

## Artículo de investigación

**About the necessity of environmental education system modernization in institutions of law in modern-day Russia<sup>69</sup>****О НЕОБХОДИМОСТИ МОДЕРНИЗАЦИИ СИСТЕМЫ  
ЭКОЛОГИЧЕСКОГО ВОСПИТАНИЯ В ЮРИДИЧЕСКИХ ВУЗАХ  
СОВРЕМЕННОЙ РОССИИ**

Necesidad de modernización del sistema de educación ambiental en universidades de derecho en Rusia moderna

Recibido: 14 de junio del 2019

Aceptado: 25 de julio del 2019

Written by:

**Abezin Denis<sup>70</sup>**<https://orcid.org/0000-0001-5401-190X>

My Elibrary SPIN-Code is 5921-9401

**Ivanova Zhanna<sup>71</sup>**

ORCID 0000-0002-2893-6789

SPIN-Code is 5533-4350

**Abstract**

The principal directions of environmental education in Institutions of Law in modern-day Russia are discussed in the Article; the necessity of their modernization is justified. The authors focus on the study of the concept of environmental education in Russian educational institutions; issues of improving the environmental education process in Russian Institutes of Law; problems of improving pedagogical skills. The Article argues the conclusion that in order to preserve human civilization in the context of global threats of the present time, it is necessary not only to combat the effects of environmental pollution, but also to eliminate the causes of the crisis state of nature, one of which is the low level of ecological culture of young people.

**Keywords:** Environmental education; pedagogical skills; education; students of Law Institutions.

**Аннотация**

В статье рассматриваются основные направления экологического воспитания в юридических вузах современной России, и обосновывается необходимость их модернизации. Авторы акцентируют основное внимание на исследовании концепции эколого-воспитательной деятельности в российских образовательных учреждениях; вопросах совершенствования эколого-воспитательного процесса в российских юридических вузах; проблемах повышения педагогического мастерства. В статье аргументируется вывод о том, что для сохранения человеческой цивилизации в контексте глобальных угроз современности требуется не только борьба с последствиями загрязнения окружающей среды, но и устранение причин кризисного состояния природы, одна из которых заключается в низком уровне экологической культуры молодежи. Совершенствование педагогического мастерства в эколого-воспитательном процессе позволит изменить отношение молодежи к окружающей среде, и сформировать другой общепринятый стандарт поведения. Это потребует

<sup>69</sup> The paper was written with support of the Volgograd Institute of Management – branch of Russian Academy of National Economy and Public Administration under the President of the Russian Federation in the framework of research project No. 03-2018 VIM.

<sup>70</sup> Head of the Department of Constitutional and Administrative Law for Volgograd Institute of Management – branch of The Russian Presidential Academy of National Economy and Public Administration (Russian Federation), candidate of juridical sciences, e-mail: daabesin@rambler.ru

<sup>71</sup> Associate Professor of the Department of Civil Law and Process for the Komi Republican Academy of State Service and Administration (Russian Federation), candidate of juridical sciences, e-mail: mgb-pravo@yandex.ru

изменения образовательных стандартов, развития междисциплинарных связей, дополнения существующей концепции практико-ориентированного обучения.

**Ключевые слова:** Экологическое воспитание; образование; педагогическое мастерство; студенты юридических вузов; бережное отношение к природе.

## Resumen

Las direcciones principales de la educación ambiental en las Instituciones de Derecho en la Rusia moderna se discuten en el Artículo; La necesidad de su modernización está justificada. Los autores se centran en el estudio del concepto de educación ambiental en las instituciones educativas rusas; cuestiones de mejora del proceso de educación ambiental en los Institutos de Derecho de Rusia; problemas para mejorar las habilidades pedagógicas. El artículo argumenta la conclusión de que, para preservar la civilización humana en el contexto de las amenazas globales de la actualidad, es necesario no solo combatir los efectos de la contaminación ambiental, sino también eliminar las causas del estado de crisis de la naturaleza, uno de los cuales es el bajo nivel de cultura ecológica de los jóvenes.

**Palabras claves:** Educación ambiental; habilidades pedagógicas; educación; estudiantes de instituciones de derecho.

## Introduction

Environmental security as a state of protection of the natural environment and vital human interests from the possible negative impact of economic and other activities, natural and man-made emergencies (and their consequences) requires not only the adoption of a series of economic, technological or political measures, but also the formation of fundamentally a new level of ecological and legal culture of citizens, changes in their attitude to nature.

It is necessary to transfer from the anthropocentric model of relations in the "society-nature" sphere, where man and his needs are put in the center, to the eco-centric model, where nature is in the center in all the diversity of phenomena and processes occurring in it (Anisimov and Ryzhnev, 2015, 145-155). The absence of movement in this direction in the very near future can lead humanity to death due to global climate change, deterioration of water quality and atmospheric air.

The indispensable role in formation the proper level of environmental-legal culture is played by the system of environmental education, which is actively developing today in Russia. It allows organizing a continuous targeted process of environmental education throughout the entire period of the formation of the individual - from

preschool to professional educational institutions. Russian Government creates a legal basis for pedagogical activity in educational institutions and in society in the whole, carries out strategic activities in the sphere of education, issuing corresponding documents. Development of theoretical and methodological fundamentals of educational process, reorganization of its practice, development of student government, psychological and sociological support of educational work during educational process and out of study hours – all these questions are very relevant for everyone, including the Institutions of Law.

Educational work is an integral part of institutions' activities. That's why it is highly important to answer the question what kind of a student we will consider to be well-mannered. Mannerliness means not only observing the rules of behavior and communication adopted in a given society, but also the inner culture of a person, which is reflected in his outlook, therefore education is an essential quality of intelligence (Pedagogic Encyclopedia, 2002, 43). However, the above considerations concern the basic concept of "upbringing", which has a complex internal structure, the place in which environmental education in Russian legal science has not been sufficiently studied today.

In this connection, in the first part of the present Article we will make an attempt to study a system of educative measures and the position of environment education among them according to legislation on education; in the second part we will come out with some considerations regarding modernized methods of environmental and educational process in Russian Institutions of Law; in the third part of the present Article we will explore an issue of teaching skills development in environmental and educational process of students in Russian Institutions of Law.

### Methodology

While studying the issues of ecological upbringing and education, the authors widely used the dialectical method of scientific knowledge (G. Hegel, K. Marx), which allows one to consider any phenomenon or process being studied not in statics, but in dynamics. This allowed us to discover the interconnections and contradictions of the studied processes and phenomena, to make suggestions on ways to further develop environmental education in Russia.

Using the dialectical method also gave us the opportunity to identify important informative elements of environmental educational work, as well as factors affecting the effectiveness of its implementation in Russian universities, to show the interdependence of environmental legal, cultural and other areas of educational work. The article widely uses the method of system analysis (N.N. Moiseev), which allowed us to establish structural relations between the elements of the system of ecological education that we are studying. A private manifestation of this method is the classification of forms of educational work used in the article that are common in Russian pedagogical literature (E.V. Titova, M.I. Rozhkova, L.V. Bayborodova).

Special attention is paid to the methods of forming an ecologically responsible worldview among students, including through the sociological method (D.A. Dillman), with the help of which the authors developed recommendations on the questionnaire, the correct choice of respondents, etc. d. Along with this, the article widely uses the logical method of scientific knowledge of a complex object (system) by means of theoretical analysis (B.A. Grushin). With regard to environmental education and education, the logical method means the reconstruction of the studied object directly as a system (in all the complexity and in

all the diversity of its structural and functional connections and dependencies between education and other forms of influence on behavior person), moreover, as a system existing in specific historical conditions and on a specific territory - in Russia. Among the more private methods, we call the technology of organizing a business game (environmental lawsuits), conducting environmental competitions, excursions, etc.

### The place of environmental education in the system of main areas of educational activities for Educational Institutions in Russia.

The main law in Russia which regulates educational and pedagogical activity is Federal Law No. 273-FZ "On Education in the Russian Federation" dated December 29, 2012. According to the Clause 1 of Art. 2 of this Law, education is understood as a single purposeful process of *education* and training, which is a socially significant benefit and is carried out in the interests of the individual, family, society and the state, as well as a set of acquired knowledge, skills, values, activities and competence of a certain volume and difficulties for the purposes of intellectual, spiritual and moral, creative, physical and (or) professional development of a person, meeting his educational needs and interests. In Clauses 2 and 3 of the same Article of this Law, the concepts of "education" and "training" are given. Education is an activity aimed at personal development, creating conditions for self-determination and socialization of a student on the basis of sociocultural, spiritual and moral values and the rules and norms of behavior adopted in society in the interests of the individual, family, society and the state; training is a purposeful process of organizing activities of students in mastering knowledge, skills, abilities and competences, developing abilities, gaining experience in applying knowledge in everyday life, and developing motivation of students to receive education throughout their lives.

Besides it, the relations that affect the sphere of education and development of ecological-legal culture are fixed in the Federal Law No. 7-FZ "On Environmental Protection" dated January 10, 2002. In the Articles 71 and 74 of this Law it is noted that the main means of forming an ecological culture in Russia are environmental education, education and awareness.

On the basis of the organic integrity and close unity of the processes of training and education, the functions of education can be fully

implemented only in the course of professional training and education. To do this, teachers should be able to organize the process of communication with students in such a way as to encourage them to consciously acquire knowledge and develop common and special skills. The presence of close contacts between the teacher and the student on the basis of common academic interests helps the future specialist to realize himself as a person more deeply (Grigorov and Dorofeev, 2008, 41-43).

Under modern conditions, the goal of upbringing in a Higher Educational Institution is to prepare a competitive specialist with a higher education who is distinguished by social activity and qualities of a citizen - patriot, physical health, of high general culture and having the ability to confidently navigate in rapidly changing conditions of social life (Reznik and Vdovina, 2010, 171).

However, it is worth noting that the upbringing of a competitive specialist dictates not just the federal state general educational standard, but life itself.

Today, the upbringing of student youth is designed to help eliminate contradictions between the interests of the individual and society, develop the interests and abilities of young people, as well as attract students to work in areas that are in their interests (Yanushkevich, 1986, 52). At the same time, upbringing plays an important role in preparing the student for conscious and active participation in public life. The educational-bringing-up process according to the theses of the UNO Universal Declaration of Human Rights (1948), should be focused on "the full development of the human personality, ... promoting mutual understanding, tolerance and friendship among all nations, racial and religious groups, promoting UNO activities on peacekeeping".

Currently, UNESCO experts have developed a global concept called "Learning to live together", which embodies the goals of education - "preparing the individual for active citizenship, opened for world", and "rooting tolerance values", while tolerance, or patience, is seen by developers in as the "main axis, which ensures the interactive function of modern democracy in the context of erasing the boundaries between states and cultures" (Conclusions of 46th Session of International Conference, 2003, 108). The development of network education can play a major role in environmental education and upbringing, which allows establishing close

contacts between Russian and European universities, using the scientific and creative potential of various countries and scientific schools, which has a positive effect on the formation of environmental culture.

Consequently, the upbringing of students is largely connected with the process of their professional and life self-determination. The principal task of the University is to create conditions that stimulate the conscious self-determination of students, clarification and manifestation of their own position in relation to the chosen profession, to the nature, to the world, to themselves as to the future professional and person. Love for nature is formed with the inculcation of ecological culture.

Environmental education and awareness, an orientation towards healthy and environmentally-oriented lifestyles for students are an integral part of their spiritual, moral and cultural development.

For improving it in Russia, it is necessary to modernize the environmental education process in Institutes of Law, which we will discuss later.

#### **Discussion issues on the modernization of the environmental education process in Russian Institutes of Law**

At the present time, there is a need to modernize the environmental education process in Russian Institutes of Law due to the growth of negative manifestations of environmental pollution, deterioration in the health of citizens, and an increase in the need to change the attitude of society to the nature.

This requires a fundamental change in the entire system of Russian education.

Thanks to Russia's entry into the Bologna process, modern pedagogues- researchers have an excellent opportunity to study in details the experience of environmental education of students in the countries that have signed the Bologna Agreement, since environmental education takes a key role in forming a high level of an environmental culture. In turn, there is no doubt about the indirect influence of the level of environmental legal culture development of citizens on the state of the environment and the rational use of natural resources.

That's why, it is necessary to develop technologies for conducting educational work at the University, facilitating the transition to level

education, by enhancing and improving the quality of the innovation component in environmental education. Today the student is at the center of educational activities, his life is in a specific situation with a certain environmental awareness, and also the creation of conditions for the active life of the student. Therefore, there is a need to rethink knowledge not only in the field of the education process, but also in the field of educational work from the standpoint of existing life requirements, relying on the foundation of traditional pedagogical developments in this field that is now in Russian and world science.

Accordingly, the need has arisen for the modernization of environmental education in Institutions of Law, since the modernization of the substantive aspect of educational influence has recently become one of the priorities of the educational policy of the Russian Federation (Filatov, 2011). The teacher should direct the efforts of students to the painstaking work on themselves, to self-acquire knowledge, to self-improvement in their future professional activities, as well as in other areas of life. Students should be clarified that they shouldn't negatively treat a zero result in their attempts to express themselves; they shouldn't be afraid of falls, but, on the contrary, even more aggressively move towards the goal set - to become a competent and sought-after specialist who is able not only to know environmental requirements and standards, but also be able to use them to protect society and nature.

The experience of the activities of certain historical figures (such as E. Haeckel, V.I. Vernadsky, A.I. Solzhenitsyn), the study of which can help a student to become more successful, learn how to overcome obstacles and misunderstanding, can be very useful for the purposes of environmental education. This will allow the student to become free from his inherent defects, will contribute to his spiritual development.

The very important fact in educational work is the continuity of this process, which is carried out, both during learning sessions and during extra-curricular time.

In our opinion, the most effective educational impact on students has the organization of the educational process, creating an atmosphere of active, creative mastery of the specialty.

The most important is the improvement of the educational process by creating an atmosphere of competition for the deep and creative development of academic disciplines of the

environmental-legal cycle, the introduction into the educational process forms of active learning activities that stimulate creativity and independent thinking (Reznik and Vdovina, 2010, 72) together with the need to improve the quality of environmental training of the individual (Khazykova, 2010).

Learning activities should be carried out by enticing students to the subjects taught.

The teaching and educational process should be a single whole, complement each other and at the same time develop the creative potential of students. The process of education can also take place outside the classroom, which provides more opportunities for the self-realization of students. The forms of such studies can be legal talk shows, interactive game between groups, legal theater - impromptu, as well as work experience, research work, etc.

As a means of developing a sense of environmental responsibility among students of Institutes of Law, this activity should be focused not only on their training in the implementation of environmentally oriented research projects, but also on their education in the context of an appropriate attitude to the natural and social world. In this regard, in the framework of project-research training, along with relevant environmental knowledge, skills and abilities, students should form the moral and ideological basis of the personality - personal creativity, value orientations, attitudes and beliefs of a socio-ecological nature. These activities are held in close contact with the teacher and the students, bring them closer, and there are mutual understanding and trust between them; students are taught not as a template, but in an atmosphere of innovation and intellectual activity. That's why it is impossible to educate students in the spirit of innovation, teaching them using methods that have long lost their value, using outdated teaching technologies.

Currently, the formation of a new education system, focused on entering the world educational space, continues in Russia. The issue of improving the quality of teaching, about the peculiarities of teaching methods and conducting educational work is of particular relevance (Bogmatsera, 2013, 169), therefore, new forms of training and education should be taken as the basis for training graduates (Kuznezov and Marshakova, 2007, 6-14; Plozkaya, 2013, 329). There are a lot of such examples, but we will focus only on some of them.

It is known that, as in Russia, and in other European countries, today there are variations of vandalism. They are destructive or hooligan in nature, and are directed against generally accepted norms of morality, nature, and cultural heritage. Environmental vandalism is manifested, for example, in the destruction of bird feeders, the destruction of bird nests and holes in wild animals, damage to equipment for outdoor recreation, etc. The result of such destructive actions of vandals is direct material or environmental damage.

Due to the fact that today the importance of environmental and legal ideology for the realization of environmental rights and obligations of a person and a citizen acquires the effectiveness of environmental legal ideology, teachers of Institutes and faculties of Law on practical and extracurricular classes carry out the idea of people's life in harmony with nature, protecting our common home from the consequences of the barbaric interference of human activity. The state of anxiety is expressed by students in a negative attitude towards all manifestations of environmental vandalism. Its eradication is a very difficult task; therefore, it is necessary to continue the formation of a high behavior culture of the young generation, begun in kindergartens and in secondary schools.

For example, the All-Russian Scientific Conference (with international participation) "Socio-economic, political and historical aspects of the development of the northern and arctic regions of Russia" is held annually in the Komi Republican Academy of State Service and Administration. Within the frame of this conference (among other issues), the problems of responsible environmental management in the North are discussed, including the main achievements, problems and results of scientific research; innovative models of responsible environmental management; the preservation and innovation development of the agro-industrial complex of the northern territories; green technologies in the formation of a regional innovation cluster; ensuring the environmental safety of the territories in the design of the transport and communication infrastructure of the land territories of the North, etc.

Today the teacher should provide a creative environment where a student could really evolve his or her personality and become a party to creative activities. Therefore teachers now use new approaches to elaborating their students' creativity. The teaching experience of the authors shows that students willingly participate in

'mock trials'. One of such trials that found the most vivid response with the students was the Nature vs Human case. At mock trials like this, students can express their views on various environmental issues, such as eco-vandalism, waste handling, natural environment degradation in cities, etc. The Nature vs Human trial draws the young people's attention to some practices that infringe on sustainable nature management concepts but are nevertheless employed in their cities. Illustrations of these are using new machinery to clear shrubs along the perimeter of the parks and also totally remove the grass over the parks' entire area; mowing off 'weeds'; and planting flowerbeds with perennial flowers that are often unable to survive the local climate.

Another example is involving students in talk shows on environmental law. Such extracurricular activities are especially helpful because invited there can be some experts in respective fields, such as environmentalists, prosecutors from environmental prosecutors' offices, city management officers, etc.

Interviewing, i.e. asking open-ended questions, can also contribute to developing an eco-conscious outlook in students. During the interview, the student can where necessary clarify the question for the person being interviewed. Moreover, the student should ask the interviewed person to specify their point of view and provide more details. This ensures filling the questionnaire with more adequate and accurate information. To be more specific, let's consider an example interview on 'People's awareness of their environmental rights.' Students are to ask their peers, parents, grandparents, neighbors, friends, etc. (5 or 6 persons) the following questions: 1. Are you aware that Russia has environmental law to ensure people's environmental rights? 2. What environmental rights do you know? 3. How often are your environmental rights violated? 4. What do you think is the primary environmental hazard? 5. What environmental warranties and remedies do you know?

Thus, now that the education is implementing the ideas of humanism, we see the social policies and needs of environmental education change significantly. New conceptual approaches to educational system construction have been adopted and all the components of the teaching reviewed.

Innovative practices are gaining importance in educational institutions. Student-oriented teaching focused on the spiritual and moral

evolution is becoming characteristic of the 21-century education, where a school or teacher is free to choose the form and contents of environmental education, design proprietary education programs and implement innovative teaching techniques. Environmental education, science and practice are becoming increasingly integrated.

### **Teaching skills improvement for environmental education in Russian Institutions of Law**

Educational work in a higher education establishment is a targeted process. A vital task of environmental education consists in designing well-informed and theoretically grounded education programs and models customized for a specific university or institute. Environmental consciousness can be taught via environment-oriented social activities. First and foremost, this requires a systematized approach with environmental lessons introduced for all degree courses. The art of teaching as applied to environmental education of students of law implies enhancing the young people's environmental consciousness and evolving their learning ability and creativity (Zakharov, 2011, 360). Thus, teaching skills improvement as applied to environmental education can be viewed as an element of the teacher-student collaboration aimed at shaping certain personal qualities of the student, such as love of nature, creative approach to work, proactivity, determination, integrity, morals, self-discipline, goodwill, honesty, etc.

Some routes towards improving environmental teaching skills can be defined:

- 1) The causes of poor environmental consciousness with the young people shall be rectified by means of the following: engaging relevant public associations in the environmental education process; consistent environmental propaganda for students of law; designing a plan of environmental actions with due account taken of the public need for proper environmental knowledge; raising in students an attitude of intolerance towards crimes against nature, environmental terrorism and environmental vandalism.
- 2) Relying on the authors' experience, we suggest the following environmental vandalism counteractions:

- *Guests, including students on their extracurricular activities, visiting city parks, public gardens and embankments shall feel their needs properly addressed by the host party, for instance by providing comfortable and beautiful recreation facilities, by offering relevant and reliable information in a timely and friendly manner, etc.;*
- Aforesaid facilities that students usually frequently attend require regular maintenance and repairs, as well as daily patrolling to prevent environmental offences. *We see public outreach, for instance by means of park loudspeakers and information boards detailing liability for vandalism, as the major method to dissuade potential offenders. Students of law can contribute to writing the public outreach messages, for instance at their classes of constitutional, environmental, administrative and municipal law;*
- Even minor littering of public recreational facilities in unacceptable. *Clean environment inspires guests to be clean while littering invites further littering. This attitude shall be equally applied to wildlife and city parks, it is relevant for any educational institution of any country. The chain reaction of littering is also typical of vandalism in general;*
- *Too many people tend to memorize their outdoor activities by 'signing' trees or natural monuments. It is highly desirable though hardly feasible to timely remove the 'signatures' as they appear.*

Legal education in Russia today is rather too academic and remote from reality. This is why educational visits to urban parks where students can actually see the effects of environmental vandalism help take the educational process closer to real life.

- 3) The society needs competent and energetic experts capable of making and implementing decisions, defining their strategies, analyzing the outcome, addressing challenges, properly communicating with peers and other people, team-working and leadership. The ability to train these qualities in students is the indicator of an up-to-date education system. This is why law schools shall teach leadership, self-

fulfillment, self-expression, out-of-the-box thinking and proactivity to their students. While improving our environmental teaching skills, we should help the young people adopt a responsible and caring attitude to nature. Being the cause of degradation of the nature, humans shall now undertake to reclaim and preserve it.

- 4) A lot of environmental management practices are emerging today. They should be implemented in a comprehensive manner. The country should also introduce adequate legal provisions, primarily consisting in passing appropriate environmental laws, to back the long- and short-term environmental actions. Environmental education upgrade in Russian law schools implies inviting students to national students' contests, such as 'My Law-Making Initiative' (2019), '21 Century Will Appreciate Me' (2019), etc. These contests introduce young people to the government control and help find the most promising students' legislative projects.
- 5) Today's environmental challenges becoming global, eco-oriented thinking and environmental foresight shall be encouraged in students of law. These challenges, however, help understand that further evolution of our society directly depends on environmental awareness and environmental foresight of each person. This is why a 'greener' attitude to nature should be fostered from an early age and on into the years of higher school studies. By thinking green, a student develops a proper view of the natural environment.

Thus, the environmental policies and focal points merge into a solid foundation of green outlook and adequate nature management. In other words, students of law should develop a way of thinking and acting that takes into account the actual relations between the space, geologic, biologic and social processes; become aware of the unbreakable link between nature and society; understand the significance of environmental values, most of all eco-friendly lifestyle (as the renowned humanists taught) (Petritsky, 1989, 390-394); be able to counter the technocentric and egotistic attitude to the natural environment; feel personally responsible for the future of nature and humanity.

- 6) Cultural heritage conservation is currently discussed among top-priority issues in publications, at workshops and public hearings. We see dedicated public initiatives emerge. Moreover, its relevancy is proved by the national and international regulations newly enacted. Articles 3 and 57 of Federal Law No. 73-FZ dated 25 June 2002, titled 'On Cultural Heritage Sites (Historical and Cultural Monuments) of the Peoples of the Russian Federation', establish that protection of cultural heritage sites can be by way of creating historic and cultural open-air sanctuaries. When improving their teaching skills, teachers of law should explain their students how these open-air sanctuaries help the society maintain its historic and natural heritage as integrated cultural and natural entities.

Contemporary students tend to underestimate the role of such open-air sanctuaries as a 'cultural backbone' of Russia or any other country. Cultural backbone creation here goes hand in hand with environmental backbone construction. These two combined can ensure sustained development and the cultural and natural diversity of our country. A teacher wishing to upgrade the environmental education process should instruct their students to explore the following routes:

- Encourage the young people to find efficient procedures to preserve both cultural and natural inheritance of Russia, teach them to discover local cultural and natural resources in Russian regions;
  - Help them draft legal acts to ensure multi-disciplinary activity of said open-air sanctuaries in the modern economic environment;
  - Encourage research into efficient use of the sanctuaries for educational and touristic purposes;
  - Find ways to involve local authorities in the open-air sanctuary maintenance, work towards increasing public awareness of the open air sanctuary importance for preserving Russian natural and cultural heritage.
- 7) The authors' many-year teaching experience shows that environmental education of students of law can be both curricular and extracurricular. For instance, academic environmental law



consultancies can be set up where students will offer free-of-charge help to the citizens seeking social assistance and the specific legal help.

- 8) As part of environmental education improvement, higher education establishments may encourage students to draft regional environmental programs ensuring protection of local public rights and interests and contributing to enhancement of people's environmental awareness.
- 9) Environmental education efficiency and overall quality of educational work can be improved by productive relations between educational institutions and local authorities. For instance, legal school collaboration with environmental prosecutors' offices could provide students with up-to-date information on environmental offenses; the ministry of natural resources could inform students on current environmental programs; by attending trials in federal courts, young people could learn how environmental cases are handled.

Thus, today's ecologic challenges and risks open more routes towards environmental education upgrade for students of law. Teachers of law should (to the best of their knowledge) keep their students informed on these challenges and help find the ways to properly address them. To do it efficiently, the teacher shall follow the environmental education routine from day to day and continuously improve his or her professional skills.

### Conclusions

In 21 century, improvement of human-nature relationships, for instance by making education 'greener', remains a topical issue. We suppose that the major cause of the environmental crisis lies in low environmental and legal culture of Russian people including students. It is the students' ability to comprehend environmental ethics values that builds the emotional background against which students of law can become psychologically capable of taking in the globally significant environmental issues. The authors think that environmental education is closely related to the shaping and evolution of everyone's personal attitude. By interacting with nature, we no doubt improve emotionally and spiritually and learn to be philanthropic. These

are the qualities that combine into the 'ecology of mind' that is part of environmental ethics. Environmental education of a student of law means teaching the student to be humane, tolerant, emphatic and self-confident.

Environmental education in Institutions of Law may not be reduced to mere imprinting some behavioral rules and standards as we had it before. By upgrading the teaching practices, we should ensure that our students succeed in becoming both socially and eco-legally conscious persons. Modern teaching practices in higher education establishments shall focus on helping their students become such. On the other hand, upgraded teaching techniques encourage students to comprehend their individuality, freedom of will and responsibility for their actions. Good training of students of law today implies a set of requirements to creating a proper educational and teaching environment. This is the concept due to which our students graduate as well-educated competitive lawyers while being high-minded and honest people. As a result, this approach helps understand the objectives of education and teaching upgrade. A student's success depends on his or her motivation and will to learn as much as on the abilities.

Education is a targeted and accelerated fostering of a person's abilities by means of organized transfer (or teaching) of cultural basics, codes of behavior, ideas, knowledge and technologies from generation to generation. Education serves the interests of both individual and society, helps preserve the culture and makes new generation capable of advancing it.

Education system in higher education establishments is a combination of objects, subjects, principles, goals, tasks, trends, forms, methods, means and approaches that join and interact to improve the results of the educational process and efficiently achieve a major goal of education that consists in shaping a personality in accordance with applicable educational standards. The ultimate task of any upgrade in the educational field is customizing education to the needs of each student (To Improve Learning, 1979, 17). Joint work of scientists, scholars, teachers, students and post-graduates is the most efficient and empirically proven way to realize a young person's potential, bring up an investigative mind, encourage proactivity, responsibility, diligence and love of continuous self-education for the lifetime. In law schools, education is not only about teaching professional skills, it also covers social, environmental and athletic education and expands into everyday life.

It should be remembered that genuine education, being a synergy of teaching and personality shaping, has its laws to comply with. Academic education and personality shaping are different processes requiring the teacher to use different ideas, skills and approaches (Arkhipova et al, 2014, 156-160). The society organizes the educational process taking into account a variety of conditions. A major vector of overall educational activity in the society is the state educational policy and state involvement in the raising of young citizens.

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