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**Политика модернизации юридического
образования на национальном
и глобальном уровнях**

**The policy of modernization of legal
education at the national and global levels**

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Аннотация. Целью настоящей работы является исследование политики модернизации, в центре которой социально-структурные, нормативные и ценностные изменения в сфере образования. Модернизация юридического образования раскрывается на различных уровнях функционирования: глобальном, национальном. Даны определения понятиям «образование», «юридическое образование», «модернизация» и «модели модернизации». Исследованы современные подходы к модернизации юридического образования как в Российской Федерации, так и в ряде зарубежных стран. Определены национальный и глобальный уровни в моделях модернизации юридического образования. В заключении предложены пути модернизации юридического образования, которые позволят как повысить качество образования, так и оптимизировать, и модернизировать возможность его получения.

Ключевые слова: образование, юридическое образование, модернизация, модели модернизации, образовательная политика

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Abstract. The purpose of this work is to study the modernization policy, which focuses on socio-structural, normative and value changes in the field of education. The modernization of legal education is revealed at various levels of functioning: global, national. Definitions of the concepts «education», «juridical education», «modernization» and «modernization models» are given in this article. Modern approaches to the modernization of legal education both in the Russian Federation and in a number of foreign countries have been studied. The national and global levels are determined in the models of modernization of legal education. In conclusion are proposed the ways of modernizing of juridical education, which will both improve the quality of education and optimize and modernize the possibility of obtaining it.

Keywords: education, juridical education, modernization, models of modernization, educational policy

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Introduction. The education of persons who lived in the past and are currently living in the Russian state has always been a pressing issue for reflection both in pre-revolutionary Russia and after the events of 1917, and after the transformation of Russian statehood at the end of the 20th century. Speaking about education, it begs to consider the question of the level of education, in the context of obtaining general, secondary and higher education. This topic has become especially relevant due to the political, economic and social changes that Russian society and the state are currently facing. Countries representing the world community, such as the United States, and a number of countries of the European Union are trying to create a universal model that would spread throughout the world, which should allow people to freely confirm their qualifications outside their state, and receive decent wages for their contribution to development of the state, and in particular, various branches of science, technology, management, etc.

We believe that the Western concept of education does not contribute to solving the problems that our Fatherland sets for itself. The traditional education system of Russia has always followed and must follow its own path, based on its historical and cultural heritage, the peculiarities of the development of society and the state, and, most importantly, preserving its national heritage.

Materials and research methods. The relevance of the chosen research topic is that education in Russia needs changes that will contribute to the preservation of national identity, and will help society and the state strengthen their position in the international arena and improve the quality and standard of living within the country. In general, the education system is one of the constituent elements of public life, which contributes to the strengthening of the internal and external sovereignty of the Russian Federation.

The problem of the study is that the educational reform in Russia has not yet been prepared at the legislative level, and only trends and prospects for its implementation are outlined, taking into account global and national approaches.

Based on the stated topic, the research problem, we can outline the goal – to study models of modernization of legal education in the aspect of the combined global and national levels.

To achieve the goal of the study, it seems necessary to solve a number of problems:

1. Expand the categorical apparatus of the study – give definitions to the concepts of “education”, “legal education”, “modernization”, “models of modernization”.
2. Describe the relationship between the global and national approaches to the modernization of legal education.
3. Characterize national priorities in models for modernizing legal education in the Russian Federation.

The functioning of any society and state is impossible without increasing the level of literacy of the population. Literacy (from Latin grammatica – the study of literature) is a characteristic that shows to what extent a person has the skills of writing and speaking. When we call a person literate, we most often talk about a person’s ability to read and write in any language.

But such a basic characteristic does not make it possible to talk about the level of literacy of society in the modern world, therefore, from ancient times to the present, it seems correct to use the term “education”, speaking about the qualities of a person that give him the opportunity to be a full member of society and the state and fully and properly exercise their rights and obligations.

Research results and their discussion. Based on the provisions of the previously existing Law of the Russian Federation “On Education” dated July 10, 1992 No. 3266-1,

education is “a system of upbringing and training of an individual, as well as a set of acquired knowledge, abilities, skills, values, functions, experience and competencies” [4].

Since in this study it seems necessary to cover the issues of the conceptual apparatus in more detail, we should turn to the legislative definition of education.

According to Art. 2 of the Federal Law of December 29, 2012 No. 273-FL “On Education in the Russian Federation”, education is “a single, purposeful process of education and training, which is a socially significant benefit and carried out in the interests of the individual, family, society and the state, as well as the totality of acquired knowledge, abilities, skills, values, experience and competence of a certain volume and complexity for the purpose of intellectual, spiritual, moral, creative, physical and (or) professional development of a person, satisfying his educational needs and interests” [2].

We believe that this definition reveals the term itself from the point of view of the law, and from this legislative definition the concepts of education and training are formed.

Education and training are key aspects that are generally necessary for the socialization of the individual, i.e. entry of the individual into society. Education is an activity aimed at personal development. Training is a purposeful process of organizing the activities of students to master knowledge, abilities, skills and competence [2].

Without the upbringing of a person and his training, his adequate functioning in society is impossible, which means that a person receives individuality only within the framework of a biological organism, but not as an individual regarding the properties of his personality. We believe that a more precise concept of “learning” can be defined as the process of an individual acquiring useful skills and abilities that in the future will help him orient himself in the conditions of reality, which, ultimately, will make it possible to independently make decisions and bear responsibility for the consequences of these decisions.

In general, education is a complex, multifaceted concept. We propose that the concept of “education” can be schematically divided into three elements.

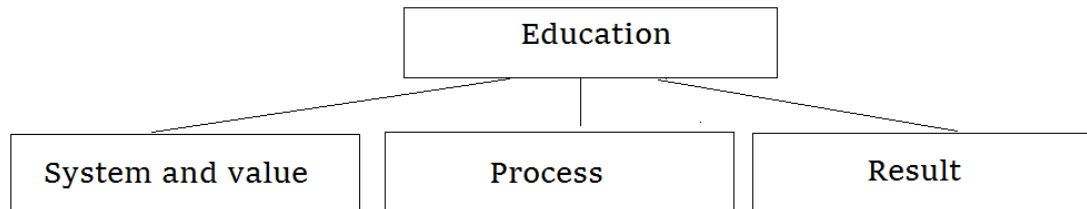


Figure 1 – Components of the concept of “education”

Source: based on data [17]

Speaking about education as a system, we should mention such an important regulatory legal act as the Federal Law of December 29, 2012 (as amended on February 17, 2023) No. 273-FL “On Education in the Russian Federation”. In Part 1 of Art. 10 of this law states that the structural elements of the education system in Russia are:

1. Federal state educational standards and federal state requirements, educational standards and independently established requirements, educational programs of various types, levels and (or) orientations. As a rule, these are requirements established by law in various documents, which are uniform for all subjects of the Russian Federation.

2. Organizations that carry out educational activities, as well as specific subjects: students, parents or their legal representatives, as well as teaching staff. The latter include teachers in schools, secondary vocational education institutions, as well as teachers in higher education institutions.

3. Federal state bodies and government bodies of the constituent entities of the Russian Federation, exercising public administration in the field of education, and local government bodies, exercising management in the field of education, advisory, advisory and other bodies created by them.

4. Associations of legal entities, employers and their associations, public associations operating in the field of education [2].

If we talk about education as a process, then it is necessary to clarify that the process of obtaining education is directly related to the process of socialization, but, provided that socialization takes place relatively before the age of 18-20, then obtaining an education may take a longer period of time, which is confirmed by the point of view of A.S. Guryanov [9]. Getting an education, i.e. The skills required for qualification are divided into several stages: basic education, secondary vocational education, higher education (in turn, includes several levels: bachelor's, specialist's, master's degrees), and more in-depth advanced training within the framework of postgraduate and doctoral studies.

S. L. Paevskaya in her work characterizes education as “a socially significant process of a person’s mastery of the socially significant experience of humanity, in which the constituent processes of education and knowledge transfer can be identified. It is aimed at the formation of personality and its adaptation to society, and at creating a professional, competent in his field by transferring to him the necessary information and qualifications” [13].

We believe this definition is correct, but at the same time there are inaccuracies. Adaptation to society implies obtaining the minimum necessary skills. And, accordingly, the question arises, what specific set of skills is needed for adaptation. At the same time, how can qualifications be transferred, provided that qualifications are already independently acquired and, in some ways, “honed” through experience, a set of skills. It is skills that can be transferred, and a person obtains the appropriate level through trial and error, based on his own experience.

And the last “essence” of education is the result. In this case, the result is meant as the result of the process of acquiring knowledge, skills and abilities.

V.V. Yudin, speaking about the result, uses the concept of “educational result”. In his study, he points out: “The educational result by its nature is a social experience that has a structure of activity, and the following elements: “knowledge about the world and methods of activity; experience in implementing methods of activity with its two subelements (mastered techniques of materialized and mental activity); experience of an emotional and value-based attitude to reality” [20].

Agreeing with this opinion, we consider it necessary to emphasize that the result of education is not only knowledge and experience. We believe that the first place is rather given to the possibility of implementing the accumulated experience in practical activities, where, using his qualifications, a person plays a certain role and performs socially useful functions for himself, society and the state.

Having characterized the definition of “education”, we should pay attention to legal education. Legal education in general is a body of knowledge about society, state and law, which enables citizens who have received it to engage in legal activities on a professional basis, including working in government bodies, for example, prosecutors, investigative committees, notaries, and engage in private practice: advocacy, legal consulting, etc.

The right to education is enshrined in Art. 43 of the Constitution of the Russian Federation, which states: “Everyone has the right to education. Everyone has the right, on a competitive basis, to receive higher education free of charge at a state or municipal educational institution and enterprise. The Russian Federation sets federal state educational standards, supports various forms of education and self-education” [1].

Consequently, in order to realize a constitutionally enshrined right, it is necessary to ensure that citizens have the opportunity to use this right in practice. This means that the rights of a citizen must be protected, which is confirmed by the Constitution of the Russian Federation.

It is to protect all human and civil rights and freedoms, and in particular the right to education, that in the Russian Federation there is a legal education and the opportunity to obtain it.

Improving the quality of legal education is only possible through its modernization. Accordingly, in the future it is advisable to consider the concepts of “modernization” and “modernization models”.

In the Great Current Political Encyclopedia, the concept of “modernization” is revealed as “the process of updating an object, bringing it into compliance with new requirements and standards, technical conditions, and quality indicators” [5].

Doctor of Sociological Sciences, Professor E. A. Podolskaya defines modernization in sociology as “progressive social changes, as a result of which the social system (subsystem) improves the parameters of its functioning. Modernization is essentially the approach of society, through the conscious implementation of certain intentions, goals and plans, to a recognized model of modernity, most often to the model of any existing society recognized as modern” [15].

S. N. Gavrov looks at modernization differently. He points out that modernization should be considered from three sides: “1) as the internal development of the countries of Western Europe and North America, relating to the European Modern Age; 2) catch-up modernization, which is practiced by countries that do not belong to the countries of the first group, but strive to catch up with them; 3) processes of evolutionary development of the most modernized societies (Western Europe and North America), i.e. modernization as a kind of permanent process carried out through reforms and innovations, which today means the transition to a post-industrial society” [6].

In relation to our research topic, modernization should be considered as a process aimed at improving an object, which will optimize their updated flow and bring them into a state that corresponds to modern trends, needs and objectives of society and the state.

In the literature there is also the concept of “modernization model”. This concept considers various scenarios and types of the modernization process, which can lead to certain consequences. Each science has its own point of view on this matter.

V.P. Rusakov points to two models of modernization: Westernization and the catching-up model.

Westernization is the process of transition from traditional to modern societies through the direct transfer of structures, technologies, rationalities and lifestyles of Western societies. It is necessary to distinguish between Westernization as a model of modernization and Westernization as part of any other model, since borrowing Western models is always inevitable during modernization. The initiator of Westernization was usually the West; the form of its implementation as a model was predominantly colonization.

Catch-up modernization, like Westernization, can be a model of development (as it is for Russia, Turkey and Mexico), or it can be an always existing part of the modernization process. Like Westernization, one of its components is an attempt by backward countries to get closer to developed ones [16].

The following modernization models are found in open sources:

1. Linear model. Proponents of the model such as S. Black, D. Lerner, W. Rostow and others talk about revolutionary modernization, which is associated with a radical transformation of the model of human existence and his activities during the transition from a traditional system to a modern one. Linear modernization causes a complete transformation of processes, which consists of changes in all clusters. These changes are fully integrated into the system of society and the state [14].

2. S. Black, within the framework of this theory, spoke about the following phases of modernization: a) “challenge of modernity” - emerging conflicts in society when supporters of updating the system appear who are not satisfied with the actual state of affairs; b) consolidation of the modernization elite - renewal of power as a result of revolutions that can take place over more than one generation; c) transformation of the economy and society - dynamic changes that are associated with the transition from the agricultural system to the era of urbanization and industrialization; d) integration of society - a phase in which changes in the economy and society radically change all spheres of society, as well as its structure [14].

In relation to our topic, S. Enzenstadt, within the framework of the linear model of modernization, wrote about modernization in the field of culture, where he characterized the modernization of education: “the spread of literacy and secular education; the spread of

communication tools, and an emphasis on a new cultural paradigm where the main directions are efficiency, progress, and ultimately, success [14].

1. Model of partial (partial) modernization.

D. Rueschemeyer pointed out that traditional and modernized elements are intertwined into exotic structures. This leads to temporary phenomena that accompany dynamic changes in society [14].

Partial modernization is the process of updating an object exclusively within its framework, therefore the very structure of society is updated, but does not undergo evolution outside its framework. Such modernization is relatively unproductive, since it does not allow radically updating all socio-economic, socio-political and other processes [14].

The essence of the partial model is that society is stuck in the process of modernization, and its transition to the modern level is not possible.

2. Multilinear model.

She appeared in the 70-90s. XX century, and its supporters, such as W. Beck, K. Müller, A. Touraine and others, spoke about the so-called “matrix of perspective”. It consists of several components:

a) rejection of the one-sided linear interpretation of modernization as a movement towards Western values. In this context, it is said that there is a national model of modernization, which is determined by the identity of the nationality, its historical roots, heritage, traditions and cultural values;

b) recognizing social and cultural traditions as positive, and placing them at the forefront as part of modernization. In this case, the religious denomination adhered to by the population historically living in a certain territory also plays a serious role in modernization processes. Religion can also be a factor in mobilizing the population to overthrow the government. E. Tiriakian points to the processes that took place in Chile, the Philippines, Nicaragua and other countries where religion acted as a motivation for changes in society and the state;

c) rejection of radical determinism in economics, culture, politics, etc. R. Inglehart wrote: “If these systems do not support each other on a mutual basis, they are in danger of dying out” [14].

3. Actor model of modernization.

This model is associated with modernization within the framework of the activity (actor) approach, when T. Piirainen tried to explain the transition from a planned economy to a market economy in post-Soviet Russia. The basis for this approach was the French Revolution of the late 18th century and the transformation of Russian statehood at the end of the 20th century, which led to the elimination of Soviet socialism and the cessation of the existence of the USSR.

According to T. Piirainen, both revolutions are similar in that they occurred due to accumulated pressure in society, at a time when there was no clear division of labor, hierarchy and social order. As a result of this, there is a need in society for more advanced mechanisms that would facilitate the integration of society in new times and new economic, political and other situations [14].

As part of transformation (revolution, transformation), social systems change to such an extent that their base is quite difficult to change. A restructuring of society is carried out, and the new order is seen as a collective result based on old accumulated experience and new decisions made by both individuals and social groups.

The key idea of this theory is optimization. Actors will behave in such a way that their actions minimize costs and maximize benefits.

4. Structural model.

Within the framework of this approach, we talk about the systematization of the structuring of social relations in time and space. There is a contradiction between economic, social, political and other structures and subjects that are endowed with freedom of choice and will. As a result, actors go beyond the limits previously established. The problem is that subjects build new forms of society and social relations within the framework of accumulated experience

throughout history, but, at the same time, dynamically changing social relations do not allow them to quickly respond to what is happening and adapt the changes to themselves, i.e. optimize them [14].

To summarize, it should be said that modernization is the transition of the key characteristics of an object to a new qualitative level. When carrying out modernization, despite the emphasis on national, cultural, spiritual, family and other values, one should take into account dynamically changing social relations not only within a particular state, but also the world as a whole.

In relation to the modernization of legal education in Russia, it would also be advisable to consider approaches to its improvement in a number of countries abroad.

The legal profession is one of the most respected throughout the world, since a lawyer ensures the protection of the rights and freedoms of citizens. Without legal support, it is often impossible to carry out a number of transactions, since people do not have the necessary knowledge to conclude contracts and register their rights with official government institutions and organizations.

As part of the consideration of global and national approaches to the modernization of education, we should first consider what the concepts of globalization and nationalization represent.

Globalization is “the process of worldwide economic, political, cultural and religious integration and unification” [8]. It acts as a process of changing the properties of the world economy (world economy), i.e. formed as a result of historical development as a result of the division of labor of individual sectors of the economy, which are interconnected by the international system of division of labor.

The main consequence of this is the global division of labor, migration (and, as a rule, concentration) throughout the planet of capital, labor, production resources, standardization of legislation, economic and technological processes, as well as the rapprochement and fusion of cultures of different countries.

It is within the framework of standardization of legislation that education systems in the world are considered, when, having received an education in his home state, a citizen can count on the fact that his knowledge, skills and abilities can be assessed in other states, which means that his qualifications will be recognized.

Of course, a positive aspect of globalization is a kind of standardization in various spheres of life of society and the state. As part of the globalization of education, scientists around the world can collaborate more closely, thereby increasing the effectiveness of their activities in solving global problems.

The negative side of globalization will be, in a way, the loss of one’s “national idea”, in the context of historical and cultural heritage, traditional values for a particular society, as well as methods and methods for implementing certain activities. It is within the framework of preventing such consequences that the concept of nationalization exists.

The concept of nationalization is associated with the transfer of all enterprises to state ownership. As part of nationalization, the state gains control over the activities of the enterprise, which means it can optimize and improve its activities as a whole, which will be reflected in the activities of similar enterprises throughout the state, i.e. Russian Federation. At the same time, the concept of nationalization in the aspect of nationalization of education is considered as the emphasis of educational activities on the preservation of national statehood, its self-sufficiency and authenticity [12].

In his study, E.F. Moroz points out: “The development of national education is the most important direction and means of establishing an educational society in multinational Russia” [12].

One cannot but agree with this statement. This statement is supported by the provisions of Part 1 of Art. 3 of the Constitution of the Russian Federation, which states: “The bearer of

sovereignty and the only source of power in the Russian Federation is its multinational people” [1].

Also, E. F. Moroz rightly notes that “In our country, the ideas of creating a national folk school that educates students through the development of the spiritual riches of the national culture, traditions and way of life of their region, a school of morality and crafts, have become popular in connection with the creation of revival and development projects peoples of Russia” [12].

This is certainly a positive moment when carrying out nationalization. At the same time, the nationalization of education should not occur on the principle of complete standardization in all subjects of the Russian Federation. As stated above, the only source of power in the Russian Federation is its multinational people. This means that educational activities in a number of constituent entities of the Russian Federation, whose residents are native speakers of a native language other than Russian, and also have their own historical, cultural and spiritual values, should be aimed at preserving, among other things, their national priorities. At the same time, educational activities should be based on the principles of mutual respect for nationality, spiritual and cultural environment.

The legal education system in the Russian Federation is somewhat different from foreign countries. Consider the possibility of obtaining a legal education in the United States of America.

American legal education is one of the most expensive in the world. The SmapseEducation portal provides data for 2023 on the cost of legal education.

Table 1 – Cost of legal education in a number of US educational institutions [11]

Location	The name of the institution	Cost, \$ per year
Fairfax, Virginia	INTO George Mason University	From 18280
St. Louis, Missouri	St Louis University	From 22050
Coral Gables, Florida	University of Miami (UM)	From 29850
Atlanta, Georgia	Emory University	From 39000
Freiburg, Maine	Fryeburg Academy	From 51000
Tempe	Arizona State University	From 50400
Stanford, California	Stanford University	From 53000
New Haven, Connecticut	Yale University	From 54000
Philadelphia	University of Pennsylvania	From 96000
San Francisco, California	UC Berkeley Summer	From 109008

Source: based on data [11]

Obtaining a legal education in the United States of America is very different from the process in a number of other countries, where you can begin studying law after graduating from high school. Such education can be obtained only at law schools that are part of public or private educational institutions.

In the USA there is no bachelor's degree in law. First, you need a bachelor's degree in any field of study, or a field adjacent to the law, for this you need to complete training for four years. After this, you must pass the exam, and only after successful completion can you apply to law school.

Legal education begins with a J.D. degree – Juris Doctor, which in the Russian Federation means a master's degree. This degree is sufficient for private legal practice or to improve the level of one's qualifications [22].

Within the framework of the topic under consideration, we will not fully cover the characteristics of all stages; we will consider the main one and give a brief description of the others.

The Hotcourses portal provides data on 3 US legal degrees:

Table 2 – Degrees of legal education in the USA [22]

Degree	Training period	Requirements	Prospects
Juris Doctor (J.D.)	3 years full-time or 4 years part-time	Bachelor's degree in a related field or any other field	A must for every legal practitioner. Gives you the opportunity to work in your specialty or improve your professional level.
Master of Laws (L.L.M.)	1 year	J.D. degree	For students who want to deepen their knowledge in a highly specialized area of law, and for foreigners - for a better understanding of the US legal system.
Doctor of Juridical Science (S.J.D.)	3 years	L.L.M. degree	It is equivalent to the PhD degree and is the highest academic qualification in the field of law in the United States. In most cases, it is received by those who wish to teach law.

Source: based on data [22]

To enter to a law school in the United States, you must have a number of documents:

1. Bachelor's degree, which is issued after 4 years of study at a university or college.
 2. Result of passing the LSAT exam – Law School Admission Test. The main purpose of the test is to assess the skills and abilities of a person applying for study at a law school. This test is designed to test the ability to read texts, analyze different points of view and the ability to defend one's position by constructing arguments, both orally and in writing.
 3. 2 letters from teachers from the last place of study with recommendations.
 4. Certificate of passing the language exam TOEFL/IELTS - an international exam in English.
 5. Bank account statement, which shows that the candidate has funds to pay for training.
- Full-time study for the J.D. degree lasts 3 years. In the first year, students study legal technology, as well as the main branches of law: constitutional law, criminal law, administrative law, etc.

The second course is more of an applied nature. Training is conducted according to the “Socratic method” - students study real cases and legal issues, and in most cases, teachers do not explain the material, but conduct a specific dialogue and ask questions themselves. As a result, students develop legal thinking, develop their own methods of collecting evidence and choosing a line of prosecution or defense in a trial. At the end of the second year, students undertake an internship with those directly involved in the management of the case, and this often becomes the first place of work after completion of training.

The third course is entirely devoted to those areas of law that are of interest to the student. International and migration law, etc. are studied in depth. In the third year, students also undergo an internship and are looking for a job where they will collect material for passing the final exam [22].

After completing their studies, students will have to pass a specialized exam in the field of law (Bar exam), which will determine the graduate's readiness for independent legal practice.

In European countries there is a different model for obtaining education, in particular legal education. This model is called the “Bologna process”. This process, which is an intergovernmental agreement between the EU and non-EU countries, does not have the status of EU law.

The main goals of the Bologna Process are: expanding access to higher education, further improving the quality and attractiveness of European higher education, expanding the mobility of students and teachers, and ensuring successful employment of university graduates by ensuring that all academic degrees and other qualifications should be labor market oriented [10].

Countries participating in the Bologna process, such as Italy and a number of others (Russia has now decided to withdraw from the Bologna process) agreed among themselves to bring the higher education system to a universal state, which makes it possible for citizens of states with received education to work in their specialty in European Union's countries.

The Bologna Process model provides for obtaining higher education at two stages: the bachelor's stage and the master's stage. The bachelor's degree program involves full-time study and completion of the educational program over four years. After this, if necessary, the citizen has the right to improve his educational level in a master's program by studying advanced special courses in the field of "Jurisprudence."

Legal education in Italy also has its own characteristics.

In the absence of a legal education, those wishing to become a lawyer in Italy can enroll in:

1. Faculty of Law, which lasts 5 years. For Italy, this form of education is classic and represents an analogue of the Russian specialty without division into bachelor's and master's degrees. Such education is necessary for persons who apply for the position of lawyer, judge or notary in Italy. A 12-year general education and good knowledge of the Italian language are required.

2. Bachelor of Law, with a duration of study of 3 years, and the possibility of subsequent specialization - 2 years. This education makes it possible to work as an independent lawyer both in government agencies and in enterprises. A 12-year education and good knowledge of the Italian language are also required.

If a person already has any legal education, he has the right:

1. Choose a Master of Law specialization with a duration of study of 2 years. Even if the diploma was not obtained in Italy, according to the provisions of the Bologna Process, a person can choose a specialization such as "European Legal Sciences", "Legal Sciences in the Management of Private and Public Organizations", "Legal Services in Enterprises", etc. A bachelor's degree in law and good knowledge of the Italian language are required.

2. Choose a master's specialization in a related specialty (2 years), for example, international relations or political science. You must have a bachelor's degree and good knowledge of the Italian language, or English if the program provides training in English.

3. Take advanced training courses in the field of law – internship in Italian or English. This is a postgraduate education program that will allow the student to find his niche in the labor market. Duration of training – 1 year.

4. Take advanced training courses in related areas and all other programs that allow enrollment with a law degree. For example, this is an MBA master, international political relations, etc. [21]

Until recently, the Russian Federation was also a country participating in the Bologna Process. According to Part 5 of Art. 10 of the Federal Law of December 29, 2012 No. 273-FL "On Education in the Russian Federation" there are levels of professional education:

"1. Secondary vocational education. 2. Higher education – bachelor's degree. 3. Higher education - specialty, master's degree. 4. Higher education – training of highly qualified personnel" [2].

Obtaining a legal education (as well as another) is regulated by the so-called FSES - the Federal State Educational Standard (hereinafter referred to as the FSES).

"The Federal State Educational Standard is a set of requirements that are mandatory for the implementation of basic educational programs of primary general, basic general, secondary (full) general, primary vocational, secondary vocational and higher vocational education by educational institutions that have state accreditation" [19].

The introduction of the FSES was due to the need to standardize education throughout the Russian Federation. The FSES establishes general requirements for educational institutions, and also creates uniform requirements for mastering an educational program, in which a graduate

receives a set of knowledge, abilities and skills (so-called competencies) that will enable him to engage in professional work in the specialty acquired at the educational institution.

Based on the levels of professional education, the training of lawyers in the Russian Federation is carried out within the framework of:

1. Secondary vocational education – Federal State Educational Standard 40.02.00, which includes: 40.02.01 – “Law and organization of social security”; 40.02.02 – “Law enforcement activities”; 40.02.03 – “Law and judicial administration”.

2. Higher education – bachelor’s degree – Federal State Educational Standard 40.03.00, divided into: 40.03.01 – “Jurisprudence”; 40.03.02 – “Ensuring law and order.”

3. Higher education – specialty – Federal State Educational Standard 40.00.01, including: 40.05.01 – “Legal support of national security”; 40.05.02 – “Law enforcement”; 40.05.03 – “Forensic examination”; 40.05.04 – “Judicial and prosecutorial activities.”

4. Higher education – master's degree – Federal State Educational Standard 40.00.00, which reflects the direction 40.04.01 “Jurisprudence”

5. Higher education – training of highly qualified personnel – Federal State Educational Standard 40.06.01 – “Jurisprudence” [18].

All Federal State Educational Standards are approved by Orders of the Ministry of Education and Science of Russia, which suggests that before approving one or another educational standard, serious work is carried out to prepare a draft of FSES, in which not only legislators, but also practitioners directly working in the education system of the Russian Federation participate.

Doctor of Law, Professor S. B. Glushachenko points out in his work: “In order to develop high-quality legal education and train highly qualified specialists, it is necessary to strictly adhere to the state standard in terms of volume and number of academic subjects. You can teach disciplines that are based not only on branches, but on institutes of individual branches of law, in the final course, taking into account the chosen specialization. Basic training must be carried out strictly in accordance with the standard. Legal education in Russia needs to be developed and expanded in the interests of society and the state; this will have a positive impact on increasing the level of legal awareness and legal culture of citizens” [8].

The United States of America has its own system. At the same time, the United States is not a country participating in the Bologna Process and independently builds the process of obtaining higher legal education.

The countries of the European Union, including Italy, support the Bologna process, but at the same time have their own education system, which is self-sufficient without obtaining a bachelor's or master's degree, but does not prohibit this.

In his message to the Federal Assembly dated February 21, 2023, Vladimir Putin announced that the Russian Federation was launching a reform of higher education and the abolition of the Bologna process system.

Until 2022, Russia adhered to a single standard for all European universities. But, due to the unfriendly policies of a number of countries as a result of the launch of the SMO (Special Military Operation) to protect the residents of Donbass, our country faced a number of sanctions imposed on it in all spheres of society and state life: politics, economics, education, etc.

The higher education reform announced by the President is necessary to protect national priorities and protect our statehood. As part of the education reform, it is planned to increase the enrollment of students in specialty programs and reduce enrollment in the bachelor's program.

The President announced changes in which the duration of undergraduate studies could be from 4 to 6 years instead of 4; within one specialty, a student can choose a program of varying duration, depending on what profession he wants to master; if the profession requires additional qualifications, then the student can continue studying in a master’s program, the duration of which will be 2 years; Postgraduate studies will train personnel to work as teachers and engage in scientific activities.

Promptly responding to Vladimir Putin's message, the Government of the Russian Federation on February 27, 2023 amended its Resolution No. 1642 of December 26, 2017 "On approval of the state program of the Russian Federation "Development of Education" [3].

The program, in accordance with the goals set, defines a number of tasks for the development of the domestic state and society as a whole.

The objectives of this program are [3]:

1. National goal "opportunities for self-realization and talent development." This is providing the opportunity to receive a quality education in conditions that will meet modern requirements. The most important point here will be ensuring the functioning of the system of patriotic education of citizens of the Russian Federation, promoting the Russian language as the basis of the cultural and educational unity of the peoples of the Russian Federation [3].

2. The national goal is "preservation of the population, health and well-being of people." Achieving the goal here is considered in the context of updating the material and technical base for physical education and sports in educational organizations [3].

3. National goal [3] "decent, effective work and successful entrepreneurship." Achieving the goal should concern improving the quality and efficiency of labor in accordance with the current requirements of the economic sector and market demand for a specific specialty. Encouragement of entrepreneurial activity is reflected in the provisions of the Constitution of the Russian Federation, where in Part 1 of Art. 34 states: "Everyone has the right to freely use their abilities and property for entrepreneurial and other economic activities not prohibited by law" [3].

4. The national goal "digital transformation" [3] is to ensure the implementation of the digital transformation of the education system, providing online services to educational organizations implementing programs of primary general, basic general, secondary general and vocational education" [3].

We believe that the main direction of modernization of legal education in the Russian Federation is associated with the return of the specialty system and the development of the Federal State Educational Standard within the framework of awarding the qualification "Lawyer" after completing a five-year training.

The "bachelor's – master's" levels should also be preserved for everyone, since engaging in legal activities (in government bodies, private practice or in production) requires a certain level of education.

At the same time, we consider it advisable to prevent obtaining a "Master" qualification in the field of jurisprudence without having a basic education in the specialty within the framework of a bachelor's or specialist's degree.

Conclusion. Summing up the results of the study, we can conclude that the assigned tasks were solved. Legal education in Russia is a body of knowledge about society, state and law, which enables citizens who have received it to engage in legal activities on a professional basis, including working in government bodies, for example, prosecutors, investigative committees, notaries, and engage in private practice: advocacy, legal consulting, etc.

Models for modernizing legal education may be different. It seems that the optimal model for the modernization of legal education will be the combination of a multilinear and actor model, where, as a result of the active activities of subjects, the direction of development should be towards the self-preservation of historical, spiritual, social and cultural values of Russian society and the state.

Global and national approaches to modernization must be combined with the preservation of positive components: the possibility of closer cooperation between scientists from different countries, while preserving their cultural and other characteristics.

National priority in models of modernization of legal education in Russia is associated with compliance with the fundamental thesis of the Constitution: "A person, his rights and freedoms are the highest value." In the context of ongoing changes in politics, economics and other sectors, it is necessary to take into account scientific and technological progress, where the

digital transformation of society and the state will invariably have a positive impact on the well-being of our state and citizens.

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