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## Legal and institutional prerequisites for promoting the enhancement of the educational process efficiency for pedagogical areas of training in higher education

**Abstract.** The study presents the empirical data of the level of social and legal competence abilities of bachelors in pedagogical areas of training based on the theory of J. Holland and the use of the adapted SDS tool when testing teacher-trainers at the Immanuel Kant Baltic Federal University (Kaliningrad, Russia). The legal and institutional prerequisites promoting the effectiveness of the educational process for teacher trainers are conditionally divided into four groups: target, diagnostic, substantive and programmatic. The most efficient of the revealed prerequisites are the content of the concept of “organizational and legal foundations of the educational process of a university”; the development of social and legal competence abilities of students as one of the additional goals of the educational process for teacher trainers; the interaction of participants in the educational process; the existence of a methodology for conditioning and developing students' organizational and legal competence; the conformity of the process of introducing the organizational and legal conditions in the educational organization with the targeted comprehensive program to increase the efficiency of the educational process. The results of the experiment revealed a correlation between the level of conditioning the legal and structural competence abilities of students and the level of efficiency of the educational process. The calculation of the Wilcoxon T-test for the experimental group showed that the intensity of the shifts towards an increase in the indices exceeds the intensity of the shifts towards their decrease at  $p \leq 0.01$ . The results of the formative experiment show the possibility of introducing

the selected legal and institutional conditions to higher education. The interpretation of the hexagonal model as a result of analysis and compliance of the obtained data with the applied methods and techniques allows us to confirm the assumption of the applicability of the revealed prerequisites in assessing both the level of social and legal competence abilities of students and their professional preferences in their professional environment in the future.

**Keywords:** legal and institutional prerequisites; social and legal competences; educational process efficiency; professional abilities; pedagogical areas of training; teacher-trainers; higher education; testing and assessment; Hexagonal model; professional preferences; professional environment

The need to boost the national economic growth in the context of providing legal social institutions requires the social processes to be studied and regulated by citizens. Being the most vital social process of all the educational process influences the socialization and conditioning the personality of a human-being. The education process is believed to have undergone massive transformation in the recent years. Within its framework, taking into account the parameters of digitalization [1], not only the high quality of professional knowledge and skills should be transferred, but, to a large extent, social activity, independence and social responsibility should be brought up. Much attention should be paid to the development of communication skills of co-existence and survival strategies in the changing world [2; 3]. The institutions of higher education can greatly contribute to solving the problem of developing the personality of a highly intellectual and modern-minded specialist and citizen. To implement this function, organizations of higher education should not limit their activity to the usage of the financial and economic capabilities of the budget, but also take into account the students' personal potential by creating conditions for their self-realization, self-development and effective educational process.

The main approach of this research is based on the provisions of the Federal Law "On Education in the Russian Federation", the Decree of the Government of the Russian Federation dated December 26, 2017, No. 1642 "On Approval of 'Development of Education', the State Program of the Russian Federation" and other normative-legal acts regulating activity in the sphere of higher education. The main provisions of the study have been reported at the meetings of the Scientific and Methodological Council of the Institute of Education at the I. Kant Baltic Federal University, at international and national conferences in 2018–2019, such as the 2<sup>nd</sup> International Symposium "Inclusive Issues in Modern Education: Networking and International resources" (Kaliningrad, Russia, 2018); XIX International Scientific and Practical Conference "The World of the Future and the New Philosophy of education" (Kaliningrad, Russia, 2019) [4, et al.]. The conducted research formed the basic curricula of the educational programs on training teacher-trainers with such modules as "Introduction to the Profession", "Educational Law", "Organizational and Legal Aspects of Teaching", "Organizational and Legal Bases of Higher Education". The results of the study have been introduced into the educational process of the I. Kant Baltic Federal University (Kaliningrad, Russia).

The educational process of the modern educational organization of higher education contains a number of contradictions on the related nature. The requirements for social responsibility and legal literacy of a professional are registered in a number of legal documents in the field of education while the faculty lack experience in using the capabilities of the institutional framework of the university. In addition, the official focus of higher education is on developing students' independence and creating the conditions for students being active participants of the educational process, on the one hand, but the real involvement of students in shaping their educational routes, in particular, and in the educational process of a university, in general, is low. Also, insufficient theoretical and practical development of methods for using the capabilities of the legal framework does not allow to increase the effectiveness of the educational process. Thus, there is a high demand in comprehensive and deep scientific research

carried out by modern educational institutions of higher education in the field of designing specific methods for improving the effectiveness of the educational process. Indeed, one of the main contradictions of the modern system of higher education that is clearly expressed and recognized by all is that the problem of increasing the efficiency of the educational process does not find its practical solution in the educational organization of higher education. Obviously, the process of searching for conditions that increase the effectiveness of the educational process should be reviewed in all educational institutions. The main objective of modern researchers is to determine the forms, methods and content, as well as to offer modern effective methods that will allow, in the existing socio-economic and geopolitical conditions, to increase the efficiency of the educational process without significant financial and economic subsidies [5]. The purpose of this research is to identify, systematize, and develop conditions that make it possible to increase the efficiency of the educational process. Among these conditions, in our opinion, are institutional (organizational) and legal prerequisites which underpin the educational process.

The theoretical foundations and features of the educational process were considered by V.I. Zagvyazinsky, Yu.A. Konarzhevsky, M.N. Skatkin, H. Fry, S. Ketteridge, et al. [6–9], the issues of the generic effectiveness of the pedagogical process attracted the attention of N.V. Kukharev, I.Ya. Lerner, et al. [10–13]. In pedagogy of higher education they were considered by Yu.K. Babansky, V.V. Kraevsky, et al. [14; 15]. In connection with the relevance of this issue and the need for its further development, we considered it necessary to conduct this study.

Modernization of education is based on its substantial and structural updating. The educational policy of the government of the Russian Federation mainly prioritizes creating conditions for citizens to completely and effectively exercise their rights for education. The state program of the Russian Federation “The Development of Education” identifies the main goals of the development of education in Russia for the period of 2018–2025 such as the improvement the quality of education, the access to education, and the education of a harmoniously developed and socially responsible person.

An analysis of a significant number of publications indicates that the basic problems of higher education can be divided into the following groups: reforming the education system, managing the education system, inefficiency of the system of financial and economic mechanisms for providing the necessary resources; the unity of the elements and levels of the education system; the integration of the education system in international science; the lack of consumer support; the lack of legal foundations and requirements of civil society; the content of education and its methods; the quality of specialists and the quality control; the quality of the educational process.

The analysis of the identified problems by a framework of an “objective tree” determining all the cause-effect relationships allows us to note that a significant part of the problems belongs to the category “educational process efficiency”, and can be solved by the internal reserves of the educational process. Insufficient attention is paid to the educational process itself and its participants.

However, an analysis of the philosophical, psychological and pedagogical approaches to the interpretation of the essence of the concept of "educational efficiency" allows us to conclude that there is no common understanding of this category among scientists, including teachers. We believe that at present we can talk about the relative effectiveness of the educational process being the performance improvement at the same costs in certain conditions that differ from those previously available [5]. In addition, we believe that the legal and institutional prerequisites have a positive and significant influence on the relative effectiveness of the educational process.

In our study, the concept of “prerequisite” is considered as a stable deterministic connection of phenomena in which a change in the “environment” inevitably entails a change in the course of the phenomenon. Under the legal and institutional prerequisites affecting the effectiveness of the educational process, we mean the conditions associated with the knowledge and use in the educational

process of the institutionalized organizational and legal basis of the educational process, expressed in a certain number of documents regulating this process.

As a result of the analysis of sociological, psychological, pedagogical resources and the identified ranked motives and incentives of the participants, we concluded that the legal and institutional prerequisites can be conditionally divided into four groups: target, diagnostic, substantive and programmatic. Moreover, these groups complement each other. The absence of one of them violates the existence of the entire system of conditions. Identified legal and institutional prerequisites are interconnected at a logical and structural level, corresponding to the structure of a holistic pedagogical process, which have a positive impact on the effectiveness of the educational process in a university.

The first prerequisite being the content of the concept of “organizational and legal foundations of the educational process of a university” is defined with sufficient evidence by all participants in the educational process as well-known, but it caused some problems for the participants with concrete data and interpretation.

We conducted a study of the volume, content and consistency of the knowledge of the participants in the educational process about the documents regulating the educational process. More than 80 % of respondents were quite clearly able to determine the organizational (institutional) and legal conditions of the educational process without additional information. However, almost 45 % of the respondents have no idea about the existence of state or local documents governing the work of an educational institution of higher education, and the rest of these representations are scattered and do not correspond to the content of the documents. Almost 85 % of first- and second-year students did not use the opportunity to familiarize themselves with the content of the documents they named. Most students (almost 60 %) believe that these conditions are more relevant for the "administration of the educational institution" and teachers.

Students of both state and non-state universities have little knowledge of the organizational and legal foundations of the educational process (a certain increase in the competence of students of non-state universities and fee-paying students is associated with the signing of a contract for study and the scrutiny of university documents). At the same time, university students are interested in obtaining additional information on the organizational and legal foundations of the educational process, but do not know how to obtain such information.

The second prerequisite, expressed in the need to condition and develop the legal competence of students as one of the additional goals of the educational process, also met a number of problems in the course of its implementation. Firstly, not all teachers and faculty members are ready for students to participate in the educational process, and therefore it is necessary to talk about the organizational and legal competence of teachers. Secondly, students are often not ready for independent goal-setting, for an adequate choice of goals, for independent activity practices to achieve them, as well as for bearing responsibility for this activity.

In accordance with the basic concept of competency, the organizational and legal competence of a participant in the educational process is considered as confident behavior based on knowledge of the educational process and interest in enhancing its efficiency, in which the academic skills and self-organization skills are automated, which make it possible to flexibly change their behavior depending on the situation.

The study of the level of experience and, accordingly, the skills of participation in changing the educational process showed the following. The overwhelming majority of respondents (almost 80 %) believe that they do not participate in “changing, optimizing, or improving the efficiency” of the educational process, however, an informal survey of a significant part of the respondents showed

their understanding of the professional and personal need to modify their behavior in accordance with new requirements.

Therefore, for conditioning and developing the legal competence of students, a methodology should be proposed that allows students to use their knowledge in this area.

The third prerequisite being the interaction of participants in the educational process can be implemented through the subject-subject interaction, one of the features of which is the definition (development) of the common goal of the joint activity. The compatibility of the goals of teachers and students can appear in several ways:

1. The shift of the goals of the educational process to certain conditions accepted as an objective by all participants in the educational process, being the existence of a learning process as such, satisfying the needs of its participants.
2. A shift in the goals of the educational process by a certain intermediate result, accepted as an intermediate objective by all participants in the educational process, being a certain level of students' organizational and legal competence.
3. The shift of the goals of the educational process to a specific result, accepted as an objective by all participants in the educational process, being self-realization and career advancement.

Our studies have shown that setting of a joint goal is a long process that requires both the desire of all participants and certain skills. This is what the content and methodology of the proposed fourth prerequisite is dedicated to, being the existence of a methodology for conditioning and developing students' organizational and legal competence.

We have developed a system of special modules and courses for students with the target to gradually and systemically condition the optimal level of knowledge of the organizational and legal base of the educational process at the university and the acquisition of experience in self-optimization and autonomous skills and abilities. The course list within the modules comprises the following: "Educational law"; "Organizational and legal aspects of educational activities"; "The legal framework of higher education". The content and teaching methods of these courses allow students to practice the most optimal methods, training techniques and communicative skills. At the same time, the offered courses take into account the individual characteristics of the student, develop their creative potential and direct them to acquiring their own abilities in the process of getting a degree. In addition to the generic educational and didactic principles, the following principles are observed: the study of courses or modules characterizing certain aspects of educational activity should be preceded by basic courses that allow students to get a certain set of knowledge necessary for the perception of new forms, directions and terminology necessary for discussions; the study of courses related to professional self-determination is preceded by courses with the objectives to study the characteristics of the educational process itself, which allows students to change the process in accordance with their requirements; the amount of discussion material should increase gradually, enabling students to get used to acquiring new material; the amount of the practical material should increase to condition the skills of acquiring an independent and responsible attitude to the educational process. The study has shown that several faculty members can teach the course (a teacher, a psychologist and a lawyer), but all of them must take into account the third prerequisite that we put forward.

The fifth prerequisite we have highlighted is the conformity of the process of introducing the organizational and legal conditions in the educational organization with the targeted comprehensive program to increase the efficiency of the educational process. Using targeted integrated programs allows us to plan not only the sequence and logic of the stages, but also their content, as well as highlight the main obstacles that will prevent the achievement of goals when implementing the project (in our case, methods for increasing the relative effectiveness of the educational process).

The experiment included the following stages: preparatory, stating, formative, processing and interpreting empirical data. The preparatory phase focused on the organizational and legal base of the educational process. Furthermore, we selected the methods appropriate for the set goal: measuring the efficiency of the educational process, and adapted a set of testing methods and assessment techniques.

The ascertaining experiment aimed at highlighting the conditions influencing the effectiveness of the educational process, the formation of the framework of the organizational and legal conditions and the clarification of their influence on the effectiveness of the educational process. A correlation between the level of conditioning the legal and structural competence of students and the level of efficiency of the educational process was revealed at this stage.

The main objective of the formative experiment was to introduce into the best practices of the university the organizational and legal conditions that affect the efficiency of the educational process. Additional goals were: changing the level of organizational and legal competence of students, designing a personality model; identification of difficulties experienced by students in the study of the proposed courses; the construction of the customized individual routes, taking into account the visible obstacles.

The main objectives of the empirical data processing stage were: checking the adequacy of the organizational and legal conditions that we identified, identifying the level of students' organizational and legal competence, changes in the effectiveness of the educational process in the control and experimental groups, developing recommendations for the teachers and faculty members and administration of educational institutions.

The formative experiment consisted in sequentially conducting the system of the designed courses [5].

For the most complete and adequate measurement of the effectiveness of the educational process in the control and experimental groups, the method of V.M. Melnikov and L.T. Yampolsky has been implemented [16]. That is, during the study, three types of data on the efficiency of the educational process were collected by the following complementary methods: T-data being orientation, purposefulness, independence, individual responsibility comprised testing with the help of selected scales according to the methodology of E. Shostrom [17]; L-data being activity and effectiveness of participation in the educational process, interaction and cooperation of participants in the educational process constituted group expert assessment; Q-data is an adequate self-assessment of the level of formation of professionally significant qualities, an adequate self-assessment of the level of knowledge, and partially, to measure an adequate level of aspirations constituted a method of self-assessment of compliance with the requirements of state educational standards of higher education.

To confirm the significance of the changes, mathematical methods were implemented. The calculation of the Wilcoxon T-test for the experimental group showed that the intensity of the shifts towards an increase in the indices exceeds the intensity of the shifts towards their decrease (at  $p \leq 0.01$ ). The calculation of the Mann-Whitney U-test showed that the differences in the control and experimental groups are statistically significant.

The analysis of the experimental results allows us to draw the following conclusions. The number of students with a high level of performance indicators of the educational process ("above average", "high" and "very high") in the experimental group is 55.9 %, and in the control group is only 28.3 %. In the control group, the average level of formation of L-, Q- and T-indicators of the educational process efficiency remained practically unchanged (3.3 and 3.5, respectively), and in the experimental group it increased from 3.4 to 5.3 points on the proposed scales. Before the experiment, the students with low L-, Q- and T-indicators of the formation of qualities predominated in the group, and after the experiment the indicators "very low" and "low" practically disappeared.

The given results correspond to the criteria of educational process efficiency that we have selected. Therefore, we can conclude about the acceptability and effectiveness of the proposed methodology to achieve the goals. The results of the formative experiment show the possibility of introducing the selected structural and legal conditions to educational organizations of all forms. The implementation of the selected conditions in educational organizations had a positive effect not only on the effectiveness of the educational process, but also on the relationship of the participants in the educational process: students, teachers and faculty members and university administration.

The experiment on conditioning social and legal competence abilities of bachelors of pedagogical areas of training was carried out within the period of 2017–2019 (two academic years). In the formative experiment, 146 students participated from September 2017 to April 2019. For the experiment, the results of 292 tests of 146 subjects were selected. At the preparatory stage of the experiment, a set of complementary methods was developed to assess the level of students' social and legal competence abilities. Firstly, the methodology for assessing the level of acquired knowledge for the cognitive component of social and legal competence. It comprised students' knowledge of the mechanisms for the implementation of professional activities. The methodology for assessing the level of assimilation of knowledge was tested by the (in)competent use of terminology and social and legal thesaurus, being the coefficient of assimilation of knowledge, according to which an indicator of the volume of basic concepts related to the provision of social and legal activity is estimated. Secondly, a testing technique was implemented based on the theory of J. Holland [18]. The questionnaire “Professional personalities and environments” was used for assessing the regulatory component of social and legal competence based on the study of the typology of the personality of students, basically the ability to switch to professional activities of the socio-legal spectrum in solving the issues of organizational and managerial activity.

Based on the scores of J. Holland's theory [19–21] using WINSTEPS version 3.92, latent variables R-I-A-S-E-C were measured in logits. The studied group of  $N = 146$  subjects is represented by 98 six-letter codes, of which 30 codes are represented more than once (2-5 times), most often (5 times) being ECSRIA and SEICAR codes. The average student of the study group  $N = 146$  is characterized as a pre-social type of personality with a six-digit ESCRIA code. The type of a personality, according to the first letter of the code, does not depend on age ( $F = 1,839$ ;  $p = 0,109$ ) and on an academic year ( $F = 0,304$ ;  $p = 0,910$ ). Most of the respondents (118 people) belong to two types of personality: the Entrepreneurial E-type of personality (68 respondents) and the Social S-type (50 respondents).

According to the analysis of variance, the Pearson correlation coefficients are independent of the position of the RIASEC types at the vertices of the hexagon ( $F = 1.245$ ;  $p = 0.323$ ) and, therefore, the empirical data of the respondents do not correspond to the circular and circumplex model of the hexagon of J. Holland, despite the fact that descriptive statistics and the profile of the average values of the Pearson correlation coefficients confirms the dependence characteristic of the circular hexagon model: neighboring bonds > non-neighboring bonds > opposite bonds.

The results of the experiment, combined with the opinion of employees of educational institutions and students, allow us to conclude that the structural and legal conditions that we have identified sufficiently affect the efficiency of the educational process. The subject of further study may be the development of organizational and legal conditions that affect the educational process efficiency in the general educational organizations and conditioning of the optimal level of structural (organizational) and legal competence abilities of teachers.

Such studies may differ from our study in connection with the characteristics of the target group, the content of education and the features of its implementation at different levels of the education system, etc. Nevertheless, the main provisions of this study can serve as a basis for further study of best practices of the educational process efficiency.

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**Организационно-правовые условия  
повышения эффективности образовательного процесса  
в образовательной организации высшего образования  
по педагогическим направлениям подготовки**

**Аннотация.** Авторы анализируют организационно-правовые условия повышения эффективности подготовки бакалавров педагогических направлений Балтийского федерального университета им. И. Канта на основе данных эмпирической проверки уровня сформированности социально-правовой компетенции обучающихся. Организационно-правовые условия повышения эффективности подготовки бакалавров педагогических направлений условно подразделяются на четыре группы: целевые, диагностические, содержательные и программные. Самыми эффективными из выявленных условий являются: принятие и понимание организационно-правовых основ образовательного процесса вуза всеми субъектами образовательного процесса; необходимость формирования организационно-правовой компетентности обучающихся как одной из целей образовательного процесса; построение взаимодействия субъектов образовательного процесса на основе субъект-субъектного подхода; наличие методики формирования организационно-правовой компетентности обучающихся и соответствие процесса внедрения организационно-правовых условий в образовательной организации целевой комплексной программе повышения эффективности образовательного процесса. В статье представлены результаты экспериментальной работы и выявлена взаимосвязь между уровнем сформированности социально-правовой компетенции обучающихся и уровнем эффективности образовательного

процесса. Расчет Т-критерия Уилкоксона для экспериментальной группы показал, что интенсивность сдвигов в сторону увеличения индексов превышает интенсивность сдвигов в сторону их уменьшения при  $p \leq 0,01$ . Результаты формирующего эксперимента доказывают возможность внедрения определенных организационно-правовых условий в образовательный процесс вуза. Интерпретация структуры гексагональной модели RIASEC на основе теории Дж.Л. Голланда и использования адаптированного инструмента SDS в результате анализа и соответствия полученных данных использованной модели по реализации организационно-правовых условий позволяет подтвердить предположение о ее применимости при оценке как уровня сформированности социально-правовой компетенции обучающихся, так и их профессиональных предпочтений в профессиональной среде.

**Ключевые слова:** организационно-правовые условия; социально-правовая компетенция; эффективность образовательного процесса; профессиональные умения; образовательная среда; профессиональная среда; оценивание и тестирование; теория профессиональных предпочтений; гексагональная модель; педагогические направления подготовки высшего образования

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