adapt to professional requirements and integrate theoretical knowledge into practical contexts. The study also highlights the critical role of motivation as an internal resource that drives students to pursue professional success. It was found that students' intrinsic motivation is grounded in their understanding of the importance of legal culture for their future teaching practice. This observation aligns with the findings of Ahmad and Nasution (2021), who emphasise the role of motivation in the learning process, particularly in the context of action-oriented learning models. Their research demonstrates that students are more motivated when they perceive the practical relevance of the knowledge acquired. This is especially significant for future teachers, as the practical application of knowledge fosters the development of professional competencies, directly influencing their confidence in teaching and readiness to address real-life challenges in the classroom. Such an approach contributes to the development of active motivation, encouraging students to engage more deeply with learning materials and to cultivate their pedagogical skills.

Legal culture equips future teachers with the necessary tools to address professional situations that require legal knowledge and decision-making (Ahmeti & Stankovska, 2023; Khamzina et al., 2021). The study found that students with a higher level of legal culture exhibit greater confidence in fulfilling their professional duties. These results are in line with the findings of Alharasis (2025), who argues that high standards in professional training enhance students' capacity to perform professional tasks successfully and minimise risks associated with their role. In addition, the research identified that insufficient emphasis on legal culture within curricula leads to gaps in professional training. This conclusion corresponds with the study by Baranovskyi et al. (2024), who highlight the necessity of reforming higher education programmes to better align with socio-economic realities and contemporary professional demands. The principal findings of this study affirm that legal culture is not only a component of the general educational level of students but also a critical factor influencing their pedagogical and social competences. This conclusion is consistent with the research of Okun et al. (2024), who examined how international experiences and practices contribute to the development of sports and legal culture. Their findings suggest that incorporating lessons from sports ethics and legal standards could be valuable for motivating future teachers and fostering their professional competencies.

Motivation has been identified as a crucial factor influencing the effectiveness of the learning process. The present study demonstrated that students who possess clear goals and intrinsic motivation achieve better learning outcomes. These findings are consistent with the research of Anyichie and Butler (2023), who emphasise that student motivation is shaped through the interaction between cultural context and task design, which stimulates students to strive for success. The integration of legal culture into professional training is particularly significant, as it encourages students to reflect on their role in society and fosters a sense of professional responsibility. These results are also aligned with the study by Chenche Jácome et al. (2023), who highlight the importance of critical reflection on educational processes to enhance learning outcomes and professional development. Moreover, the findings confirm that student motivation is an essential driver of professional growth, particularly in the context of incorporating modern approaches to education. Sahach (2020) stresses that motivation plays a central role in the development of professional

competencies among future teachers. This study found that students with high levels of motivation show a greater interest in in-depth study of legal culture, which is consistent with the conclusions of Onyefulu et al. (2023), who argue that motivation not only promotes professional growth but also contributes to the retention of teachers in the profession.

These findings underscore the need to integrate legal culture into teacher education curricula, as this integration not only enhances professional skills but also encourages long-term professional development and retention. Furthermore, the study demonstrated that interactive teaching methods, particularly the use of digital technologies, are effective in fostering legal culture among students. Students who engage with mobile learning and interactive platforms exhibit a high level of legal knowledge acquisition, as such methods help maintain interest and active participation in the learning process (Aviv et al., 2024; Titova & Sosnytska, 2020). These results are consistent with the findings of Homen Pavlin and Sužnjević (2019), who argue that technology, especially in distance learning formats, enhances learning effectiveness. However, the study also identified certain challenges, particularly the insufficient access to high-quality technological resources, which may limit the effectiveness of interactive teaching methods. This observation aligns with the research of Cunningham et al. (2024), who highlight the necessity of ongoing professional development through technological platforms to enhance the skills of both teachers and students. They further emphasise the importance of access to quality resources as a prerequisite for achieving high learning outcomes. Of particular significance is the study's finding that the use of modern technologies directly contributes to the development of students' legal culture. Interactive learning platforms enable students to explore legal aspects of teaching in a dynamic and engaging manner, aligning with the current demands of professional education. The findings from Dhillon and Murray (2021) highlight both the potential and challenges of integrating e-learning in EAP teaching, emphasizing the positive impact on student engagement and autonomy, while also addressing the need for better support and training for teachers to effectively manage digital tools in their practice. This approach is consistent with the findings of Wei et al. (2022), who also demonstrated that enhancing students' legal literacy and digital competencies has a substantial impact on their professional development. Their study reinforces the importance of embedding legal aspects into educational curricula to strengthen the professionalism of future teachers in the context of today's digital environment.

The results of this study also indicate that innovative teaching methods, such as gamification and the integration of multimedia resources, contribute significantly to enhancing student motivation. These findings are consistent with the research of Fu et al. (2024), who demonstrate the effectiveness of gamification in the educational process, particularly in fostering a positive attitude towards learning. It is important to emphasise that innovative methods must be adapted to the specific conditions of the educational environment to be effective. The study conducted by Han (2024) highlights the importance of a multimodal approach in education, especially in the context of teaching legal disciplines, which further corroborates the findings of the present study. The results show that legal culture plays a crucial role in shaping the professional identity of future teachers. In particular, it was found that students with a high level of legal culture demonstrate greater confidence in their pedagogical abilities. This observation is aligned with the findings of Hodgkinson-Williams and Arinto (2017) and Višnjić-Jevtić and Bel (2024), who argue that professional associations can strengthen teachers' professional identity by raising legal awareness. It was established that legal culture enables students to develop a better understanding of the ethical and legal aspects of pedagogical activity, which is critical for shaping their sense of professional responsibility. This understanding enhances their capacity to interact constructively with students and colleagues, applying legal norms to resolve conflicts and uphold justice and fairness within the educational process.

Thus, this study demonstrates that the successful integration of legal culture, professional motivation, and innovative methods into the educational process contributes to the formation of highly qualified professionals. The results confirm the importance of developing legal culture and motivation, aligning with the conclusions of other researchers who highlight the effectiveness of innovative teaching methods, including digital technologies and interactive platforms.

Conclusion

The study of the role of legal culture and motivation in the training of future pedagogical specialists within the framework of educational programmes at universities in Kyrgyzstan has led to a number of important findings. The results of the study highlight the importance of a comprehensive approach to the training of future teachers. It was established that the level of integration of legal culture into university curricula is

uneven. The analysis revealed that legal culture is primarily taught at a theoretical level, thereby limiting opportunities for its practical application in the future professional activities of students. Many participants in the study emphasised the critical role of legal knowledge in working with students, resolving conflicts, and upholding ethical standards of the teaching profession. This underscores the need to strengthen the practical dimension of teacher training through the development of interactive tasks, role-playing exercises, and simulations. Student motivation was identified as one of the key factors influencing the success of professional training. Intrinsic motivation, formed through the awareness of the social significance of pedagogical work, emerged as a vital driver for achieving high educational outcomes. Participants highlighted the importance of external incentives, including teacher support, a positive university environment, and opportunities to participate in innovative pedagogical projects.

The study found that most students demonstrated a high level of understanding of legal norms and the ability to apply theoretical knowledge in practical contexts. Some students encountered difficulties, revealing the need for further development of critical thinking skills. In essay writing, a significant proportion of students achieved high results, demonstrating an understanding of the role of legal culture, although some were unable to fully explore the topic. In group discussions, many students actively participated, showcasing communication and argumentation skills, while others displayed only basic abilities. Regarding lesson planning that integrates legal norms, approximately half of the students succeeded, whereas the other half faced challenges, indicating the need to enhance practical pedagogical skills. Focus group results further demonstrated a clear relationship between students' level of legal culture and their motivation. A high level of legal culture fostered a responsible attitude towards the teaching profession, positively influencing motivation to study and develop professional skills. Participants also noted that motivation increased when the educational process was practically oriented, allowing them to apply legal knowledge in real pedagogical contexts.

Based on the findings, a theoretical model was developed, incorporating key components such as: formation of legal awareness; development of ethical norms of the profession; stimulation of intrinsic motivation; development of self-regulation skills; professional self-determination; interest in innovative pedagogical technologies. This model envisions the integration of legal culture and motivation across all stages of teacher training, thereby contributing to the formation of holistically prepared, ethically responsible, and professionally motivated educators.

It is important to note that the study was limited to four universities in Kyrgyzstan, which may constrain the generalisability of the findings to other educational institutions. Future research could involve comparative studies with teacher education systems in other countries and assess the long-term impact of the proposed model on graduates' professional success. Future studies could explore innovative approaches to integrating legal culture through digital pedagogical tools, including interactive and AI-based learning platforms.

Data availability

The data that support the findings of this study are available from the corresponding author upon reasonable request

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