

Organization of Legal Education of Gifted Students Using Modern Methodological Tools

Alina Nazzyrovna Ibragimova¹ & Angelina Alexandrovna Ponomareva¹

¹ law faculty, Kazan Federal University, Russia

Correspondence: Alina Nazzyrovna Ibragimova, Kazan Federal University, Russia. E-mail: timop2001@mail.ru

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Abstract

This article is devoted to a topic, which is relevant due to the need to create an effective educational environment for gifted students through the use of modern methodological tools within the framework of education digitalization. *Study purpose:* to identify the state and prospects for the development of pedagogical competencies of future law teachers on the development and use of modern methodological tools in organizing work with gifted students. *Research objectives:* to determine the main definitions on the research topic to identify the role and place of modern methodological tools in the activities of teachers and students, to evaluate the effectiveness of its application during legal education; to develop and conduct a distance survey among the 1st–5th year students and the 1st year undergraduates of the institutes of the Kazan (Volga) Federal University, as well as gifted students from the specialized educational organizations based on the analysis of scientific and methodological literature, the regulatory framework. The authors also describe the pedagogical capabilities of the main digital educational platforms of web services used by law teachers in the practice of working with gifted students.

Keywords: legal education, gifted students, teacher, modern methodological tools, Federal State Educational Standard

1. Introduction

Over the past years, modern educational programs are being formed based on the Federal State Educational Standard. The new generation standard contributes to the development of new pedagogical competencies of law teachers. These competencies are mainly concentrated on the formation of an educational environment for both gifted and middle-level students, and on improving students' ability to establish academic goals on their own, monitor and evaluate the cognitive activity results. To accomplish the above aims, the law teacher shall make use of modern methodological tools to organize an effective learning process in the course of theoretical and practical classes (Gali et al., 2019).

The concept of “gifted child” is reflected in several works. Thus, Bogoyavlenskaya D. B. gives the following definition: “A gifted child is a child who stands out for his/her bright, obvious, sometimes outstanding achievements (or has internal prerequisites for such achievements) in a particular activity” (Bogoyavlenskaya et al., 2003).

Foreign colleagues give the following definition of gifted students: “Children and young people with outstanding talent who demonstrate the potential to achieve a surprisingly high level of success compared to other people of their age, experience and environment” (McClain & Pfeiffer, 2012).

The teacher's work with gifted students is an integral part of the pedagogical activity, and this problem is very relevant today. Education management bodies are actively creating the necessary conditions for the identification, support and development of gifted students by both government bodies and modern education system. It is vital that talented students have the opportunity to develop intellectual abilities during educational and extracurricular activities (Sengul, 2015).

In the educational process, the law teacher must pay attention to a gifted teenager and be able to rationally apply the necessary methodological tools to develop his/her abilities. It is essential to consider that gifted students have a need for new scientific knowledge, and they are capable of an in-depth study of individual subjects. In this situation, the

teacher needs to correctly reveal this talent and contribute to its further development through the use of modern methodological tools.

"Methodological tools" mean "a set of interconnected tools (forms, methods, techniques and means) of the pedagogical interaction of subjects and objects of the educational process that provide solutions to specific didactic problems" (Gnatyshyna, 2018; Ibragimov, 2011). Possessing information about modern methodological tools, the law teacher increases his/her professional competence, organizes significant educational activities, as well as contributes to the development of students' giftedness. Methodological tools include modern methods, tools and forms of educational activity that can eliminate the monotony of training and help students to reveal themselves during the practice entirely.

In this regard, it should be noted that significant changes are taking place in the teaching technologies, the information and communication technologies are being introduced that expand the capabilities of teachers and students in the educational process in accordance with the requirements of the Federal State Educational Standard. The main goal of education is the development of skills to acquire knowledge and put them into practice independently. A teacher working under the Federal State Educational Standard should master the relevant educational technologies and be able to rationally choose the teaching technology within the framework of legal education. The choice of a particular pedagogical technology depends on the content of the teaching material of theoretical and practical classes, their goals, the level of students' training and the planned learning outcomes. This contributes to the fact that students independently discover new knowledge, and the teacher tries to correctly plan each stage of the lesson, forming universal educational actions during it (Federal State Educational Standard of Basic General Education).

In recent years, a rapidly developing educational system, many innovative teaching aids have appeared and are gradually being used in teaching practice. The innovative educational web service platforms deserve special attention among these tools. Undoubtedly, future teachers should develop skills in applying the new methodological tools in the educational process for the effective training of students with outstanding abilities through the use of web services.

2. Methods

We used theoretical (analysis and generalization of methodological, pedagogical literature and regulatory legal acts on the research topic) and empirical (distance survey of the 1st–5th year students and the 1st year undergraduates of the institutes of the Kazan (Volga) Federal University, as well as gifted students of the specialized educational organizations) research methods.

3. Results and Discussion

Multiple services on the Internet are now top-rated and enable the student involved in active cognitive, research, design, creative, control and evaluation activities. Web 2.0 services are no longer just tools. They have become technologies in education, significantly altered our attitude toward the Internet, enabling us considering it not only as a storehouse of information but also as an interactive environment, the skilful use of which aids to point the interests and energy of students in the educational direction, enhance motivation and encouragement for learning activities (Demicheva, 2018).

As part of our study, we examined modern teaching aids, namely the educational platforms of such web services as Kahoot, Quizizz, Learningapps.org, Triventy, Plickers and Socrative. Current students were born in the era of the Internet, and the teaching methods we use should necessarily adapt to this reality (Bury, 2017; Bullon & Encinas, 2018; Wang, 2015; Iwamoto et al., 2017). With this in mind, we set the task to identify the level of awareness, as well as the degree to which future teachers, including law teachers, will use innovative teaching aids in the course of practical training and educational activities among undergraduates.

At the first stage of the study, we conducted a survey on the topic "Application of Innovative Teaching Aids". The study was attended by the 1st-5th year students of the Kazan (Volga) Federal University of pedagogical areas, as well as the 1st year undergraduates in the field of training 44.04.01 Pedagogical education - a total of 104 respondents. The objective of this stage was to answer the question - do future teachers have experience in working with gifted students. The survey results showed that 65% of respondents do not have experience in working with gifted students, the remaining number of respondents practised in this filed.

The next question of our interest was to determine the degree of awareness of future teachers with the concept of "innovative teaching aids". It was found that 84% of respondents were familiar with this term. This indicates that the

majority of future teachers are forming pedagogical competencies by the modern requirements of the education system.

It was also crucial for us to find out the innovative educational platforms known to the students of pedagogical directions of different institutes of the KFU. The survey showed that the most popular platform is Kahoot! Web service, its percentage ratio was 68%. The second most popular is Quizizz platform, 38% of respondents voted for it. The third best-known platform is LearningApps.org web service - 26% of respondents are familiar with this learning tool. And the last most famous platform - Socrative - gained 20% of votes. The remaining digital platforms, namely Triventy and Plickers, gained votes of the least number of respondents (4 and 5%).

Besides, the study solved the problem of determining the innovative teaching aids used by future and current teachers during theoretical and practical classes. We identified the most commonly used modern teaching aids: Kahoot! Quizizz, LearningApps.org. Also, the survey results showed that 30% of respondents do not use digital educational platforms in the course of their teaching activities. The data obtained indicate that less than half of respondents do not have the skills to develop and use innovative tools in the educational process. This shows the relevance of creating guidelines for the compilation and use of digital web services in the rapidly evolving digital environment of general, professional and higher education.

Another important aspect is to identify the frequency of use of the above web services. The study showed that 40% of respondents used innovative training tools 1-2 times during their practical activities, 20% of respondents - 3-4 times during practice and the same number of survey participants used these tools 5 or more times within the framework of their practical training at the 3rd-5th training courses. It is worth noting that 30% of respondents did not use the innovative training tools during their practical training. These survey results indicate the need to involve future teachers in using innovative teaching aids within their teaching activities.

At the end of this survey, it was important for us to find out whether respondents believe that the use of innovative teaching aids during classes increases the effectiveness of the learning process. The results showed that 84% of all respondents agree that modern teaching aids make it possible to organize an effective cognitive process.

Thus, summarizing the survey results, we can draw the following conclusion: the new generation of teachers currently does not have enough experience working with gifted students. In addition, most of the survey participant is not only familiar with innovative teaching tools, but also actively use digital educational platforms in the course of theoretical and practical classes. That part of respondents, who do not use modern web services, confirms the effectiveness of using these tools and is ready to develop their professional competencies within the framework of education digitalization.

At the second stage of the study, we conducted a survey among gifted students of the General Boarding School "IT Lyceum" of the Kazan Federal State Autonomous Educational Institution of Higher Education "Kazan (Volga) Federal University" (hereinafter - IT Lyceum of the KFU) and the municipal autonomous educational institution for children who have shown outstanding abilities "Secondary General Boarding School "Specialized Olympiad and Scientific Center "SoINTse" (hereinafter - MAEI SGBS "SoINTse"). The survey involved 62 respondents (participants, prize-winners and winners of WorldSkills Russia Juniors, who took part in the final of the VII National Championship "Young Professionals", 2019).

At the beginning of our survey, it was essential to determine whether the students know the meaning of "innovative learning tools". The survey results showed that 87% of respondents were familiar with this concept. Next, it was necessary to identify the innovative tools used by the teachers in theoretical and practical classes. The survey showed that current teachers use only two digital platforms in most cases - "Quizizz" and "Kahoot!", which indicates that they are not familiar with a large number of other modern digital platforms that are easy to use and equal to the selected leaders. Also, as part of the survey, we found out from gifted students which classes most often use innovative teaching aids. It turned out that the most common educational web service platforms are used in chemistry and geography classes (over 50%), 37% of votes were in favour of foreign language classes, and 27% of respondents voted for Russian language classes. Unfortunately, according to the survey, teachers rarely use innovative teaching tools in social studies (10%). This fact suggests that it is necessary to increase the digital literacy of law teachers, which will increase the cognitive interest of students in studying the subject and more effectively organize legal education.

When answering to the question concerning digital educational platforms used by law teachers during their legal studies within the subject of social studies, the students noted Quizizz and Kahoot! as the most frequently used platforms. Not surprisingly, Quizizz and Kahoot! web services turned out to be the most interesting for the majority of students. On the one hand, this confirms the excellent functionality and the most attractive maintenance of these

platforms. However, on the other hand, this fact suggests that teachers use a limited range of innovative web services, which limits the students' ability to familiarize themselves with many other platforms that are quite different from the above web services.

Another important aspect is the definition of those innovative educational platforms that the gifted students want to see in law classes as part of the subject of social studies. In addition to the above favourites, the students voted for all the remaining web services, because they are interested in working with different digital platforms, which makes the learning process more accessible, intuitive and interactive.

And at the end of the survey, it was necessary to identify whether gifted students consider the use of innovative teaching aids in the lessons effective. 79% of respondents believe that the implementation of the educational process becomes more effective with their usage.

4. Summary

Thus, according to the study results, the following conclusions can be drawn. Gifted students are familiar with the concept of “innovative learning tools” and confirm the effectiveness of their use in theoretical and practical classes, including legal ones. At the same time, law teachers are much less likely to use digital platforms in the learning process compared to other subject teachers. This fact confirms the relevance of developing the skills of using innovative web services within the framework of education digitalization.

Quizizz and Kahoot! Platforms are most commonly used by teachers, including law teachers. Gifted students are interested in teachers using various modern teaching aids, which increases motivation for classroom training, as well as increases the students' interest in the teaching material. The introduction of new teaching technologies usually leads to immediate enthusiasm and excitement on the part of teachers and students. Our results are also confirmed by foreign colleagues who note that such pedagogical tools as Kahoot contribute to the improvement of learning outcomes in vocational schools and universities.

5. Conclusions

The organization of legal education is most effective when using modern pedagogical tools. The development of mental abilities of gifted students through various means, methods and forms of teaching law is an integral part of the educational process, which confirms the Teacher's Professional Standard, namely, block 3.1.1. "Labor function". There is the following requirement in this clause, in the section "necessary skills": “use and test special approaches to learning in order to include all students in the educational process, including those with special educational needs: students with outstanding abilities...” (Professional Standard for a Teacher of Basic General Education). Future legal teachers are at a good level of professional development that meets the requirements of the Federal State Educational Standard, and we have also found that the KFU students have a good knowledge base on innovative teaching aids, which was obtained in the higher educational institution.

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