

Formation of the Legal Competence of High School Students Through Club Activities in the Context of Digitalization

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ABSTRACT

In modern Russian society, the role of legal education in people's lives continues to grow. The society dictates a new portrait of a graduate of a general educational organization, comprehensively trained, owning a complex of developed social competencies that meet social requirements and are necessary for successful inclusion in vocational training. In addition, digitalization, which has become a modern trend in social development, is actively being introduced into legal relations, as a result of which the law becomes the subject of digitalization. The priority of the development of legal education is also reflected in a number of federal regulatory legal acts. The need of society and its legal support reinforce the fact that the need for a high-quality legal education is an indisputable fact, which determines the importance of mastering the legal competence of graduates. The article substantiates the need to form the legal competence of high school students, clarifies the definition of “legal competence of high school students”, presents the contents of each of its components. Based on the content of each component, indicators of the legal competence of high school students and the levels of their formation are highlighted. The importance of extracurricular activities in the formation of the legal competence of high school students is emphasized. Much attention is paid to the law club as one of the forms of extracurricular activities in an educational organization. The definition of the concept of "legal club" is given. The types of activities in the law club, their contents, as well as the methods and forms of training and education used in the law club are distinguished. The article describes the verification of established theoretical principles in the process of experimental-search work carried out on the basis of two general educational organizations in Yekaterinburg. The results of the ascertaining, formative and final stages of the experimental research work are presented. The dynamics of changes in the level of formation of the legal competence of high school students in the process of their activity in a law club is assessed, which allows to establish the effectiveness of the club as a means of forming the legal competence of high school students.

Keywords: *legal competence of high school students, club activities, law club, digitalization*

1. INTRODUCTION

One of the directions of the state policy of the Russian Federation in the field of education is the development of legal education of the younger generation, which consists in the formation of a high level of legal culture of the population, respect for the law, integrity and good faith as the predominant model of social behavior, as well as in overcoming legal nihilism in Russian society. The priority of this direction is reflected in such normative documents as the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020, the State program of the Russian Federation “Development of education” for 2013-2020, the Strategy for the development of education in the Russian Federation for the

period up to 2025, the Fundamentals State policy of the Russian Federation in the field of development of legal literacy and legal awareness of citizens.

In connection with the strengthening of the role of law in people's lives, modern Russian society is interested in the formation of legal knowledge and skills among graduates of educational institutions, as well as their willingness and ability to apply them in legal situations.

But it should be noted that in the 21st century, digitalization has become a global phenomenon and factor in the development of the world economy, as well as all spheres of human activity (2019). There is a constant transformation not only of public relations, but also of established state and public institutions: virtual relations of legal entities, personal information posted on the Internet, virtual transactions, electronic and cryptocurrency, reference legal systems, electronic document management,

the active use of social and state institutions networks, development and launch of applications by them. Therefore, today for a yesterday's school student it's important not only to adapt to society and its norms, but also to be able to actively influence them, to construct their own system of ideas about themselves, about others, about the legal system of society, to be ready for constant updating of legal knowledge, flexibility, mobility and the effective application of law in an ever-changing environment. All this actualizes the need to form the legal competence of high school students.

According to the provisions of the Federal basic curricula, legal education in a general educational organization begins with a stage of primary general education within the framework of an integrated course of social science character "The World around", which contains a number of legal didactic units. Within the framework of basic general education, law is studied in the course "Social Studies", 6 hours are allocated to the section "Politics and Law" (6th grade); to the section "Law" (grades 7-9) - 22 hours. At the level of secondary general education, the Law course is being studied in the amount of 35 academic hours at a basic level and 140 academic hours at a core level (2004). The analysis of the Federal basic curricula, programs and textbooks shows that modern general educational organizations are not able to fully provide the temporary conditions for the implementation of a full-fledged legal education. Approximate basic educational programs only partially include digital law in their content and only at an advanced level. The relevance of studying this branch of law is dictated by the conditions of the digital age: the emergence of new types of legal relations, their subjects and objects. So, digital rights include the right to publish digital works, the right to use computers and other electronic devices; sub-sectors of digital law are copyright and software law, the right of digital money and digital disputes, the right to access to various data and access protection, etc. (2019).

It follows that the general educational organization is only able to partially satisfy the need of society in the formation of the legal competence of high school students. This actualizes the need to search for alternative forms of organization of activity at school, contributing to the formation of legal competence among high school students.

According to the Federal Law "On Education in the Russian Federation", there are various forms of extracurricular activities organization in an educational institution: art, cultural studies, philology, choral studios, network communities, school sports clubs and sections, youth organizations, scientific and practical conferences, school scientific societies, olympiads, search and scientific research, socially useful practices, military-patriotic associations, etc. In contrast to class activities, they are created on a voluntary basis in accordance with the choice of participants in educational relations (2012). One of the forms in which legal competence can be formed is a club. But today, the role of the club in forming the legal competence of high school students has not been sufficiently studied.

2. STATEMENT OF THE PROBLEM

The existing contradictions between the society's need for graduates of educational institutions with legal competence and the current system of general education, which does not ensure the formation of the level of legal competency necessary for society; and also between the potential of club organizations in the formation of the legal competence of high school students and the undeveloped legal and programmatic and methodological support for such activities, it was possible to formulate the research problem, which consists in the need for theoretical justification and scientific and methodological support for the formation of the legal competence of high school students through club activities.

3. RESEARCH QUESTIONS

In order to establish whether the club is an effective tool in shaping the legal competence of high school students, it is necessary to answer a number of questions:

What is the legal competence of high school students, and what components are included in its structure? What criteria and indicators will reveal the level of formation of the legal competence of high school students? Will the level of formation of the legal competence of high school students in the course of their activities in the law club change?

4. PURPOSE OF THE STUDY

The purpose of the study: to theoretically substantiate and by experimental search to verify the effectiveness of the club as a means of forming the legal competence of senior students.

5. RESEARCH METHODS

To achieve the goal of this article, the following methods were used:

- theoretical: analysis, synthesis, generalization;
- empirical: conversation, testing, questionnaire, method of expert evaluations, experimental search work;
- methods of statistical data processing.

6. RESEARCH RESULTS

A theoretical study of the problem and the experimental research work carried out in order to confirm the stated theoretical provisions led to the following research results.

6.1. The concept of legal competence of high school students

To determine the concept of “legal competence of high school students”, to highlight its general and specific features, psychological and pedagogical work, normative documents, and also dictionary-encyclopedic literature were analyzed. This analysis made it possible to clarify the essence of the concept of legal competence of high school students as an integral property of a high school student’s personality, based on the legal values of society, reflecting the ability and willingness of this person to apply the system of legal knowledge and skills in legal situations (Andreeva, 2016, p. 39).

The content of the legal competence of high school students is determined through its components. Based on the research A.V. Korotun (2014) and M.A. Soboleva (2013), it was revealed that the components of the legal competence of high school students are: motivational-value, cognitive, communicative-active.

In order to further assess the formation of the legal competence of high school students, based on the content of each of the components of the legal competence of high school students, indicators and levels of their formation (low, medium and high) have been distinguished. Indicators of a motivational-value criterion are the level of assessment and attitude to law, respect for the rights of others, interest in law, willingness to evaluate legal phenomena and legal situations, the need to improve legal knowledge, motivation for legal activity.

Indicators of the cognitive criterion are knowledge of the main provisions of the theory of law, knowledge of their rights and obligations, responsibility, knowledge of various branches of law (constitutional, administrative, criminal, civil, labor, family, international, information).

As indicators of the communicative-active criterion are legal skills (the ability to work with legal information, analyze regulatory legal documents, the ability to apply legal knowledge in solving situations of a legal orientation, etc.) and communication skills.

The selection of components, criteria and indicators of the formation of the legal competence of senior pupils allowed us to conclude that the formation of the legal competence of senior pupils involves the formation of a senior pupil’s personality that has a set of legal values that motivate legal activity and form a positive attitude towards it, a system of legal knowledge, skills and abilities, communicative abilities.

6.2. Law club as a means of forming the legal competence of high school students in the context of digitalization

The legal club was chosen as the means of formation of legal competence, since it is a special form of extracurricular activity organization, within the framework of which a unified system of normative and value orientations is being developed, education is being

implemented and the social experience of the association participants is being formed.

Understanding the specifics of a legal club is based on the works by G.L. Kotova (2010), B.V. Kupriyanova (2005), T.N. Moleva (2014), relating the club to the forms of organization of extracurricular activities at school. They represent the club as a structural unit of a general educational organization, endowing it with the functions of training and education, emphasizing the importance of various activities in the club. Analysis of the works of these authors made it possible to clarify the definition of the concept of “legal club”, which is understood as the structural unit of a general educational organization, which is meaningfully a form of extracurricular activity focused on the implementation of legal education and the organization of social experience of students.

Among the types of activities in the law club, educational (mastering legal knowledge and creating a positive attitude to law and facts of legal reality), socially useful (development of social and legal projects, legislative initiative, organization of legal consultations to the population, aimed at upholding public interests and promoting initiatives were highlighted), educational and research (participation in conferences, seminars on legal issues). Based on the content and orientation, for each type of activity in the law club various methods and forms can be applied: lectures, seminars, discussions, business and didactic games, workshops, laboratory works, project method, training conferences, excursions, meetings with interesting people, legal consultations to the population, including online. In the context of digitalization, club activities make it possible to actively use digital forms and working methods based on direct connection to information networks, databases, social networks, forums, applications, instant messengers. Types, methods and forms of activity in a law club are aimed at the formation of each of the components of the legal competence of high school students.

6.3. Organization of experimental research work

During the organizational phase of the experimental research work, activities were carried out in the following areas:

- development of legal documentation and scientific and methodological work necessary to organize the activities of a law club;
- the opening of legal clubs in the structure of educational institutions;
- development of diagnostic tools.

Experimental and search work was carried out on the basis of Secondary school No. 115 of Yekaterinburg and the Secondary school "INDRA" of Yekaterinburg. The study involved 100 high school students.

According to Art. 27 Federal Law “On Education in the Russian Federation”, a legal club is a structural unit of an educational organization and operates on the basis of the

charter of an educational organization and the provision on the corresponding structural unit, approved in the manner established by the charter of an educational organization. The regulations on the legal club were developed, which were approved by the heads of educational institutions, a class schedule, and safety instructions. An additional general developmental program for the law club and diagnostic tools were also developed. On the basis of orders from the heads of educational institutions, legal clubs were opened.

6.4. Experimental- research working process

At the ascertaining stage of the research work, it was necessary to determine the initial level of legal competence of high school students who studied the subject “Social Studies (including economics and law)” at a basic level. The research work involved 100 high school students from two general education organizations in the city of Yekaterinburg, in which a legal club was created.

To evaluate each of the criteria for the formation of legal competence, the following methods were selected:

Motivation-value criterion:

- a technique for diagnosing the orientation of educational motivation by T.D. Dubovitskaya (M1);
- methodology “Value Orientations” by M. Rokich (M2);
- methodology “Questionnaire of interests - 120” (M3);
- test questionnaire “Attitude to Law and Legal Attitudes” (M4).

Cognitive criterion:

- a technique for assessing cognitive potential in teaching N.I. Shevandrina (K1);
- testing (K2).

Communicative-active criterion:

- methodology for identifying communicative and organizational abilities by V.V. Sinyavsky, B.A. Fedorishin (D1);
- methodology for assessing the level of sociability V.F. Ryakhovsky (D2);
- method of expert assessments (D3);
- analysis of problem solving (D4).

The data obtained at a ascertaining stage of the search and experimental work made it possible to distribute high school students by the level of formation of legal competence: high - 7%, medium - 38%, low - 55%.

In order to increase the level of legal competence of high school students, a formative stage of search and experimental work was carried out. Activities in law clubs were based on a specially developed additional developmental program for the law club “Sociocultural foundations of students' legal education”. The program was designed for 108 hours of study time and involved conducting classes in a law club 2 times a week for 2 hours. The program consists of 8 sections: Theory of State and Law, Constitutional Law, Administrative Law, Criminal Law, Civil Law, Family Law, Labor Law, International Law, Digital Law.

The formation of the motivational-value component of the legal competence of high school students was carried out in the form of discussions, business games, meetings with interesting people, excursions. The cognitive component was formed through lectures, discussions, case method, business and didactic games, laboratory work and workshops. The formation of the communicative-active component was carried out through legal advice to the population, the project method, laboratory work, workshops, training conferences, seminars, discussions, business games.

Thus, at the formative stage of the research work, an additional general developmental program was implemented, within the framework of which various forms of activity in the law club were applied and various methods were used to help achieve the goals of this activity. At the practical classes of the law club, an intermediate diagnosis of the formation level of the legal competence components of high school students was carried out. The results of the intermediate diagnostics testified to the fact that the creation of law clubs and the methods and forms of activity implemented in them, using various means of training and education, were the necessary basis for the successful process of forming the legal competence of high school students through club activities.

During the final stage of the experimental research work, activities were carried out in the following areas:

- 1) conducting repeated measurements of indicators of the formation of legal competence of high school students;
- 2) analysis and generalization of the results, reflecting changes in indicators for each criterion for the formation of legal competence;
- 3) analysis of the dynamics of the level of formation of legal competence.

The study analyzed changes in indicators for each criterion of legal competence. Repeated measurements were carried out at the same high school students as at the ascertaining stage, in the amount of 100 people.

The results of the final stage of the research and development work showed that the number of high school students with a low level of legal competence decreased by 45% (from 55% to 10%); with an average level of legal competence increased by 24% (from 38% to 62%) due to a decrease in the number of high school students with a low level of legal competence; with a high level of legal competence increased by 11% (from 7% to 28%). The dynamics of changes in the levels of formation of the legal competence of high school students is clearly illustrated in Fig.



Figure 1 Dynamics of the level of formation of legal competence of high school students

Positive changes in the dynamics of the level of formation of senior students' legal competence in the course of experimental research work are confirmed by statistical calculations using the Fisher criterion φ .

At the beginning of the research work, legal competence was formed at a low level in 55% of high school students, by the end of the research work the share of high school students at this level fell to 10%, this is confirmed by the positive dynamics of the work done and statistically significant differences ($\varphi = 7.27, p \leq 0.05$).

The average level of legal competence at the beginning of experimental search was observed in 38% of high school students. By the end of the research work, the proportion of high school students with an average level of legal competence was 62%, which was confirmed by the significance of differences ($\varphi = 3.43, p \leq 0.05$).

The number of high school students with a high level of legal competence at the beginning of the research work amounted to 7%, at the end of the research work their

number increased to 28%, which also indicates statistically significant differences in this indicator ($\varphi = 4.1, p \leq 0.05$).

The obtained diagnostic data allowed us to trace the positive dynamics of changes in the levels of formation of the legal competence of high school students in the process of their activities in the law club. The results of the experimental research work testify to the effectiveness of the legal club as a means of forming the legal competence of high school students. As a result of experimental research work, within the framework of which an additional general developmental program for the law club was implemented, a complex of various methods and forms of activity in the club, significant changes occurred in the distribution of senior pupils by levels. Thus, the positive results of the study give reason to recognize the conducted experimental search work as successful, which proves the correctness of the theoretical assumptions.

7. CONCLUSION

1. It has been established that the legal competence of high school students is an integral property of a person, based on the legal values of society, reflecting the ability and willingness of a given person to apply a system of legal knowledge and skills in legal situations. The structure of this competency includes motivational-value, cognitive and communicative-active components.

2. It is proved that the legal club is an effective means of forming legal competence. Forms, methods (including digital), content and activities in a law club are aimed at the formation of each of the components of the legal competence of high school students. This confirms the

effectiveness of the legal club as a means of forming the legal competence of high school students.

3. An additional general developmental program "Sociocultural foundations of legal education of students", additional professional programs for teachers "Organization of the activities of school law clubs", "Legal education of schoolchildren" have been developed.

This study does not claim to be an exhaustive solution to the problem. The results of the study complement and expand the existing theoretical concepts in the field of formation of competencies, create a theoretical basis and open up prospects for further research on the formation of legal competence.

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