

Research Article

Project Method in Forming Legal Competence among Workers at Small Handicraft Enterprises

Gennadij M. Romantsev, Andrei V. Efanov, Ekaterina Yu. Bychkova,

Tatyana M. Papsheva and Ivan A. Papshev

Russian State Vocational Pedagogical University,
Ekaterinburg, Russia

ABSTRACT

The relevance of the research problem is due to the establishment of the legal state in Russia, integration in the global economy, the development of market relations in the country, which increases the role of the legal component in professional activities. The purpose of this article is to identify the didactic possibilities of using the project method in the process of formation of legal competence among future workers in small handicraft enterprises. The leading research method of this problem is a method of studying and generalization of educational experience, allowing to reveal the didactic potential and educational conditions of application of the in formation of legal competence of future workers in small handicraft enterprises. A concept the employee of small enterprise handicraft type, the structure and content of the legal competence of future workers in small enterprises of the handicraft type, developed complex project assignments (informational, instructional, technological, and business projects) for sustainable formation of legal competence of future workers in small handicraft enterprises. The article can be useful for students of craft professions, all categories of vocational teachers, specialists in the field of vocational education.

Keywords: craft activities, artisan, training of artisans, professional vocational education, project method.

1. INTRODUCTION

The transition of developed countries to a postindustrial society is accompanied by qualitative transformations in the world of work: changing production structure, increasing the number of small and medium businesses, new professions and employees, expands the scope of their professional activities. Modern labor market makes high demands on the graduates training level of professional education system, in particular to qualifications, competencies and personal qualities of a specialist. A new phenomenon for Russia of the XXI century has become a market relationship, which resulted in new ways of human functioning and a new relationship between people. In professional education not only technological and psycho-educational training are relevant, but also organizational, economic and legal aspects.

Till the end of the twentieth century in Russia there were existed the system of training industrial workers, assumed centralized control, government contracts, and a narrow specialization, limited independence and responsibility, which did not provide the development of competitiveness, communication skills and occupational mobility (Romantsev, 1997). Engaging employees in the new socio-economic market relations in modern Russia objectively leads to the necessity of training a new employee type, which must have: poly-professional training; the ability to innovate, autonomy and responsibility; socio-professional mobility, flexibility and communicativeness (Kislov, 2017; Dorozhkin & Arefyev, 2015; Romantsev, 2012;

Romantsev, Efanov, Moiseev, Bychkova, Karpova&Tidemann, 2016).

In rapidly changing socio-economic conditions, the employee needs a legal culture for building relationship with product consumer (goods, services), economic entities by the state. The situation in our country is complicated by several factors: the Russian economic legislation is not consistent with international law to integrate the domestic economy into the global structure of the world market; widespread illegal forms of economic activity; it weakened the impact of social controls on human behavior.

In terms to establish the legal state in Russia, to integrate Russia into the global economy, to develop market relations in the country, the role of the legal component of professional activities gains in strength. Modern specialist must possess a high level of legal culture, based on legal rules in carrying out its activities, to take responsibility for the results of their work, to take into account social needs of the society, to have values, relevant professional activities (Efanov&Bychkova, 2013). The involvement of a specialist in the system historically based legal and moral relations; the ability to change these relations in the process of professional activity determines socio-educational aspect of the relevance of the study.

The importance to understand theoretical structure and content of future workers' legal competence in small handicraft enterprises, the process of its formation and diagnostics, as well as integration with professional competence determines the theoretical aspect of relevance of the study. Strengthening the legal component role of future specialists' professional activity leads to the need to explore a range of legal issues. Scientific-methodical aspect of the study relevance is due to its narrowness of legal training in handicraft professions and the need to analyze the content of existing educational programs in legal disciplines. Thus, the research problem is relevant and may be considered in the context of social, scientific and practical activities. Its solution corresponds to the strategic benchmarks of the state policy reflected in the "Fundamentals of state policy of the Russian Federation in the sphere of legal

literacy development and citizens' legal awareness ", "Development Strategy of education in the Russian Federation for the period till 2025", "Concept of education modernization for the period till 2020", "A set of measures aimed at improving the system of secondary vocational education during 2015 - 2020".

2. REVIEW OF LITERATURE

In modern society, the measure of professionalism is becoming readiness for independent creative activity in the rapidly changing socio-economic conditions with the risk of difficult legal situations, so particular importance for workers of small handicraft enterprises acquires legal competence. Research of legal competence formation and its components in the process of vocational education devoted the works of A. S. Anikina (2011), A. V. Korotun (2010), M. V. Snegireva (2009), G. Sh. Sypacheva (2015), etc. Legal competence formation is carried out by using active learning methods (Korotun, 2010), the use of public resources in the educational technologies of legal education (Snegireva, 2009), a complex of professionally-oriented legal problems (Anikina, 2011). In our opinion, the students' project activity within the use of sequentially complicating tasks is the didactic method for the stable legal competence formation of future workers in small handicraft enterprises. Project method is actively used since the late nineteenth century and is associated with the names of J. Dewey (1916), W. H. Kilpatrick (1918). The training was built on an active basis through appropriate student's activities based on his personal interest in specific knowledge. It was important to show how the skills can be useful in life. The method project was to stimulate the interest of students to certain issues involving the possession of a certain knowledge amount, and through project activities to solve these problems, by showing the practical knowledge application (Polat, 2001). In Russian education science, the founder of the project method is P. P. Blonsky (1961). He developed the idea to transform the "school passive learning" to "school activity". "In

traditional school the child should, first of all, learn not theoretical knowledge, but learn to live. The school must give the child a solid knowledge, – wrote P. P. Blonsky (1961), it should abandon the subjects conglomerate separated from each other. Therefore, object of cognition for a child – all the surrounding reality as a whole; the eyes of the child is directed to the surrounding natural and social environment, forming a unified whole, centered on the child." P. P. Blonsky (1961) proposed to introduce school lessons on housekeeping and agriculture, to teach some crafts. It is recommended to acquaint students with the working methods and operations, which are common to a variety of crafts. In modern didactics the project method is investigated by E. S. Polat (2002), V. N. Sternberg (2003), I. B. Ignatova & L. N. Sushkova (2011), I. S. Astafyeva (2017), M. V. Kruchinin & G. A. Kruchinina (2014), Y. V. Krasavina & O. F. Shikhova (2017), O. V. Zadorozhnaya (2016), etc. E. S. Polat (2002) defines the project method as "a way to achieve the didactic purpose through detailed development of the problem (technology), which should be completed quite real, tangible practical result, made in one way or another". V. N. Sternberg (2003) notes that "in the modern sense of the term "the project method" is a students' creative work within a given topic," and points that "the integrated specific of "the projects method", its ability to accommodate a variety of teaching methods". The definition of this method is the project which is defined as any practical concept implemented by students. In this case, the students themselves set the goals, make a plan, practically carry out, evaluate and control the quality of the final product. For projects they learn to seek and analyze information, addressing different fields of knowledge, to acquire new knowledge and skills. In the end, it develops creativity, independence, and responsibility, forming the skills to plan and make decisions. The project activity provides integration links between the separate items, the possibility of multifunctional students' training, strengthening the learning process through motivation activities and the phase-out of its organization, analysis,

diagnostics, self-assessment and expert assessment of the accomplished work. There are different types of projects: time oriented (in school hours/ non-school hours, partially school hours in curricular and extracurricular time) according to outcome (financial, personal), interaction with other projects (discrete, continuous, spiral, the same), the level of self-determination (carried out together with the teacher, carried out together with other students under the guidance of a teacher, performed in conjunction with other students without the guidance of the teacher, running mostly on their own), etc. but the continued application of this method is the complexity of projects phases and independent learners' activities in a situation of choice. Positive aspects of the project method are: selection of professionally important knowledge, abilities, possessions education, the possibility of practical knowledge application, gained during the project, students' motivation, the implementation of interdisciplinary connections, mathesis development, perseverance in overcoming challenges, initiative, creative abilities, setting goal skills, analysis, evaluation of the their work results, careful attitude to the means and results of labor, students' determination in their future professional activities.

3. MATERIALS AND METHODS

3.1. Research methods

During research the following methods were used: theoretical (analysis, systematization and generalization of educational, psychological and legal literature); empirical (observation, modeling).

3.2. Research Stages

The study was conducted in three stages: At first theoretical analysis of existing methodological approaches in educational and legal literature was carried out; highlighted the problem, purpose and research methods. Secondly, domestic and foreign sources data was studied and analyzed. Thirdly, the theoretical and practical insights were refined.

4. RESULTS AND DISCUSSION

4.1. Employees in small firms craft type: the concept and essence

The socio-cultural and economic life of modern Russia is changing rapidly: new employment appears, changing habitual profession and developing new, number of small businesses increases. Most small businesses produce products for household purposes in small batches and sell it on the local market, or carry out works and render services for individual orders to the public. Employees of these small enterprises are called artisans, and their work - craft work. Craft professions are nonprofessional occupations. However, due to the peculiarities of labor and labor qualification, they form a special group (Romantsev&Efanov, 2012).

In the modern scientific and educational literature presents different definition of "craftsman" that emits one or more of the essential features of the craft. According to E. F. Zeer, D. P. Zavodchikov, A. M. Pavlova& E. G. Lopez (2011), artisans – skilled workers that are directly involved in the production of products and providing services of a recognized quality for individual orders in small enterprises or individual entrepreneurial activities. This definition highlighted the essential features of craft: activity – production of goods and services; highly qualified workers; their direct participation in production. This noted organizational-legal form, which may be craft activities in accordance with the modern legislation of Russia: an employee of a small business, a self-employed entrepreneur. Essential features of craft activities were mentioned by N. A. Doronin (2003), D. P. Zavodchikov (2004). They allocate the direct participation of artisans in manufacturing, their high qualification and quality of work results. Other researchers have noted the technological features of handicraft production and small volume of production, creative and independent craft characteristics, individual style of activity, initiative and autonomy, versatility and integrity of craft activities, its social orientation and cultural significance (Romantsev, 2012; Romantsev&Efanov, 2012; Romantsev, Tidemann, Efanov&Bychkova, 2015; Romantsev, Efanov, Moiseev, Bychkova, Karpova&Tidemann, 2016). Highlights of the

opinion that craftsman currently is, first and foremost, an entrepreneur. D. P. Zavodchikov (2004) comes from the fact that 1) "vocational enterprise often enough transform in an entrepreneur structure"; 2) as well as entrepreneur, "the artisan operates with a view to profit".

In scientific literature there is no common interpretation of the term "craft", "craft activities" as well as, understanding of the artisan as a specialist. In modern society there is a transition from employment to relationships the customer-service provider, artisan small businesses and self-employment are not remnants of pre-industrial relations, as an integral part of the craft sector. Independent craft labor acquires a new social status, own thinking, behavior and moral values, and related workers – great potential.

Analysis of craft activities in the context of the employment relationship leads us to the conclusion that an artisan is a worker of a new type, not only in labor but also social and legal terms. In accordance with the current legislation there are following types of organizational-legal forms of managing subjects (artisans): artisans – self-employed people, artisans- wage earners individuals, artisans- wage earners at small businesses, craftsmen- sole entrepreneurs, craftsmen – founders of limited liability companies, managers of small craft enterprises. These legal forms require an understanding of various forms of artisan employment: a self-employed person, an employee, an entrepreneur. The author's definition of the craftsman taking into account the main characteristics of craft activities and these forms of employment is "A craftsman is a natural person (self-employed person; the employee or the head of a small handicraft enterprise; a master of working individually), having professional qualification of producing goods (works, services) individual consumption with the use of special knowledge, skills, technology (traditions, secrets)".

We are of the view that the artisan is a multifunctional worker. Unlike workers of the assembly line, working collectively, masse, an artisan works mainly individually. His personal work includes not only well-honed technological

skills, but also organizational, managerial and economic functions. In connection with the implementation of a multidimensional labor activity, the craftsman enters into various relations with other people. In the field of business processes it is associated with a competitive relationship with other manufacturers of handicraft services in the field of labor – industrial relations with the workforce and young professionals, in the social sphere of contractual relations with clients and customers. Craft activities, in addition to production, the creative sphere are manifested in the sphere of public relations. The field of public relations is closely connected with the sphere of law. Worker of an industrial enterprise, isolated from society by the walls of the factory, requires basic knowledge in the field of law. Isolated in the labor force employee doesn't pay attention at other people, except the workers of his team or department. Unlike the worker, the artisan is included directly in the market, so it needs to know the public laws, norms, values and goals that lie beyond his personal aspirations. Thus, in socially-oriented craft activities enhanced the legal component of the work. Professional activity in the market requires development of legal competence. The primary responsibility for its development rests on education, which currently becomes an open and innovative nature.

4.2. The structure and content of legal competence for employees of small businesses craft type

Based on the analysis of craft activities, legal and educational literature definition of the legal competence of the artisan – is an integral property of the individual, based on the legal values of society, reflecting the willingness and ability of the individual to apply the legal knowledge and skills, the legal qualities of a person in professional craft activities, contributing to form legal behavior of consumers and businesses, competitive market relations and development of handicraft activities (Romantsev, Efanov, Bychkova&Moiseev, 2016). The structure and content of legal competence in the context involve artisans in economic relations in the

conditions of market economy. In the structure of legal competence has been allocated the following interrelated components: socio-legal and professional-legal, techno-legal, educational and legal personality.

For the artisan the social sphere is the application area of employment. Artisan determines your social and professional needs and the work function in the rapid variability of the labor market and in accordance with the requirements of the customer. Involvement in the society, the search for its niche and the need to focus on professional activities in the near their environment, require the craftsman legal culture, knowledge of the laws, prevention of offences in professional integrity.

The main business entities with which the craftsman has to build relationships are the government, competitors and suppliers. However, the artisan often does not know the content of legal norms defining its legal status and regulates its relations with other economic entities. Observed withdrawal of artisans from taxation and government surveillance, leads to uncertainties of their social status, violation of their legal and social protection, replenishment of the shadow economy. In conditions of underdevelopment of domestic craft legislation for a successful professional craftsman needs to know the existing legislative and regulatory acts, methodical materials regulating craft activities.

Feature of craft activities are special technology, which is dominated by manual labor. Therefore, from the artisan requires knowledge of normative-technical documentation, possession of the model technologies, as well as the possibility of introducing new ideas, technological innovations, scientific and technical creativity. Craftsman can classify the technological information product manufacturing (formula, product composition, and technical drawings), allowing to obtain a commercial advantage. Therefore, you need to know copyright, patenting inventions, rights to means of individualization of legal entities, goods, works, services (branding products, trademark registration).

Holistic activity of the artisan has long included an educational component. It is historically

organically included not only the complete production cycle, including institutional and economic components, but also a full education cycle. The educational cycle begins with the transmission of the foundations of craftsmanship and ends with the training of the master, ready to work independently. The educational component of the artisan himself formulates the goal and objectives for training, organizes the training and production process, he plans, he implements it and evaluates. Handicraft is a holistic activity, traditionally including preparing students for the implementation of independent action. The independence of the student is evident not only in the execution of technological operations, but also in his social behavior based on knowledge and observance of legal and ethical norms. The result of the educational cycle is not only the formation of a specialist of high qualification willing to work independently, but also a socially responsible citizen.

Craftsman is a holistic employee, the work is carried out in various fields, including in the teaching profession. This is a master-mentor, a teacher in the literal sense of the word. Workers of industrial enterprises, for the most part, are alienated from teaching young workers. Such separating educational function from labor not only generates a partial employee, but a partial person. Holistic work activities of the craftsman, including an educational component, leads to the formation of a master mentor, an educator of youth.

Professional activities of a craftsman and a level of competence require integration of knowledge gained in various academic disciplines: education, special, legal. Formed from students of vocational educational professions-law component contributes in implementation their potential educational opportunities and helps the legal development and social development of young workers.

The implementation of craft activities in conditions of uncertainty and low predictability of socio-economic changes require the craftsman to get special personal qualities. Russian and foreign researchers one of the first places put forward the qualities of mobility,

flexibility, variability. Russian researchers identify the motive of the realization of their own potential, high evaluation of self-worth, self-confidence (Zeer, Zavodchikov, Pavlova& Lopez, 2011). Along these personal qualities, the specialist needs such feature as sustainability to preserve the integrity of professional activity and personality in it (Zeer, 2013; Svezhentseva, 2012).

Based on the analysis of scientific and methodological literature we have identified a list of personal characteristics of a craftsman:

- broad legal knowledge;
- competitiveness (efficiency of own actions for keeping craft activities in market conditions);
- independence, responsibility, honesty, decency;
- self-development (legal self-education), respect for the rights and freedoms of the individual, self-esteem.

Into a professional activity, developing and improving the personality affects the very professional activity. As practice shows, the decision to engage in any kind of craft, gives only the direction to move, the hardest part begins when you have to work with staff, governmental authorities, competitors and yourself. Considering the indicators of individual's professionalism and the activity that are not objectively complete and exhaustive. These figures only bring us closer to understanding the reference "ideal" model of a craftsman-professional.

4.3. The implementation of the project method in the process of legal training among future employees of small handicraft enterprises

For the sustainable formation of future craftsmen's legal competence, we developed and used a set of projects – sequential tasks, not involved ready solutions and listed in complexity order. In the first stage, students carry out information projects, i.e. projects in specific disciplines, involving the development of motivation to educational activity, and also aimed at the decision of situational practical tasks. For example, on the subject "Legal support of professional activity", students are asked to prepare a project on "Legal support

craft activities". On the basis of independent study of legal literature, legal acts, reference legal systems, it is necessary to define the terms artisan, artisan activities, list the types of craft activities, define organizational and legal forms of craft activities implementation, to classify legal acts, regulating craft activities. Project results were introduced in the form of presentations, newspaper, report, etc. Tasks, solving while implementing these projects, are: the ability to navigate in the information space, the acquisition of knowledge independently, using the acquired knowledge to solve cognitive tasks, cognitive skills development, the results presentation.

In the second stage, students perform service-learning projects, i.e. formulated in a General kind of the task, aimed at achieving clearly represent the result obtained by an independent artist. For example, students are asked to prepare and submit the appeal to some public authority. It is necessary to formulate a significant social problem, make the text of the address in a certain form, to determine the public authority, which you must submit an application to study the procedure of handling citizens, to submit an application in any convenient way for students to get supporting documents of the application, if necessary, to answer questions, received from public bodies, in the statutory period to receive the answer. The results of the project should be represented in the form of a video or presentation, etc. The problems solved in the process of implementation of these projects: consolidation of theoretical knowledge and skills in practice, the establishment and implementation of interdisciplinary connections, the awareness about importance to have knowledge and practical skills as useful and necessary in their future life and professional activities.

In the third stage, students carry out technological projects, i.e. projects related to the real production situation. The implementation of such projects is carried out in the production practice. For example, students under the tutor's guidance is given the task to study the company nomenclature, search for the potential client, to discuss the terms of the order, contract, products

to participate directly in the creation, execution of design, technical, financial documentation. The results of the project are presented in a report on the practice, finished articles, cover, legal, financial documentation, etc. Tasks in the implementation process of these projects are: direct participation in the processing cycle, critical understanding of the production situation, the legal assessment of decisions, the calculation of the necessary expenditures, planning and coordination of performed work, the modern forms use in business and managerial communication, managing conflicts in the team. In the fourth stage, students carry out business projects, i.e., integrated tasks on the professional, economic and legal disciplines. For example, students are supposed to make the business plan of a craft micro-enterprise. For this purpose, they should make a short description of the project, objectives, objectives, determine the specialization of a micro-enterprise, the location, conduct market research (identify competitors and adequately assess their work, to calculate how to outperform them), identify the target audience of designed the product (service)), make a financial plan (calculation of financial costs, perceived risks, pricing, profitability), develop a strategy to promote micro-enterprises, establish a production plan (production cycle from vendor search and procurement of materials, equipment to determine the buyer), organize the production process and enterprise management system, determine the personnel structure of the enterprise and allocate responsibilities among the staff. To present the Results of the project in the form of a business plan, SWOT analysis, constituent documents. The problems solved in the process of implementation of these projects: the formation of professional, business, legal competencies, the development of youth entrepreneurship, increasing the level of self-education and self-organization, formation of skills for making independent business decisions, critical thinking, open and creative attitude and the ability to quick master relevant competencies.

Participating in competitions of professional skill, where the students are performing project

tasks, is an effective method of achieving high performance in their future professional activities. Activities in such events requires a high level of knowledge and skills, some effort and the will to fight for victory, builds responsibility, conscientious attitude to work. Professional competition encourages developing potential abilities, more intense and productive creative work, giving the opportunity to prove himself as a professional and to start a successful career in the area of interest. In social terms contribute to the status of the profession through identifying, supporting and promoting talented students and dissemination of innovative experience.

The result of the professional training process is the implementation and defense of the thesis, which can be considered as the final project. Each student gets individual task, held individual consultations with the supervisor from the place of practice and educational organizations, self-assigned tasks on a specific company providers, directly involved in the production process, draws up reporting documents, represents the outcome of the project and then have final research project defense.

In the framework of international projects, the most prepared students have the opportunity to do an internship in small handicraft enterprises. The internship can be viewed as a form of professional development, but with more subjectivity and autonomy in students' education. It allows in the short term to change qualitatively the level of theoretical and practical training, promotes the formation of personal professional experience and further professional growth and allows each student to determine an individual educational trajectory, increases the role of creativity in professional activity, allows achieving high labor results. During the internship, students gain practical skills, competencies and professional experience, learn the advanced experience in relevant field, familiar with the latest technological advances, expand the circle of communication.

Thus, at all stages of training projects are used, the content of which becomes more complicated

as you complete the previous tasks. All projects are interconnected on the basis of creative and practical orientation, logical continuation of the previous project assignments, progressing ever-closer interaction between theory and practice, expanding the integration of mainstream education, general professional, professional disciplines, and establishing interdisciplinary connections. The projects form a certain integrity and unity. The project method has great potential for the formation and development of socially and professionally active and self-motivated individual that meets the demands of modern society.

5. CONCLUSION

Results of experimental research were obtained the following results:

1. This author's definition of a craftsman is a natural person (a self-employed person; an employee or the head of a small handicraft enterprise; a master, working individually), having professional qualification in producing goods (works, services) for individual consumption, using special knowledge, skills, technology (traditions, secrets).
2. Specified the term of legal competence of the artisan – is an integral property of the individual, based on the legal values of society, reflecting the willingness and ability of the individual to use a system of socio-legal and professional-legal, techno-legal, educational and legal knowledge and skills, the legal qualities of the individual to organize, implement and protect professional activities, as well as shaping the behavior of consumers and other businesses that contribute to the formation of competitive market relations and professional development.
3. The structure of the legal competence of the craftsman highlighted the following interrelated components: socio-legal and professional-legal, techno-legal, educational and legal personality.
4. Developed complex project assignments for sustained formation of future workers legal competence in small handicraft enterprises

(informational, instructional, technological, and business projects).

Analysis of the results showed that the hypothesis was confirmed, at the same time, the study does not claim to be an exhaustive analysis of all aspects of the question due to its diversity and poses a number of problems that need to be solved. Among them is the problem of the international integration and domestic experience in artisans' training, the role of international projects in workers' training of small handicraft enterprises.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Gennadij M. Romantsev is Doctor of pedagogical sciences, Professor, Full Member of Russian Academy of Education, scientific director Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Andrei V. Efanov is Candidate of pedagogical sciences, associate professor of Department of vocational-economic training, Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Ekaterina Yu. Bychkova is applicant of Department of methodology of vocational pedagogical education, Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Tatyana M. Papsheva is student of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

Ivan A. Papshev is student of Russian State Vocational Pedagogical University, Ekaterinburg, Russia.

BIBLIOGRAPHIC REFERENCES

1. Anikina, A. S. (2011). Formation of legal competence of the future teacher using a set of professionally-oriented legal problems. PhD Thesis. Nizhny Tagil State Social and Pedagogical Academy, Nizhny Tagil, Russia. 188 p.
2. Astafieva, I. S. (2017). Project Method in formation of methodical competence of future teachers of foreign languages.

3. Blonsky, P. P. (1961). Selected educational works / Redkol. B. P. Esipov, F. F. Korolev, S. A. Frolov; comp. N. I. Blonskaya, A. D. Sergeeva; Acad. PED. Sciences of the RSFSR. Institute of theory and history of pedagogy. Moscow: Izd-vo Akad. PED. Sciences of the RSFSR, 696 p.
4. Dewey, J. (1916). Democracy and education. New York: the Macmillan Company, 434 p.
5. Doronin, N. A. (2003). Organizational-pedagogical conditions of professional formation of craftsman. PhD Thesis. The Russian State Vocational Pedagogical University, Ekaterinburg, Russia. 199 p.
6. Dorozhkin, E. M. & Arefyev, O. N. (2015). Vocational education and the labour market: key factors in effective collaboration. Moscow: Publishing house Academy of education, 336 p.
7. Efanov, A. V. & Bychkova, E. Y. (2013). To the question of moral education in the new craft education. The Pedagogical Journal of Bashkortostan, 1 (44), 92-96.
8. Ignatova, I. B. & Sushkova, L. N. (2011). Design techniques as a teaching method: a historical-educational analysis. Theory and practice of social development, 1, 164-167.
9. Kilpatrick, W. H. (1918). The Project Method. Teachers College Record, 19, 319-334.
10. Kislov, A. G. (2017). About advanced vocational education in the conditions of the development of socio-economic mobility. The Pedagogical Journal of Bashkortostan, 1 (68), 80-88.
11. Korotun, A. V. (2010). Formation of legal competence of the future social teachers in the course of vocational training. PhD Thesis. The Russian State Vocational Pedagogical University, Ekaterinburg, Russia. 279 p.
12. Krasavina, Y. V. & Shikhova, O. F. (2017). An approach to managing university students' self-study based on interdisciplinary e-projects. The Education and science journal, 1, 160-176. (In Russ.) DOI:10.17853/1994-5639-2017-1-160-176

13. Kruchinin, M. V. & Kruchinina, G. A. (2014). Creating legal competence of university students using the method of projects in the process of informatization of the higher education. *Vector of science of Togliatti state University. Series: Pedagogics, psychology*. 1 (16), 107-111.
14. Polat, E. S. (2001). *New educational technologies in the educational system*. Moscow: Academy, 291 p.
15. Polat, E. S. (2002). Project-based learning: typology and structure. *The Lyceum and gymnasium education*, 9, 9-17.
16. Romantsev, G. M. (1997). *Theoretical basics of higher vocational education*. Ekaterinburg: Publishing House of the Russian State Vocational Pedagogical University. 333 p.
17. Romantsev, G. M. (2012). *Problems of formation of professional craft education in Russia*. Ekaterinburg: Publishing House of the Russian State Vocational Pedagogical University. 233 p.
18. Romantsev, G. M. & Efanov, A. V. (2012). Craftsmen of the XXI century: ahead of the Renaissance era. *Accreditation in education*, 8 (60), 62-63.
19. Romantsev, G. M., Efanov, A. V., Moiseev, A. V., Bychkova, E. Y., Karpova, N. P. & Tidemann, B. (2016). Craft training in Russia: theory and practice of development. *International Journal of Environmental and Science Education*, 11(14), 7154-7165.
20. Romantsev, G. M., Efanov, A. V., Bychkova, E. Y. & Moiseev, A. V. (2016). Structural and Functional Model of Future Craftsmen Legal competence Generation during Professional Education. *International Journal of Environmental and Science Education*, 11(17), 9787-9802.
21. Romantsev, G. M., Tidemann, B., Efanov, A. V. & Bychkova, E. Yu. (2015). On the essence craft activities and craft education in modern society. *Business. Education. Law. Bulletin of Volgograd Business Institute*, 4 (33), 328-332.
22. Snegireva, M. V. (2009). *The community resources in pedagogical technologies legal enlightenment*. PhD Thesis. The Russian State Vocational Pedagogical University, Ekaterinburg, Russia. 197 p.
23. Sternberg, V. N. (2003). *The Theory and practice of the "project method" in pedagogy of the twentieth century*, PhD abstract. Vladimir: Vladimir state educational University. 24 p.
24. Sypacheva, G. Sh. (2015). *Formation of legal competence of students of pedagogical directions on the basis of integrative*. PhD Abstract. Nizhny Novgorod: Nizhny Novgorod State University of Architecture and Civil Engineering. 26 p.
25. Svezhentseva, I. B. (2012). *Professional and Moral Stability Development of Prospective Specialists in the Context of Educational Modernization*. *The Education and science journal*, 1 (7), 35-44. (In Russ.) DOI:10.17853/1994-5639-2012-7-35-44
26. Zadorozhnaya, O. V. (2016). *The role of educational projects in the formation of scientific work skills*. *The Education and science journal*, 9, 109-120. (In Russ.) DOI:10.17853/1994-5639-2016-9-109-120
27. Zavodchikov, D. P. (2004). *Monitoring meta competencies craftsman personality on stage, training*. PhD Thesis. The Russian State Vocational Pedagogical University, Ekaterinburg, Russia. 203 p.
28. Zeer, E. F. (2013). *Socio-educational aspects of the working man formation*. *The Education and science journal*, 8, 33-47. (In Russ.) DOI:10.17853/1994-5639-2013-8-33-47
29. Zeer, E. F., Zavodchikov, D. P., Pavlova, A. M. & Lopez, E. G. (2011). *Innovation in preparation of craftsmen-entrepreneurs*. Ekaterinburg: Publishing House of the Russian State Vocational Pedagogical University. 216 p.