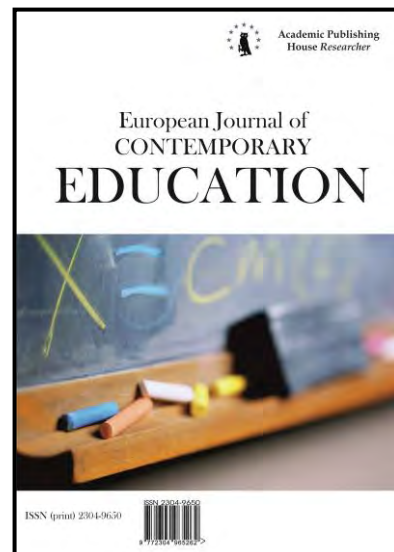




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Digital Transformation of Legal Education: Problems, Risks and Prospects

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Abstract

The subject of the research is the regulatory legal acts of the Russian Federation regulating the digital transformation of legal education. The objectives of the article are to identify risks, problems of digitalization of legal education, as well as formulate directions for the development of legal regulation of the introduction of digital technologies in education in the specialty of jurisprudence in Russia. As a result of the study, it was revealed that the digital transformation process involves the implementation of both organizational, economic and legal measures. It has been established that it is necessary to optimize educational standards for teaching digital competencies to law students, develop state programs within the digital educational environment for the implementation of innovations, digital platforms, ensure the protection of personal data and prevent cyber-attacks in the educational process.

The study used the chi-square test to test statistical hypotheses. It was established on the example of the Financial University under the Government of the Russian Federation that the improvement of digital skills in educational activities is facilitated by training at the online institute of the Financial University. In this regard, it is recommended to introduce a structural unit in Russian universities that would deal with the problems of online education.

The main directions of digitalization of legal education are the development and implementation of a unified digital platform for legal education, the introduction of artificial intelligence in electronic legal education, and the implementation of advanced training programs for higher school educators in jurisprudence. Conclusions are formulated that the practical recommendations obtained from the research can be applied in developing the Concept of digital transformation of science and higher education.

Keywords: legal education, digital transformation, digital competencies, online learning, educator, student, digital educational environment, higher education, e-learning.

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1. Introduction

At present, in the context of the digital transformation of economic relations, which requires appropriate legal regulation aimed at ensuring the efficiency and security of the digitalization process, the most promising vectors in higher education are mastering legal knowledge in the digital economy (Ruchkina, Vengerovsky, 2020).

As you know, one of the main tasks of ensuring the implementation of the national project «Digital Economy» is the successful implementation of the federal program «digital personnel», which is aimed, firstly, at training new specialists in the field of digital economy with legal knowledge, and secondly, at advanced training, retraining of specialists in this field.

In Russia, higher education is an integral part of vocational education, the purpose of which is to ensure the training of highly qualified personnel in the basic areas of socially useful activity in accordance with the needs of the state, society, as well as meeting the needs of the individual in intellectual, cultural, and moral development, deepening and expanding education, scientific and pedagogical qualifications.

The modern digital economy causes a high demand for qualified graduates in the financial and legal analytical field, who have a systematic vision of economic, financial and legal problems, are able to correctly assess the development opportunities of various market institutions and make effective decisions in unusual situations.

Thus, the purpose of the study is to improve legal education in the context of digitalization by developing practical recommendations for implementing its digital transformation based on an analysis of problematic issues, risks that impede an effective electronic educational process in the field of jurisprudence.

2. Materials and methods

The methodology for studying problematic issues of digital transformation of legal education with the aim of further improving the directions of development of the digital educational environment in the field of jurisprudence is a synthesis of legal science methods based on materialistic dialectics: **comparative legal, formal legal, systemic legal (legal aspect), – with analysis main indicators of the development of the digital economy (financial and economic aspect).**

Legal technologies of legal analysis make it possible to conduct a system analysis to study the legal, social, organizational and economic processes of the digital transformation of education in general, as well as legal education in particular.

The chi-square test was used to test statistical hypotheses.

3. Results

At the moment, the legal regulation of the digital transformation of education is represented by the following by-laws:

- The message of the President of the Russian Federation to the Federal Assembly of January 15, 2020, which says that in 2021 it is necessary to start the digital transformation of the national school in full, to provide teachers and students with access to advanced educational programs, to introduce individual approaches to learning (Poslanie Prezidenta RF..., 2020);

- Decree of the President of the Russian Federation of 10.10.2019 No. 490 "On the development of artificial intelligence in the Russian Federation". Much attention is paid to the development of the legal framework in the field of artificial intelligence, robots and robotics objects in our country, both on the part of experts, scientists, and on the part of legislative authorities (Ruchkina, 2020);

- Passport of the national project "Education" (approved by the Presidium of the Council under the President of the Russian Federation for Strategic Development and National Projects, protocol No. 16 of 12.24.2018) (Pasport natsional'nogo proekta..., 2018);

- Passport of the priority project "Modern digital educational environment in the Russian Federation" (approved by the Presidium of the Council under the President of the Russian Federation for Strategic Development and Priority Projects, Minutes No. 9 dated 10.25.2016);

- Plan of activities of the Ministry of Science and Higher Education of the Russian Federation for the period from 2019 to 2024 (approved by the Ministry of Education and Science of Russia 08.02.2019);

- Order of the Ministry of Education of Russia dated 02.12.2019 No. 649 "On approval of the Target model of the digital educational environment" ([Prikaz Minprosveshcheniya Rossii..., 2019](#)).

The concept of artificial intelligence is also contained in current technical standards. So, "artificial intelligence is a simulated (artificially reproduced) intellectual activity of human thinking" ([Ruchkina i dr., 2020](#)).

Now, within the framework of the federal project "Digital Educational Environment", the Center for the Digital Transformation of Education has been created and is functioning.

A federal information and service platform for the digital educational environment, a set of standard information solutions have been developed and implemented in order to implement the target model of the digital educational environment in educational institutions.

It is also planned to create an integration platform for lifelong education (vocational training and additional education) and a set of services that provide navigation and support for citizens when choosing educational programs and organizations that carry out educational activities ([Metodicheskie rekomendatsii..., 2020](#)).

Among the many problems of digital transformation of legal education, the following aspects can be formulated:

- organizational and educational activities that require retraining of legal education personnel, as well as the introduction of digital competencies into the educational standard in jurisprudence.

- financial and economic, involving the allocation by the state through various government support measures (grants, competitions, government programs) for the introduction of digital technologies, innovations, digital platforms in e-learning in jurisprudence.

- legal is to optimize legislation in the field of education, by eliminating gaps in the terminology of digital legal education, developing a Concept for the development of digital education, regulating the process of introducing a single digital platform, ensuring electronic security of participants in the educational process, and others.

The direction of the federal program «**Providing the digital economy with competent personnel**» includes measures to develop a model of competencies in the digital economy, a profile of competencies and a personal development path; improving training and retraining programs for the digital economy, providing training and retraining of specialists in the competencies of the digital economy, as well as grant support for educational projects ([Prikaz Minprosveshcheniya Rossii..., 2019](#)).

Within the framework of the program, a model of competencies of the digital economy will be developed – a list of key competencies that each citizen needs for effective professional and everyday activities in the digital economy. This model will complement the existing requirements for competencies inherent in educational programs and requirements for the implementation of professional activities.

The digitalization of society and the economy leads to a change in priorities in the choice of specialties, a drop in social demand for humanitarian education in general and legal education in particular. The number of first-year students studying in Moscow in the field of digital technologies in 2018 grew to 19.6 thousand people. This is 11 % more than in 2017. The number of vacancies for IT specialists in Moscow exceeded 20 thousand – this is 25 % more than a year earlier. The emerging practice makes it possible to assume that the demand for the profession of information technology, digital sphere in the short term will sharply exceed the supply, their prestige in society will automatically rise.

4. Discussion

The training of legal personnel today requires the competent construction of the educational process and should not be replaced by a simple transfer of a known body of knowledge and learning the skills of a future profession. The essence of the legal educational process is the totality of educational and self-educational processes aimed at solving the problems of legal education, legal education and personal development in accordance with the state educational standard. Its effectiveness is possible in the conditions of continuity of the process, a unified legal educational policy that allows for level and profile differentiation; the sequence of legal education and its variable modeling, depending on the level of preparedness of the subjects of the educational process, regional features of its implementation.

Within the framework of the Federal project, it is proposed to pilot a new type of educational programs of higher education lasting up to 2 years (analogues of associate degree, half-bachelor) for at least 10 specialties of the digital economy.

Modern society requires competitive professionals who can communicate in a professional foreign language in their specialty.

The communicative competence of a lawyer can be defined as the ability of a specialist to carry out communication in the process of execution various legal actions and solving legal problems on the basis of specially formed knowledge and skills. The formation of the professional competence of a lawyer at the present stage of development of higher schools is inconceivable without integration into the general system of preparing digital education (Demchenko et al., 2017).

A lawyer in the digital economy will have to master a whole range of digital competencies, including primarily programming skills. Possession of such special competencies will become a necessary element of basic training already at the level of a higher legal education (undergraduate or graduate) (Metodicheskie rekomendatsii..., 2020):

- formulation and assessment of the main problems of legal regulation in the field of digital technologies, incl. problems of correlation of public and private regulation, ensuring, information security, protecting the interests of citizens of society, the state.

- the formulation and assessment of the problem of determining information as an object of law, the principles of disseminating information, the rights and obligations of the holder of information, the subjects of dissemination of information in electronic form; legal regulation of the use of sites, legal problems of domain name registration.

- formulation and analysis of the fundamentals of the legal regulation of the provision of telematic communication services, hosting, instant messaging services, information retrieval on the Internet; the activities of the news aggregator, online publications, the activities of the audiovisual service; problems of protecting the rights and legitimate interests of certain groups of the population in the information sphere using electronic technologies.

- the formulation and analysis of the legal problems of protecting privacy when using "digital technologies", including legal regulation of the processing, storage and use of personal data; problems of using images of citizens; legal ways to protect against illegal collection and use of information about the private lives of citizens, including covert audio and video surveillance, recording movement and contacts, and transactions.

- **analysis of the legal regulation of the collection and use of "big data», features of the protection of rights and legitimate interests in the dissemination of false information, information discrediting honor, dignity and business reputation.**

- solving the problem of legal regulation of electronic document management, incl. electronic document and electronic signature, principles of using electronic signature, types of electronic signature, use of electronic signature in the provision of state and municipal services.

- the formulation of the provisions of the legal regulation of the use of electronic documents in commercial circulation, the problems of concluding contracts on the Internet; legal regulation of business aggregators; the use of electronic documents, electronic audio and video recordings as evidence in court; the implementation of e-justice.

- an explanation of the main problems of the legal regulation of electronic payments, digital rights, **"digital assets", including concepts of a payment system, a national payment system; rules of the payment system and its participants; Legal regulation of money transfers using electronic technologies, incl. concepts of electronic cash, electronic means of payment.**

- formulation of legal regulation of the use of payment cards; legal regulation of the use of ATMs and payment terminals; **the use of "blockchain" technology, the problems of legal regulation of digital rights and "digital assets", including "cryptocurrencies"; Legal regulation of crowdfunding, smart contracts.**

- **the formulation of the legal regulation of "smart things", "artificial intelligence".** Able to apply the acquired knowledge, skills in relation to a simulated or specific life situation.

- the ability to apply the acquired knowledge, skills in relation to a simulated or specific life situation.

It is especially important to also take into account in the digital transformation of legal education the ability to combine various methods of teaching legal disciplines, taking into account the contingent of students – representatives of generation z (Ruchkina, Shaydullina, 2020).

As you know, the new generation is more receptive to interactive methods of teaching, the use of gamification of the educational process, presentations with animation elements. Generation Z spends 52 % of their daytime playing online, so it's important to use this format in education. Gamification ignites the spirit of competition and makes learning fun.

Based on the analysis of the scientific literature and the results of the sociological research conducted, it has been established that the students are more satisfied with the quality of interactive sessions with elements of gamification (57.01 %) than with the quality of training by traditional methods (23.36 %) and the quality of the content of classes conducted by traditional methods (19.63 %). It has been revealed that the use of interactive forms of training with elements of gamification is the most effective: to increase the effectiveness of mastering the training material (20 %) (Demchenko, Vinichenko, 2018).

When teaching Z, it is worth remembering that this is a generation that will not only experience but also use nanotechnology, 3D printing and self-driving cars in everyday life. They will own professions for which names have not yet been invented. They easily master technologies and cannot imagine the world without its digitalization. Therefore, it is more important not to transfer theoretical knowledge to them, but to teach them to explore and learn about the world. In the future, not what people already know will be appreciated, but what new they can learn and apply in work and life.

The most significant components of the methodology of teaching legal disciplines are: 1) rationalization of the subject, setting goals and objectives of teaching, 2) selection of content and structuring of the subject, 3) determination of methods and techniques of teaching, 4) definition and use of assessment tools, 5) planning of educational activities. Teaching methods as ordered, interconnected methods of pedagogical activity of a teacher and educational activities of students to achieve educational goals can be presented in various classifications depending on the choice of the main criterion. The classification of teaching methods is their system ordered by a certain basis (feature) (Klimova, Karpova, 2019).

Education is a mutual process. The main thing in working with students is constant contact between students, educators and the dean's office. It is important to search for optimal and compromise solutions to all emerging issues, corporate spirit, benevolence combined with exactingness, mutual understanding and openness, willingness to help each other.

However, in a digital economy, a lawyer can no longer be completely unaware of the technical side of the business he is involved in. This is a fine line: there is no need to become a technical specialist, but it is imperative to understand the area of technology within which it is necessary to protect the rights of the employer or client. For example, if this is the domain of domain disputes, then you need to know the domain name system, including some of its technical aspects, the procedure for registering domain names, use special terminology, etc.

Often controversial situations that arise in the digital environment can be resolved with the help of current legislation. The difficulty is usually caused by the fact that many legal norms, of course, do not directly provide for the possibility of their application to Internet relations. In such circumstances, interpretation of legal provisions is required. Unfortunately, many lawyers hope to find in the law clearly prescribed instructions for each life case, and, not finding it, refer to existing gaps in the law.

A lawyer specializing in digital technology must understand how he can find the right norm in case of a dispute; he must be able to interpret the law and correctly express his thoughts.

The educational process in higher education is also undergoing a digital transformation. However, this process is not always effective. Consider some of the factors hindering the introduction of digital technology in the educational process. In order to create high-quality educational content, adequate digital technologies are needed, which may not even be available in metropolitan law schools. Therefore, one of the main obstacles to digitalization of higher education today is the lack of an adequate material and technical base. In this regard, in the formation of the information and educational environment, educational institutions should first of all think about its adequate technical and technological support.

The next factor is the reluctance of educators to learn new information technologies. This reluctance is due to several objective and subjective factors.

Thirdly, the absence of effective material incentives for the creation of digital educational content is relevant for higher education. The establishment of adequate time standards for certain types of work should be the subject of an interested dialogue between educators and university leaders.

Within the framework of the Federal project, the country's leading educational organizations will develop programs and provide training for managers and teams of CDO managers. A quick leap in the development of the digital economy in Russia cannot be made without the involvement of foreign labor and the best specialists. To this end, the Federal Project provides for the creation of a card for a young professional – a special tool with a legally fixed status that will give the right to enter and work in the Russian Federation, as well as a grant system to attract talented foreign applicants and employees in the professions that are in demand in the country.

We should not forget that the educational process in higher education, due to the objective circumstances of the development of information technology, is undergoing some optimization. Distance education is developing, which, for example, in emergency circumstances, the inability to attend educational institutions, is the only possible. At the same time, the teaching methodology is changing.

The rating shows how long (in days) a particular university has spent its educational process on the platform since the beginning of the 2019/2020 academic year.

When compiling the rating, the educational behavior of 129 666 students and 17 923 teachers from 836 organizations of Russian-language higher education in Russia and neighboring countries was analyzed.

Table 1. Rating of the efficiency of using digital resources on the educational platform "Yurayt"

No	The name of the university	The number of conditional days of using the Yurayt platform
1.	Russian Academy of National Economy and Public Administration under the President of the Russian Federation	16127
2.	Ural State Law University	9955
3.	Russian State University of Justice	9006
4.	Financial University under the Government of the Russian Federation	8648
5.	Irkutsk State University	5445

In 2018, the Financial University under the Government of the Russian Federation launched a major project to modernize existing IT systems and build a new digital platform for an educational institution in order to improve the efficiency of university management and provide new modern digital services for all participants in the educational process.

The first stage of the project was the implementation of the task of automated planning and scheduling of training sessions.

The contractor for the project is the Galaktika IT company – the Expert Center of the Galaktika Corporation, the basic system is the Galaktika Training Schedule. The system was installed and configured in the first half of 2019. Since September 2019, the system has been put into operation and **the schedule for the first semester of the academic year 2019–2020 has been drawn up entirely in the Galaktika RUZ system.** Since 2020, the Galaktika Training Schedule system has been under maintenance and development, the work is being performed by Galaktika IT.

The new system made it possible to solve the following issues:

- control over the unevenness of the contingent of students up to each student
- prompt notification of participants in the educational process about changes in the schedule of training sessions
- control and analysis of information on the planned and actual schedule of training sessions.

The Galaktika RUZ system has become a full-fledged and reliable source of data for other systems of the university, which made it possible to implement new convenient services at the university. Data from the "Galaktika RUZ" system is used for the ACS system, which improves the security of the university, as well as for the "Individual work of a teacher" system – in automatic mode, data on the actual classes conducted are used to calculate the effectiveness (KPI) of employees.

The university is actively introducing new educational technologies and moving to the formation of individual educational trajectories of students. A competency-based approach to training specialists is being introduced into the educational process.

The path to the widespread introduction of online learning, including mass open online courses - training courses with interactive participation and open access via the Internet today is **being implemented through the priority project in the field of education "Modern Digital Educational Environment in the Russian Federation", which provides for a number of key areas, development which goes in parallel:**

- adoption of legal and regulatory acts aimed at the development of online learning. In particular, fixing the status of online courses as equal parts of educational programs.

- Creation of an information resource providing access to online courses on the principle of **"one-stop shop" and combining a number of existing online learning platforms thanks to a unified user authentication system.**

- Creation in 2025 of 7,500 online courses on secondary, higher and further education programs with the involvement of leading developers, both from government agencies and the business community.

- the formation of a system of expert and user assessment of the quality of the content of online courses;

- Creation of ten Regional centers of competence in the field of online learning;

- training and education of at least 10,000 educators and experts in the field of online education;

The successful implementation of the priority project "Modern Digital Educational Environment in the Russian Federation" will fundamentally change the approach to training citizens of the country, prepare Russia for the transition to a new technological structure – the digital economy.

Managing the educational process remotely, the teacher sometimes does not know with whom he is dealing. His role as a mentor is lost and goes into a different quality. The teacher has a new technological function of the communicator, uniting students in groups, and groups are formed not by him, but by the interest of students in the discipline. Remote technology changes the social status of the teacher. The academic degree and title, previously an indicator of the level of teacher training, are in the background. The teacher is in demand if he is interesting to the student.

The student independently chooses content that does not always coincide with the worldview of the teacher. The use by the student of the information necessary for him forms a system of motives for activity and is the basis for the formation of professional competencies. The transition to the depersonalization of the student is one of the side problems of the digital revolution, which will lead to a change in the student who is psychologically unformed. In this regard, along with professional competencies at the stage of training a lawyer, it is necessary to form the competence **of an "information-digital culture", of which digital literacy is an integral part. It is orientation in the digital space that makes it possible to understand how digital reality works, how a person interacts with digital technologies, what moral qualities, how socially significant in the professional activity of a graduate of a legal educational institution, need to be developed in a digital environment (Simaeva, 2019).**

Also, the level of digital literacy is influenced by a person's professional activity. Working students showed the highest values of the digital literacy index when compared with other categories of the population (Figure 1).

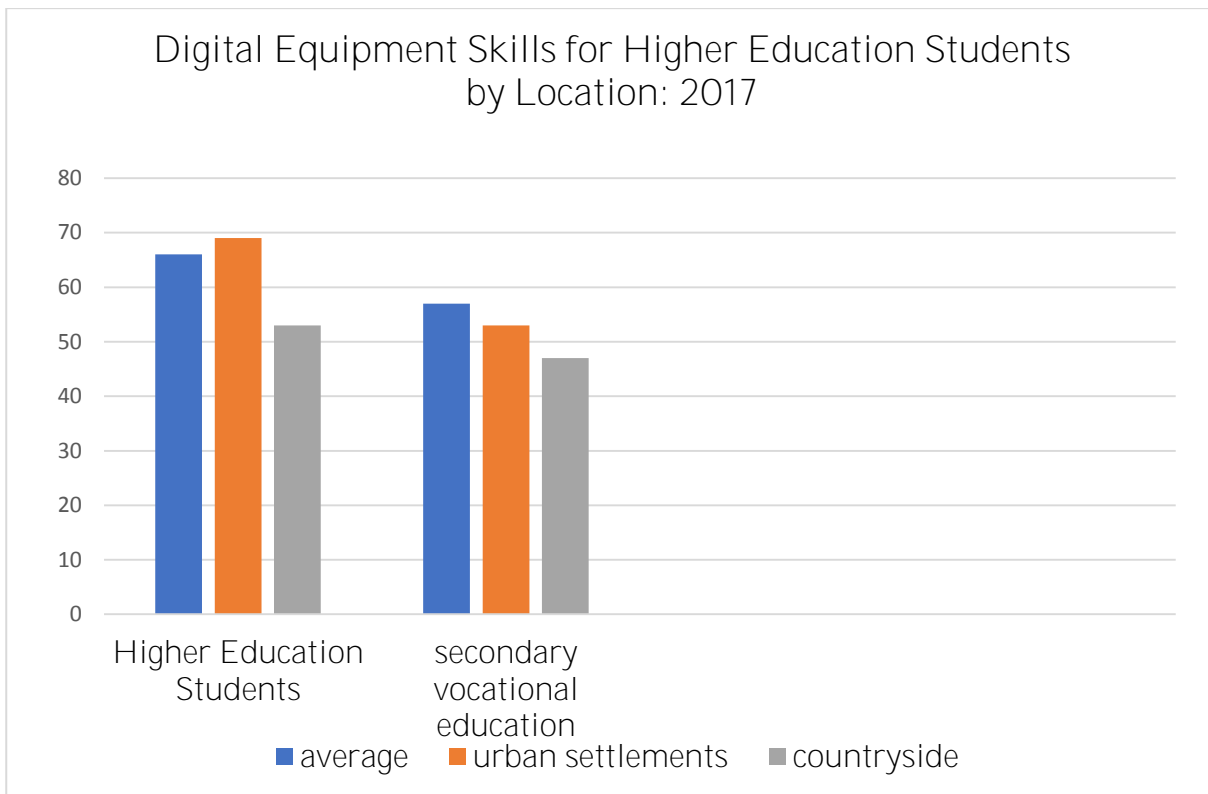


Fig. 1. Digital Equipment Skills for Higher Education Students by Location: 2017

Only 27 % of Russians – one in four – have a high level of digital literacy. Due to the lack of knowledge and skills in the field of digital technologies, many people and organizations were not ready to work remotely in self-isolation.

The federal project "Human Resources for the Digital Economy" set target values for the share of Russians with digital literacy and key competencies of the digital economy. This is 26 % of the population in 2018, 27 % – in 2019, 30 % – in 2020 and 32 % – in 2021 (information in accordance with the passport of the Federal Project "Human Resources for the Digital Economy" is given in Tables 2, 3).

Table 2. Digital Literacy Index, in percentage points, by type of student employment

	Student (not working)	Student (working)
Digital Literacy Index	61	64
Information literacy	61	67
Communication literacy	64	65
Digital content creation	59	57
Digital security	61	68
Problem solving skills in a digital environment	61	62

According to the results of the NAFI study, the share of Russians with a sufficient level of digital literacy has remained practically unchanged over the past three years. So, in 2018, 26 % of Russians had a high level of digital literacy. As of January 2020, this share amounted to 27 % – the backlog from the target values of the federal project so far amounted to 3 percentage points. (27 % versus the expected 30 %).

Table 3. The share of the population with digital literacy (according to the passport of the Federal Project "Human Resources for the Digital Economy")

	2018	2019	2020	2021	2022	2023	2024
The share of the population with digital literacy and key competencies of the digital economy (according to the passport of the Federal Project "Human Resources for the Digital Economy")	26 %	27 %	30 %	32 %	36 %	38 %	40 %

Live communication between the student and the teacher, as well as contacts in a virtual environment should be balanced and determined by the curriculum as well as lecture and seminar classes, while the share of real and virtual time can be designed taking into account the formation of appropriate competencies. The intention to reduce learning only to the acquisition of skills poses a danger to the formation of students of utilitarian thinking and, as a result, a distorted worldview.

Today, almost every university has a law faculty that specializes in training personnel for a particular industry. Legal education should ensure the transition from authoritarian and textual didactics (when a future lawyer learns the text of a normative act recommended by a teacher and doctrinal interpretations of legal norms) to a comprehensive perception of information. When tens of thousands of new norms are adopted per year, existing laws change significantly and hundreds of new documents are developed, orient It is not possible in this space without work to find information and a comprehensive understanding of the rule of law. This can be achieved only by integrating reference and information systems in training. It is necessary to include disciplines in the university curriculum that allow the student to acquire skills in the field of new technologies, including obtaining evidence on the network, ensuring cybersecurity, electronic record keeping, and others.

5. Conclusion

As a result of research into the digitalization of legal education at the present time, using the example of the activities of the Financial University under the Government of the Russian Federation, significant data were obtained, indicating the need to develop and improve the digitalization of education.

According to the Department of Psychology and Human Capital Development and the Department of Sociology of the Financial University, 65 % of students and about 70 % of educators have experienced problems in the transition to digital education. The number of graduates who received excellent marks increased by almost 35 % compared to last year. If we compare the results of the summer sessions of 2019 and 2020, the number of people who received an unsatisfactory grade decreased by 30 %. Accordingly, the number of graduates who received honors diplomas also increased.

Let's calculate the significance of the research results (p-value) on the need to introduce digital technologies in legal education. So, at the beginning of distance learning in 2020, 65 % of students, 70 % of teachers have problems associated with the use of digital technologies in the educational process. After continuing education, for example, at the online education institute of the Financial University, the percentage of digital literacy of students and educators changed, 35 % and 45 %, respectively. Let's figure out the meaning of the χ^2 (chi-square). Determine the number of degrees of freedom by the formula $n-1$ and get 1. Next, by the formula $\chi^2 = \sum ((o-e)^2/e)$, we get the χ^2 -square value equal to 0.001. Using the χ^2 -squared spreadsheet to find the p-value, we find it to be 0.010, which is less than the 0.05 significance level. This means that it has been proven that there is a very likely connection between the results that we observed regarding the problems of digital literacy of students and educators at the initial level of distance learning.

According to the demand for graduates, even during a pandemic, the Financial University under the Government of the Russian Federation is part of the five leading universities in Russia. In the context of a pandemic, the university held a Career Day, which was attended by about 30 ministries and departments, various commercial structures, about 2.5 thousand students took

part online. In addition, the activities of the Institute of Online Education, created at the end of 2019, are of particular importance, which raised the qualifications of more than 50 % of teachers in the program for the use of digital technologies. In the future, it is recommended in higher educational institutions to create such online education institutions that, on their own, assist in the training of digital personnel for education. As a result of the distance learning mode, only 75 % of the surveyed students supported the full-time format, which means that the digital format is also in demand today.

Summarizing the above, it is advisable to formulate the following practical recommendations for the digital transformation of legal education:

- to develop at the federal level the main strategic document – the Concept of digital transformation of science and higher education, consolidating the use of a digital educational platform, the basic concepts of digital education, features of the transformation of training in specialties and other issues;

- to monitor the current legislation in the field of education, making changes in accordance with the Concept of digital transformation of science and higher education.

- in order to ensure the protection of intellectual property rights when using copyright methods of teaching legal disciplines using digital technologies, develop a Strategy for the Development of Intellectual Property;

- develop a Program ("road map") to increase the level of digital literacy among the population, including with the aim of forming and developing digital skills among students and educators;

- to develop state programs to support educational institutions for equipping with digital infrastructure.

It is also advisable to carry out activities for the digital transformation of legal education in each individual university, faculty. So, for example, among the most global measures for the transformation of legal education at the Law Faculty of the Financial University under the Government of the Russian Federation is the optimization of curricula for basic educational programs, the development of project activities of teachers and students, the active inclusion of digital tools in the educational process, the formation of our own strategic directions, scientific research in the field of basic sciences and research of applied value. The Development Program of the Faculty of Law was developed and adopted, the implementation of which will help to qualitatively improve the competitiveness of graduates and the university as a whole (Ruchkina, 2020).

Development of the institution of intellectual property especially in the light of challenges the modern era requires the combined efforts of many departments and different levels of government (Demchenko, 2019).

None of the strategic planning documents contains a full range of measures to regulate intellectual property issues. The development of the institution of intellectual property should become national priority. In this regard, it seems necessary to develop a single document for the development of the institution of intellectual property – the National Development Strategy.

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