



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VII

Número: Edición Especial

Artículo no.:40

Período: Octubre, 2019.

TÍTULO: El uso de recursos educativos abiertos en la educación jurídica continua en Rusia.

AUTORES:

1. Ph.D. Lidiya L. Sabirova.
2. Ph.D. Alina L. Shigabutdinova.

RESUMEN: El análisis de los recursos educativos abiertos muestra que los programas más populares son cursos preparados para los representantes de la comunidad jurídica, con el objetivo de desarrollar una educación jurídica continua. La capacitación con el uso de cursos en línea brinda a los abogados profesionales y estudiantes de derecho la posibilidad de estudiar varias materias de forma remota, lo que representa un poderoso sistema mundial de educación moderna. La aplicación de los resultados de este artículo cubre la práctica de la educación continua de los abogados, mediante el uso de recursos educativos abiertos, la práctica de interacción de los participantes en el proceso de dicha capacitación, y los resultados obtenidos pueden utilizarse para desarrollar disposiciones modernas sobre educación jurídica continua.

PALABRAS CLAVES: recursos educativos, abogados, un recurso electrónico abierto.

TITLE: The use of open educational resources in continuing legal education in Russia.

AUTHORS:

1. Ph.D. Lidiya L. Sabirova.
2. Ph.D. Alina L. Shigabutdinova.

ABSTRACT: The analysis of open educational resources shows that the most popular programs are courses prepared for the representatives of legal community with the aim of developing continuous legal education. Training with the use of on-line courses provides lawyers-professionals and legal students with the possibility to study various subjects remotely, representing a powerful world system of modern education. The application area of this article covers the practice of continuing education of lawyers, through the use of open educational resources, the practice of interaction of participants in the process of such training, and the obtained results can be used to develop modern provisions on continuing legal education.

KEY WORDS: educational resources, lawyers, open electronic resource.

INTRODUCTION.

Continuing education has become a social necessity. Undoubtedly, this process affected the legal education. The purpose of this study is to form a holistic scientific understanding of the use of open educational resources in continuous legal education in Russia.

The theoretical basis of the research is the theory of contextual education; the theory of personality development and education, and the theory of technologization of pedagogical process. The problem of continuous legal education was the subject of consideration in the works of A.P. Vladislavlev, V.G. Dneprov, N.A. Lobanov, V.G. Onushkin, B.I. Ogarev, V.N. Skvortsov, T.G. Myasoedov, I.N. Myslyayev, V.N. Onushkin, N.P. Sorokin, O.Yu. Nesterov, T.L. Klyachko, and others.

The interpretation of continuous education as any form of education, aimed at the all-round development of the personality, unites the features of all available approaches. It combines institutionalized and non-institutionalized forms of education, including self-education.

DEVELOPMENT.

Methods.

The following approaches are used as the methodological grounds for the study of the use of open educational resources in continuous legal education: a functional-targeted approach, oriented to the organization and support of continuous legal education, the development of initiatives and innovations, the implementation of a wide range of educational services; personal-professional approach, which involves consideration of continuous legal education as enriching of the creative potential of the individual, in the socio-cultural, professional, educational sphere.

The methodological basis of the research is formed by the concepts of self-developing personality, the mechanisms of personalization, self-realization, subjective activity of personality, the concept of systematic approach to the analysis of pedagogical phenomena and processes; the theory of application of personality-oriented and culturological approaches in education, the complex of methodological approaches to the continuous professional training of the legal profile specialists (individually-oriented professional; personal-activity system; personified, synergetic approaches), ideas of the competence approach in higher professional education.

Results and discussion.

According to Part 2 of Article 10 of Federal Law № 273-FZ of December 29, 2012 "On Education in the Russian Federation" (Federal Law of December 29, 2012), education is divided into general education, vocational education, additional education and technical training, providing the opportunity to realize the right to lifelong learning (continuing education). The continuity of

education is understood by the legislator in this case as linearity, implicating the possibility of a person to get education and a profession, due to the functioning of a system of state and non-state educational institutions of different levels - from pre-school to post-graduate.

The problem of continuous legal education is interdisciplinary, it has grown from the problem of analysis of educational process. The idea of the continuity of education is also found in the works of Plato, Aristotle, Voltaire, Goethe, Comenius, Rousseau, and others (Maslov, 1993). A great contribution to its development was made by the representatives of pedagogical science. It should be noted in the works of such scientists as A.P. Vladislavlev, V.G. Dneprov, N.A. Lobanov, V.G. Onushkin, B.I. Ogarev, V.N. Skvortsov, T.G. Myasoedov, I.N. Myslyayev, V.N. Onushkin, N.P. Sorokin, O.Yu. Nesterov, T.L. Klyachko, and others. In particular, A.P. Vladislavlev and M.D. Makhlin consider education as a process of socialization, fulfilling educational and pedagogic functions, at various stages of the personality formation.

F.R. Filippov regards continuous education in the context of development of the individual's need for education: the problem of continuing education also includes the issues of improvement the culture of workers in the widest sense, broadening of their political outlook, economic education and personal education (Filippov, 1980).

The analysis of modern literature shows, that there are two approaches to the definition of the term "continuous education". In some cases, there is only the education of adults (receiving additional higher or secondary education, training in courses and other forms of education, which allow a person with higher education to gain additional knowledge and to develop new competencies). The practice of foreign educational institutions for adult supplementary education programs, including for pensioners, has been accepted by Russian universities and educational centers. In the process of familiarization with the educational program, people not only study and develop, but also get acquainted, communicate, organize their leisure.

In another aspect, continuous education is considered as education throughout life. With this meaning, the emphasis is laid on additional education, which deepens and enriches the skills, acquiring by the students in the main educational institutions. This includes education and development of children, additional education of schoolchildren and students, and training for adults of different ages. The goal of such education is the diversified development of a person, as well as his socialization.

In the Russian Federation, continuing education is understood primarily as a professional education, including the vocational guidance of schoolchildren in order to choose a future profession, training a student in an institute of secondary or higher education, student practice, including involving the student in the professional community, professional retraining of a specialist, raising the qualification of the employee. Now there are various institutes and programs, which provide services in the direction of continuing professional education. Thus, target training is used in the corporate education, which implies continuous training for solving specific problems of the enterprise (Masalimova, & Sabirova, 2014).

The interpretation of continuous education as any form of education, aimed at the all-round development of the personality, combines the features of all the approaches, already available. It combines institutionalized and non-institutionalized forms of education, including self-education (for example, by reading books, watching cognitive films, or developing new skills through master classes on the Internet). Priority for this approach is the development of student's cognitive motivation. It is necessary not only to teach a person something, and not only to give him the opportunity to learn himself, but it is important to foster his interest in learning throughout life and to engage in self-education (Day, 2002). At the same time, education should be understood by the student not as a complex of knowledge, imposed by the teacher, but as a voluntary journey for the purpose of discoveries, then it will be interesting to study all life (Hirsch, 1995).

The students of law faculties receive the necessary knowledge and skills, which are combined in the competences, forming own professional competence, through the development of personal attitude toward professional activities and the accumulation of experience from applying of knowledge and skills in practice.

Federal state educational standards for higher education in the field of study 40.03.01 Jurisprudence (bachelor's level) are approved by the Order of the Ministry of Education and Science of December 1, 2016. This document states, that a graduate, who has successfully completed the bachelor's program, must have professional competencies, corresponding to the type(s) of professional activity, for which the bachelor's program is oriented.

With the development of information technology, lawyers gain the access to educational resources and advert to self-education. As international experience confirms, students can independently choose educational resources (Huang et al., 2012), which affects the development of educational system, forms it, creating a competition between educational resources.

At the moment, there are two promising development fields for lawyers: mass open on-line courses (MOOC) from such providers as Coursera, Udacity, eDx, Khan Academy and on-line training programs, which are offered by traditional universities, as a form of study, alternative to extramural (Penn Foster College, University of Phoenix, Kaplan University). Unfortunately, in Russia both the system and the demand for distance learning are not sufficiently developed, but the experience of different countries in creating and implementing of on-line training is actively studied (Travkin, 2014).

The offered on-line courses provide the opportunity to get maximum information in a certain area, in a short period of time, without interruption from the workplace. According to the research data, the combination of full-time and online learning is the most effective way of teaching in the world (Evaluation of Evidence-Based Practices in Online Learning a Meta-Analysis and Review of Online

Learning Studies, 2010). To date, there are both paid and free on-line courses, and many of them are authored. All of them are designated by the term "open educational resources" (OER) (OER, 2012). OER is a special educational content, allowing Internet users to get acquainted with the training courses (or individual elements of these courses), as well as with other educational materials of leading universities and teachers (Mamontova, 2015).

An example of effective development of the segment of open educational resources is the educational platform Coursera- it is a huge base of both paid and free courses from the world's leading universities and organizations. Coursera cooperates with universities from 28 countries, uniting tens of millions of students. In October 2013, Russian universities joined the global educational platform Coursera (MIPT, SPbSU, NRUHSE) (The official site of Coursera educational platform).

In Russia, a number of digital educational projects, containing open educational resources, are successfully implemented (Sigalov & Skuratov, 2012). Among them are such popular ones as INTUIT, "Universarium", "Lectorium", "PostNauka" and others.

INTUIT - is an educational project, the main objectives of which are the free dissemination of knowledge in the World Wide Web and the provision of distance learning services (The Official Site of National Open University "INTUIT"). A large number of training courses in jurisprudence (intellectual property law, introduction to legal informatics, electoral systems, private international law and others), economics, and information technologies are presented on the website in open and free access. Many courses, placed in the system INTUIT, have passed the necessary certification in the relevant educational and methodological associations of higher education institutions of the Ministry of Education and Science of the Russian Federation. The analysis of the number of followers of this educational resource shows that the most popular courses are those, devoted to legal topics.

"Universarium" - is an educational platform for free on-line education, launched with the support of the Agency for Strategic Initiatives and "RIA Novosti". Courses are developed jointly with Russian universities. Currently, this platform brings together more than 300,000 users and contains about 40 available courses, including for lawyers (international law and challenges of the 21st century, legal support for the export project, etc.) (The Official Site of Universarium [Electronic Resource]).

The educational project "Lectorium" is represented by two directions: free on-line courses and videotapes of lectures from the best lecturers of Russia (Modern political system (A. Selivanov), Electoral process and law of public elections of the Russian Federation (V. Churov), Russian philosophy of law and dialogue of cultures (I.Osipov), Supremacy of law, globalization and the problems of modernization of philosophy and the theory of law (I. Polyakov) and others) (The Official Site of Educational Project "Lectorium").

The educational portal "4brain" - is an on-line resource, offering free trainings for the development of such skills as memory and attention, logical and creative thinking, oratorical skills and others. This is the main feature of the project - it gives knowledge not in individual subjects, but promotes the development of useful skills, necessary for teaching globally, offering not only courses, but also games, tests, books (The Official Site of Educational Portal "4brain").

The peculiarity of continuous legal education is the use of special open educational resources - legal reference systems "Garant" (The Official Site of Information and Legal Portal "Garant.Ru"), "Consultant Plus", official certification of specialists, internal corporate training programs, advanced training courses in universities and others. For example, all-Russian satellite online seminars, offered by the system Garant, are conducted on various professional topics and include separate speeches of specialists (R. Bevzenko "Agency: the reform of the Civil Code and judicial practice", B. Gongalo "Modern hereditary law and prospects of its development"), as well as advanced training programs ("Actual novels of legislation on contracts, ways of securing and

invalid transactions", "The reform of the Civil Code on issues of liability law and proprietary rights"). The legal reference system "Consultant Plus" offers not only access to the free non-commercial version of the system via the site, but also students and teachers can use the following educational and methodological materials of "Consultant Plus": disk "Consultant Plus: Higher School", "On-line Student Library" "ConsultantPlus: learning from examples. Jurisprudence", "Methodological recommendations for teachers, tutoring the law students to work with the system "ConsultantPlus", and others.

Based on the results of the study, the following conclusions can be made:

- ✚ Employers are focused on the fact, that lawyers should have the following general cultural competencies, namely: the ability to use the basics of economic knowledge in various fields of activity; possession of basic methods and means of obtaining, storing, processing of information, skills of working with a computer, as a means of information management; the ability to work with information in global computer networks; the ability to self-organization and self-education. Also, the lawyer's ability for self-control of his competence is important for employers.
- ✚ The study confirms the conclusion, that employers pay special attention to the presence in the summaries of lawyers of additional certificates, and other supporting documents of the passage of supplementary education programs, training courses, continuing education programs, characterizing continuous legal education and showing the competence of a specialist.

CONCLUSIONS.

Continuous legal education can be considered as a mechanism for acquiring competencies, which are in demand in modern society and are necessary for the successful solution of professional tasks. The analysis of open educational resources shows, that the most popular programs, courses and disciplines are those, prepared for the representatives of the legal community, with the aim of developing continuous legal education.

Training with the use of on-line courses enables lawyers-professionals and legal students to study various subjects remotely and free of charge, actively using all modern technologies of the Internet and mobile interaction, representing a powerful world system of modern education. This provides for continuity in the educational process, which takes place both in the educational institution and after its termination. Such continuity in training, on the one hand, allows forming a holistic, system legal thinking, and on the other - constantly updating knowledge about individual aspects of state-legal reality.

Acknowledgements.

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

BIBLIOGRAPHIC REFERENCES.

1. Day, C. (2002). *Developing Teachers: The Challenges of Lifelong Learning*. London, Philadelphia: Taylor & Francis e-Library, 264.
2. *Evaluation of Evidence-Based Practices in Online Learning a Meta-Analysis and Review of Online Learning Studies*. (2010). U.S. Department of Education. Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service. Washington, D.C.
3. Federal Law of December 29. (2012). 273-FZ (as amended on July 3, 2016, as amended on December 19, 2016, as amended and supplemented, entered into force on January 1, 2017) "On Education in the Russian Federation". *RossiyskayaGazeta*, 303, 31.12.2012.
4. Filippov, F. R. (1980). *Sociology of Education*. F.F. Filippov. M, 233.
5. Hirsch, D. (1995). *Learning beyond Schooling: New Forms of Supply And New Demands*. Paris: Center for Educational Research and Innovation Conference, OECD.

6. Huang, W. H. D., Lin, M. F. G., & Shen, W. (2012). Understanding Chinese-speaking open courseware users: a case study on user engagement in an open courseware portal in Taiwan (Opensource Opencourse Prototype System). *Open Learning: The Journal of Open, Distance and e-Learning*, 27(2), 169-182.
7. Mamontova, Yu. A. (2015). Open educational resources as a tool for distance learning. *Law and Education*, 2, 44-53.
8. Masalimova, A. R., & Sabirova, L. L. (2014). Multi-dimensional classification of types and forms of corporate education. *American Journal of Applied Sciences*, 11, 1054-1058.
9. Maslov, V. I. (1993). Continuous Education: Approaches to the Essence. Works of the scientists of Russian State University of Physical Education, Sport, Youth and Tourism: 75 years: Yearbook, 102-117.
10. Paris Declaration on OER: World Congress on Open Educational Resources (OER). (2012). UNESCO, Paris, 20-22 June 2012 - [electronic resource]// URL: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Russian_Paris_OER_Declaration.pdf
11. Sigalov, A. B., & Skuratov, A. (2012). Educational Portals and Open Educational Resources in the Russian Federation. IITE.
12. The Official Site of Coursera Educational Platform [electronic resource]. URL: www.coursera.org.
13. The Official Site of Educational Portal "4brain" [electronic resource]. URL: <https://4brain.ru/>.
14. The Official Site of Educational Project "Lectorium" [electronic resource]. URL: <https://www.lektorium.tv/>.
15. The Official Site of Information and Legal Portal "Garant.Ru" [electronic resource]. URL: <http://www.garant.ru/>.

16. The Official Site of National Open University “INTUIT” [electronic resource]. URL: <http://www.intuit.ru/>.
17. The Official Site of Universarium [Electronic Resource]. URL: <http://universarium.org/>.
18. Travkin, Yu. (2014). Mass open online courses: American model and the prospects for its development [Electronic resource]. Networked Environments for Lifelong Learning, 3.

DATA OF THE AUTHORS.

1. Lidiya L. Sabirova. Kazan Federal University, Kazan. Email: LLSabirova@kpfu.ru

2. Alina L. Shigabutdinova. Kazan Federal University, Kazan. Email:

Alina.Shigabutdinova@kpfu.ru

RECIBIDO: 11 de septiembre del 2019.

APROBADO: 25 de septiembre del 2019.