

Informational uncertainty as a determinant of attitudes towards environmental law and behavior

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Abstract. This article explores how information uncertainty affects people's attitudes to legal behavior in the context of environmental law. The article delves into the complexity of decision-making processes when you come across ambiguous or incomplete information regarding environmental regulations. By examining how uncertainty around laws and their enforcement affects relationships and compliance with legal norms, the study sheds light on the subtle interaction between information gaps and behavioral responses. The author studies how risk perception, trust in regulatory authorities and clarity of legal regulations contribute to the formation of people's attitudes towards compliance with environmental legislation. Understanding these dynamics can inform policy makers and regulators about strategies to increase clarity, transparency and communication in environmental law enforcement. By explaining the role of information uncertainty in shaping attitudes towards legal behavior, this article helps to develop more effective strategies to promote compliance with environmental requirements and environmental sustainability.

1 Introduction

1.1 Relevance of the study

The modern world poses many environmental challenges to people: from nature conservation to legislation to control the interaction of man and nature.

This article delves into the complex relationship between information uncertainty and the development of relationships that determine legal behavior in the field of environmental law. By exploring how uncertainty about rules, consequences, and responsibilities affects people's perception and level of compliance, the article aims to shed light on the key factors influencing compliance with environmental legislation.

Varying degrees of uncertainty can either contribute to or hinder pro-environmental attitudes and actions. In addition, the role of trust in institutions, sources of information and social norms in mitigating uncertainty and ensuring compliance with legislation is important. That is why it is so important to gain an understanding of the nuances of the interaction between information uncertainty and the formation of views that are crucial for navigating

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the complex landscape of environmental law, which offers valuable insights for both politicians, legal practitioners and environmentalists.

1.2 Literature review

Russian legislation contains quite a lot of legal norms that consolidate and specify the right of everyone to a favorable environment.

Solving environmental problems, in many ways due to the preservation of extensive environmental management in the fuel and energy sector and other sectors of the economy, the potential danger of economic and other activities primarily lies in the area of strategizing models and technologies for the introduction and development of teachers' communicative competence.

Among foreign scientific works, the works of Fenglin I. [9], Sheng M.K. [10] are of particular interest., which address both the fundamental issues of Information uncertainty as a factor in the formation of attitudes of legal behavior in the environmental context of law.

Environmental uncertainty hinders the development of ecological and legal awareness. The very process of developing meaning within the context of ecological thought begins at school. Therefore, the purposeful education of students is aimed at fostering the legal culture of individuals at the heart of implementing the mechanism of didactic principles for the formation of legal behaviour in the educational process. The content of legal knowledge should be determined at each educational level, taking into account the psychological characteristics of students, their age category, and the social roles they fulfil.

In modern didactics, studies of Information uncertainty, attitudes of legal behavior in the environmental context of law by Abakumova I.V., Kravchenko S.N., Vinokurov A.Y., Mayorova E.I., Mingaleeva M.T., Pyanov N.A., Matancev D.A., Ergashev I. are of particular interest. and other authors.

In modern human sciences, such as psychology, philosophy, axiology, linguistics, cultural studies, it is shown that ecological thinking, attitude (manifested in the motivational, semantic and value spheres of personality) are the dominant regulator in the life process of a person, first of all – a student, especially if we take into account training within the framework of the ecological concept of education [5].

1.3 Justification of the problem

A feature of the popular research is that the influence of information uncertainty on the development of attitudes towards legal behavior in the environmental sphere of law. In a world characterized by complex environmental problems, the lack of clear and easily accessible information about legal rights, rules and consequences can significantly affect people's attitudes and actions regarding compliance with environmental requirements.

The problem of the semantic field within the framework of uncertainty is acute, starting from the didactic foundations of the teaching process to the formation of one's own noosphere of being after the completion of the period of education and moving on to self-study. This is especially critically important in the concept of ecology and eco-friendly behavior.

1.4 Defining the goals and objectives of the study

The need of society for a conscious attitude to environmental management and any other actions with it begins to be realized at school. At the same time, a certain degree of uncertainty can both contribute to the formation of attitudes of legal environmental behavior and prevent it.

The purpose of the study is to study how uncertainty in the sources of information, accuracy and relevance contributes to the formation of attitudes towards compliance or non-compliance with legislation in an environmental context. Analyzing the role of information uncertainty in influencing the perception of:

- risks;
- benefits;
- ethical considerations.

This study seeks to provide insight into the psychological and behavioral factors that underlie human decision-making processes in the field of environmental law.

2 Methodology

During this research, a range of scientific methods were used: general scientific methods such as empirical and theoretical analysis, which involved studying and generalizing previous experience in researching semantic categories in students influenced by integrative communication technologies.

Additionally, private scientific methods such as forecasting in pedagogy and methods for processing research results were employed, as well as specialized methods for structural and functional analysis of the pedagogical aspects of the research.

The study presents a theoretical and methodological analysis of the state of attitudes of legal behavior in an environmental context and the associated environmental consciousness, which significantly affects the organization, course and final result of theoretical and practical activities of lawyers, teachers and trainees.

The most effective techniques were the observation of millet. For the subsequent qualitative construction of a model that solves the legal issues of the culture of ecological consciousness and the behavioral aspect in general in conditions of information uncertainty.

3 Results

Youth is a valuable resource and an exceptional source for the formation of the state and society. Their role and purpose, which are irreplaceable, determine the safety, vitality, and security of the country. The education of the younger generation, as well as effective approaches to the education of tolerance, citizenship, and patriotism, are essential. The observance of support and ensuring the meaningful continuity of generations determines the goals, objectives, and content of traditional and innovative didactic methods aimed at the formation of a legal culture. Scientific researchers addressing the problem of theoretical understanding and methodological justification of attitudes towards the formation of legal behavior at the present stage do not exclude difficulties associated with retrospective research results.

These difficulties are related to the dynamic and unstable state of legal and social culture over time, as well as territorial, spiritual, and educational factors.

Justification at various levels of management in the education system using scientific and research-based initiatives and tactics aimed at promoting ideological conviction related to the need for balancing and balancing the basic foundations and innovative discoveries in the theory and practice of legal culture formation in the "here and now" trend to increase the level of legal awareness and understanding of legal views, representations, established legal norms and rules of conduct, and their observance by the younger generation on an ongoing basis. Formation of legal culture through a deep and conscious respect for oneself, society, and the state, as well as a comprehensive understanding of historical and legal principles of

the rule of law formation and the individual in law, understanding and projecting personal perception and attitudes into a model for correct behavior and lawful actions.

And actions that do not have an illegal or other unlawful nature, taking into account the expansion of the basic didactic principles of legal education in the educational process.

The nature of "legal behavior", a legally significant category, is understood as a regulated procedure for following the principles and rules of law and current legislation. The essence of legal behavior can be revealed through its social significance, intellectual and volitional content, conscious and voluntary manifestations, legal certainty, ability to cause legal consequences, form of expression, powers of state control to verify legality of actions, degree of compliance with the principles of law, legal awareness, information, legal culture of an individual, and the conditionality and flexibility of the boundary between legal and illegal actions. These characteristics can vary depending on the purpose, nature of manifestation, and specific circumstances. Today, there is no precise definition of the concept of "legal behavior" in pedagogy.

Pedagogy is an interdisciplinary field that studies the problems of education, training, and the development of the individual. It is an integral part of the education system and is aimed at achieving the goal of developing the student's personality. The concept of "legal behavior" is closely related to other areas of knowledge that are relevant to the legal sphere. It is used in various spheres of human activity and plays an important role in society and the functioning of the state (see Figure 1).

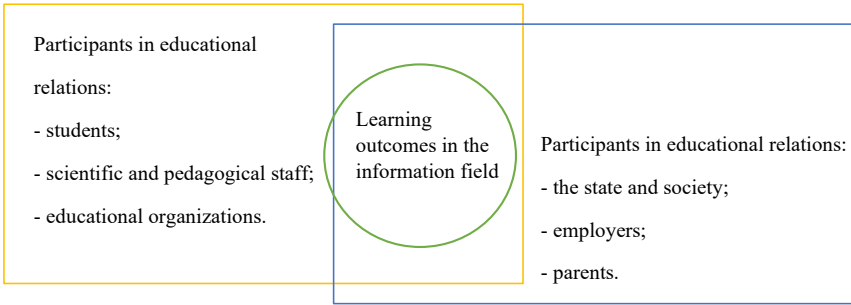


Fig. 1. The system of interaction in the educational environment

I.V. Abakumova believes that the positions of cultural, hermeneutical, semiotic, axiological, existential, phenomenological, and synergetic approaches still have methodological relevance and are relevant for understanding the patterns of meaning and meaning-making in the educational process. She presents the synergetic approach as a way of understanding that "new things do not come from certainty, but from uncertainty. This determines the nature of students' semantic activity in the learning process." In our case, in the context of synergetic, we can draw a parallel with the expansion of didactical principles in situations of uncertainty, such as information uncertainty, which acts as a factor influencing the unified mechanism of didactical principles and determining the nature of the learning process.

The organization of students' activities in the educational process is aimed at forming a legal culture and promoting legal behavior, which ensures the harmonization and systematization of social aspirations and ideals according to the legal requirements of the state. This, in turn, helps to streamline public relations.

Considering that most life situations involve some degree of uncertainty, and bearing in mind that various external factors can influence the course of events, it is understandable that a person's mental state may be affected by the possibility of deviating from the intended goal or achieving different results than planned. This is

inherent in human nature during any type of activity, including legal activities. Decisions made in conditions of risk involve outcomes that are uncertain, but the probabilities of each possible result can be estimated with some degree of certainty. In legal practice, there are relatively few decisions made in situations of absolute certainty, where the subject can precisely determine the outcome of each alternative available in a given scenario. Nevertheless, these decisions still occur. The level of certainty in decision-making varies depending on various factors.

The external environment plays a significant role in the decision-making process. When there is a strong legal framework in place, it reduces the number of options and decreases the level of risk. The concept of "legal uncertainty" describes the quality of the legal system, including the availability of information necessary for decision-making. This uncertainty can be manifested in incomplete, insufficient, inaccurate, or distorted information, which can lead to increased risk. Decisions are made under conditions of uncertainty when it is difficult to assess the likelihood of potential outcomes. This occurs when the factors that need to be considered are so novel and complex that there is not enough relevant information available to objectively determine probabilities, or when the current situation does not fit into known patterns. As a result, the likelihood of a particular outcome cannot be predicted with certainty.

Degree of certainty: Uncertainty is a characteristic of decisions made in a rapidly changing environment. When faced with uncertainty, law enforcement officers have two main options. First, they can try to gather additional relevant information to reduce the novelty and complexity of the situation. At the same time, they need to correlate this information with their accumulated experience, judgment, or intuition to provide a series of subjective or assumed probabilities. Second, they can act in accordance with past experience and make decisions based on their judgment and intuition, making assumptions about the probability of events. This allows them to make decisions quickly when there is not enough time to collect additional information.

Various causes give rise to types of information uncertainty. We have identified the varieties peculiar to individual stages:

- 1) assortment related to the attribution of goods to a particular group;
- 2) technological, based on ignorance or inability to use managerial, communication, technical and other ways to achieve organizational goals;
- 3) regulatory and legislative (the information provided in regulatory and legislative documents also has a high level of uncertainty);
- 4) subjective, depending on the manufacturers of products (insufficient preparedness of the organization's members to perceive and process incoming information);
- 5) uncertainty related to the choice of consumer properties (lack of consumer confidence in manufacturers).

Transferring all the above to the basic concept of pedagogy as a starting point for the formation of awareness and understanding of one's own information field and the information fields of other objects, whether they are taken into account or not, recognized or not recognized, it can be argued that the origins of these basic determinants occur in the process of pedagogical interactions within the teacher-student system.

The model of the modern system involves indirect interaction with an additional element, such as an electronic educational environment or platform. We conducted a survey among high school students and first-year students on the topic of how the phenomenon of uncertainty affects their behavior in relation to various aspects of the environment, including communication, behavior in society, environmental management, and environmental protection measures.

We found that students with a higher level of knowledge performed near 20% better in the experiment than those with less knowledge. At the same time, age and gender did not significantly affect the results of the study (see Table 1).

Table 1. The survey on the formation of an information-conscious field of environmental issues

The criteria	Students	
	with a higher level of knowledge (122 people)	less knowledge (120 people)
communication	87%	69%
social behavior	90%	80%
environmental management	77%	54%
environmental protection actions	98%	71%
restorative actions	69%	43%
the average value	84,2%	63,4%

A low indicator at first glance suggests that the results are insignificant. But we must understand that we have been working with a legal information field, which makes the task narrower. Therefore, in our opinion, this quantitative expression only confirms the dual understanding of the formation of meanings within the framework of information uncertainty.

The uncertainty is related to the subjectivity of the study or to the human factor [2] and the inaccuracy of the instruments. Uncertainty in the information field, such as a rule, it is associated with information uncertainty [3]. The information field is considered as a source of information for solving various tasks. The difference between the information field and the information space in the fact that the information field contains a certain indicator at each point of the field, which characterizes a certain value at a given point in space. For example, the near-Earth space contains electric, magnetic and gravitational fields.

Uncertainty is related to the concept of risk. In some cases, uncertainty leads to a risk phenomenon. In other cases, the risk creates uncertainty. Uncertainty creates and such a factor as information asymmetry,

which is also a cause of risk. An important aspect is that "risk" has a cognitive connotation.

The introduction of a new category seems to us simply necessary within the framework of this relational study.

Next, we organized two groups with teaching interactions within the same framework of information crisis. We present indirect interaction through Moodle, zoom, canvas, equio systems (see Figure 2).

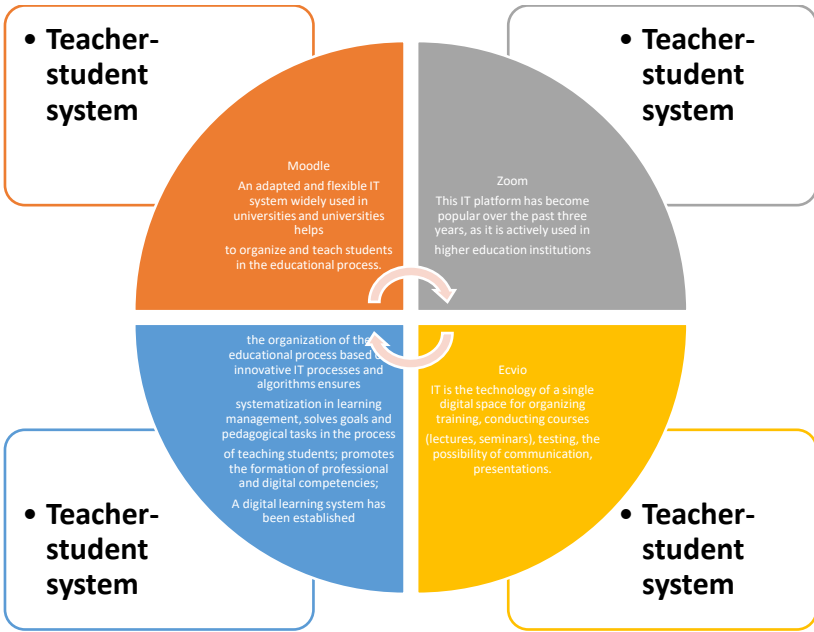


Fig. 2. The model of indirect interaction in the teacher-student system within the framework of the formation of meanings in the information field

Classes with teachers from students on environmental and other topics were held in a standard classical mode, as well as using an electronic educational environment for assignments, zoom for consultations and canvas for organizing presentation and project work. Integrative interaction was observed in both cases.

The group with direct interaction with the teacher and the group with indirect interaction showed similar results with a difference of no more than 3,5% (see Table 2).

Table 2. The survey on the formation of an information-conscious field of environmental issues

The criteria	Students	
	direct interaction (67 people)	with indirect interaction (64 people)
communication	81%	77%
social behavior	79%	84%
environmental management	71%	64%
environmental protection actions	88%	81%
restorative actions	61%	56%
the average value	76%	72,4%

This suggests that the didactic aspects of forming students' awareness, understanding and filling the information field are not significantly different.

Thus, we emphasize that the ability to overcome information uncertainty (AOIU) is the ability to productively transform the initial uncertainty, discovering new relationships in the composition of data and, accordingly, the desired properties (qualities) of the object of

cognition. The implementation of such transformations is based on the possession of the subject (the subject) in certain ways of operating on the object of cognition. In fact, such transformations can be attributed to a certain type of mental activity (use reasonable assumptions, guesses, a fairly wide range of cognitive ideas, logical and associative connections), which is realized and actualized by subjects who have increased sensitivity to the manifestations and functional capabilities of internal connections of cognizable objects (the possibility of achieving some properties of an object through a certain change in others. This is how we can psychologically justify a small percentage gap in the current diagnostic situation. a certain change of others).

This aspect of the subject of AOIU diagnostics consists in revealing the information and activity aspects of its manifestation based on modern ideas about the forms, content and main types of movement in the information space. Without revealing its place in this space, we, in fact, cannot reveal SPIN as a special investigative ability. The features of this mechanism can be conveniently divided into two aspects: operational and informational.

The first aspect of the psychological mechanism of SPIN – activity – is associated with the traditional representation of the psychological mechanism of mental action.

The second aspect of the psychological mechanism of SPIN – informational – characterizes its features in the light of modern ideas about movement in the information space. In its form, this type of movement is a transformation of the information space based on the introduction of any new elements into it that reduce the initial uncertainty of this space. In terms of its content, this new movement in the information space represents a new kind of inference, which we have called an introduction.

4 Conclusions

In the course of this study, we identified the main didactic principles that shape the legal culture in students' minds and the importance of innovative pedagogical approaches that incorporate the criteria of great didactics, as well as the experience of previous generations and the practical tools developed in recent years. A review of the literature revealed a lack of clarity in the pedagogy regarding the interpretation of the concept of "legal behavior" and the absence of didactic principles aimed at shaping right behavior.

As a result of our research and exploration, the author O.A. Matveeva attempted to theoretically justify the need for a new didactic model to develop legal behavior, which has both scientific novelty and practical relevance. Furthermore, we explored the variety of digital learning resources and online platforms available in the digital educational environment.

Integrated into modern pedagogical and interactive learning technologies, methods were studied, which together ensure the development of didactic foundations for learning as a unified and purposeful educational process at university level. Effective organization and implementation of the educational process based on didactic methods based on modern technologies makes it possible to systematize and continue the process of independent learning and self-control by students; coordinate the learning process and competency management system; develop capacity and experience through interactive learning in the form of collaborative activities to share knowledge and experiences, solve problems, model and predict various situations, and project over time, evaluate each other's actions and behavior comprehensively.

This positively affects the formation of a legal culture. Legal behavior; expanding the range of applications of an integrative approach to teaching, the formation of key basic competencies for solving theoretical and practical problems.

The development of a new didactic model based on semantic didactic principles that ensure semantic interpretation of attitudes in the formation of legal behavior aims to expand

and introduce to the scientific and subject area in legal disciplines, as well as to develop the level of legal culture and legal behavior among students in the educational process.

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