

## Pedagogical Activity in The Context of Education of Humanistic and Legal Values

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### **Abstract**

*The main purpose of the article is to present the features of pedagogical activity in the context of educating humanistic and legal values. The object of the study is pedagogical activity in the context of education of humanistic and legal values. The scientific task is to present a model of pedagogical activity in the context of education of humanistic and legal values. The research methodology involves using the IDEFO method to build a model. As a result of the study, the IDEFO model of pedagogical activity was presented in the context of educating humanistic and legal values. The innovativeness of the results obtained is revealed through the established approach to modeling increasing the effectiveness of pedagogical activity in the context of educating humanistic and legal values. Prospects for further research will focus on research on other values.*

**Keywords:** Education, Pedagogy, Pedagogical Activity, Modeling, Education, Humanism, Values

### **INTRODUCTION**

Pedagogical activity in the context of education concerning humanistic and legal values is not only important but also crucial for shaping well-rounded, ethical individuals and fostering a just society. This educational focus encourages the development of critical thinking, empathy, and a deep understanding of rights and responsibilities, which are foundational to democratic living and social harmony. Firstly, humanistic values such as respect for human dignity, equality, and freedom are fundamental to personal and societal well-being. These values inspire individuals to recognize their worth and the worth of others, fostering mutual respect and understanding. Pedagogical strategies that emphasize these values can help individuals appreciate diversity and the intrinsic value of every person, which is essential in a globalized world where social interactions and collaborations span diverse cultures and perspectives. Secondly, legal education plays a critical role in promoting lawfulness and the respect for rule of law. By integrating legal values into pedagogical practices, educators can equip students with a practical understanding of their rights and duties within various legal frameworks. This knowledge empowers individuals to navigate the legal systems effectively, advocate for their rights, and fulfill their responsibilities as citizens. Moreover, it helps in nurturing informed citizens who can contribute to the formulation and improvement of laws that reflect the society's ethical standards and needs. Furthermore, the combination of humanistic and legal education aids in developing critical thinking skills. Students learn to analyze, question, and interpret the moral and legal dimensions of issues, enabling them to make informed decisions that consider both ethical implications and legal consequences. This critical engagement is essential for personal development and active participation in society, as it helps individuals understand the complexities of moral and legal issues and encourages thoughtful, responsible action.

Pedagogical activities that focus on these values also promote social justice and equality. Educators who prioritize humanistic and legal values advocate for policies and practices that uphold fairness and protect individuals from discrimination and injustice. By doing so, they play a direct role in shaping societies that value and strive for equity and inclusiveness, paving the way for social reforms and the betterment of community relations.

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In conclusion, the pedagogical activity focused on humanistic and legal values is vitally important and relevant in today's diverse and dynamic world. It prepares individuals not only to live fulfilling lives but also to engage actively and ethically in societal processes. Such education cultivates a sense of responsibility and community, ensuring that the future generations are equipped with the moral and legal compass necessary to navigate the challenges of modern life and contribute positively to society.

## **LITERATURE REVIEW**

The literature on digital transformation in higher education is vast and interdisciplinary. Akour and Alenezi (2022) discuss the future of higher education amidst digital transformation, emphasizing the potential for enhanced learning environments through technology integration. Similarly, Abad-Segura et al. (2020) explore the sustainability of digital transformation processes, arguing that educational institutions must adopt strategic, sustainable approaches to effectively harness the benefits of digital technologies. These perspectives are crucial as they provide insights into the macro-environmental factors influencing pedagogical strategies. Further, Alhubaishy and Aljuhani (2021) provide a case study of Saudi universities, examining the attitudes of instructors and students towards digital transformation. Their findings reveal significant challenges in attitudes that could impact the adoption and success of digital pedagogies. This study underscores the need for addressing human factors in the deployment of new teaching and learning models, which is relevant to our exploration of pedagogical activities designed to instill humanistic and legal values. On the methodological front, Shkvyr et al. (2023) demonstrate the use of mathematical modeling to assess the integration of information technology in digital education from a regional perspective. This approach aligns with our use of the IDEF0 method, as both emphasize structured, analytical frameworks to model complex educational phenomena. Moreover, Aditya et al. (2021) categorize barriers to digital transformation in higher education, offering a literature-based analysis that complements our examination of challenges in pedagogical activity. In light of the challenges and strategies related to digital transformation, the literature also discusses broader impacts on student well-being and institutional resilience. Afshar Jahanshahi and Polas (2023) explore how enforced digital transformation affects students' preferences, happiness, and mental health, providing a human-centric lens to the evaluation of digital strategies in education. Overall, the literature reviewed underscores the complex interplay between technology, pedagogy, and value education, highlighting both opportunities and obstacles. This body of work forms a critical backdrop against which our study's findings are positioned, advocating for models and strategies that effectively integrate humanistic and legal values within digitally transformed educational landscapes.

## **METHODOLOGY**

IDEF0, a functional modeling methodology derived from the established SADT (Structured Analysis and Design Technique), serves as the core analytical tool in this study. The method is highly regarded for its systematic approach to modeling the functions of a system or process and its interactions with various influencing factors. This methodology is particularly apt for this research as it provides a clear, structured framework that can be used to represent the complex processes of pedagogical activity within an educational context. It enables the visualization of functions, sub-functions, and their respective inputs and outputs, which are crucial for understanding how humanistic and legal values can be effectively integrated into educational practices.

The first step in employing the IDEF0 method involves defining the scope of the model, identifying the primary functions of pedagogical activities aimed at educating humanistic and legal values. This involves mapping out key activities such as curriculum design, teaching methodologies, assessment techniques, and educational outcomes related to these values. Each activity is analyzed to determine how it contributes to the overarching goal of instilling humanistic and legal values among students.

Subsequently, the IDEF0 method requires the delineation of inputs, outputs, controls, and mechanisms for each identified function. Inputs might include educational materials, legal texts, case studies, and cultural narratives that influence value education. Outputs are the expected outcomes, such as student understanding and application of these values. Controls refer to the educational standards and ethical guidelines that govern

pedagogical activities, while mechanisms involve the tools and methods used by educators to deliver content, such as interactive discussions, digital platforms, and experiential learning.

Finally, the resulting model produced from the IDEF0 method provides a detailed depiction of the pedagogical process, highlighting innovative approaches and potential areas for enhancing the effectiveness of teaching humanistic and legal values. This model not only serves as a valuable tool for educators and policymakers to visualize and improve educational practices but also sets the groundwork for further research into other value-based educational initiatives. The chapter concludes by discussing the implications of the model and suggesting future research directions, which could include expanding the model to incorporate additional values or applying it in different educational contexts to test its adaptability and impact.

## RESULTS OF RESEARCH

Lets build first IDEF0 model improving pedagogical activity in the context of educating humanistic and legal values requires:

A1. Curriculum Development. Embed humanistic and legal values within all subjects by creating modules that reflect these themes across disciplines, encouraging a holistic understanding. Engage community leaders, legal professionals, and ethicists in curriculum planning to ensure relevance and practical application of the values taught.

A2. Teaching Strategies. Promote group activities that require students to work together to resolve ethical dilemmas or interpret legal scenarios, enhancing interpersonal understanding and cooperation. Regularly involve external experts to deliver talks and workshops, enriching the curriculum with real-world perspectives and contemporary issues.

A3. Assessment Techniques. Develop assessments that involve complex, real-world scenarios requiring students to apply humanistic and legal values to propose solutions or judgments. Require students to maintain portfolios that document their learning progress and reflections on humanistic and legal values, assessed periodically.

A4. Feedback & Evaluation. Implement a comprehensive feedback system involving self-assessment, peer review, and instructor feedback to provide holistic insights into students' growth. Schedule regular meetings where feedback is discussed, and strategies are developed for personal and academic development based on the evaluations.

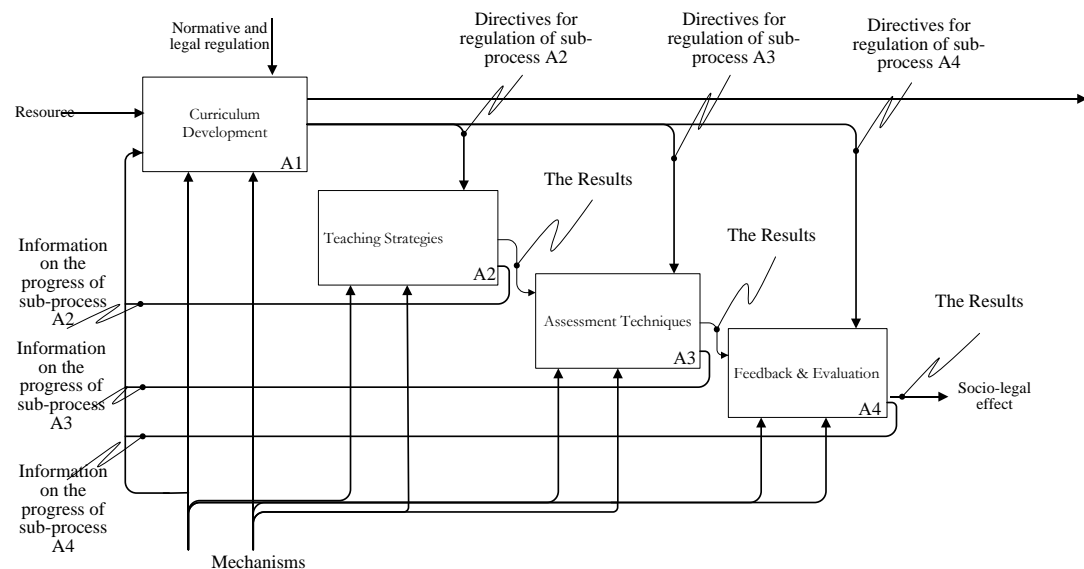


Figure 1. The first IDEF0 model improving pedagogical activity in the context of educating humanistic and legal values requires

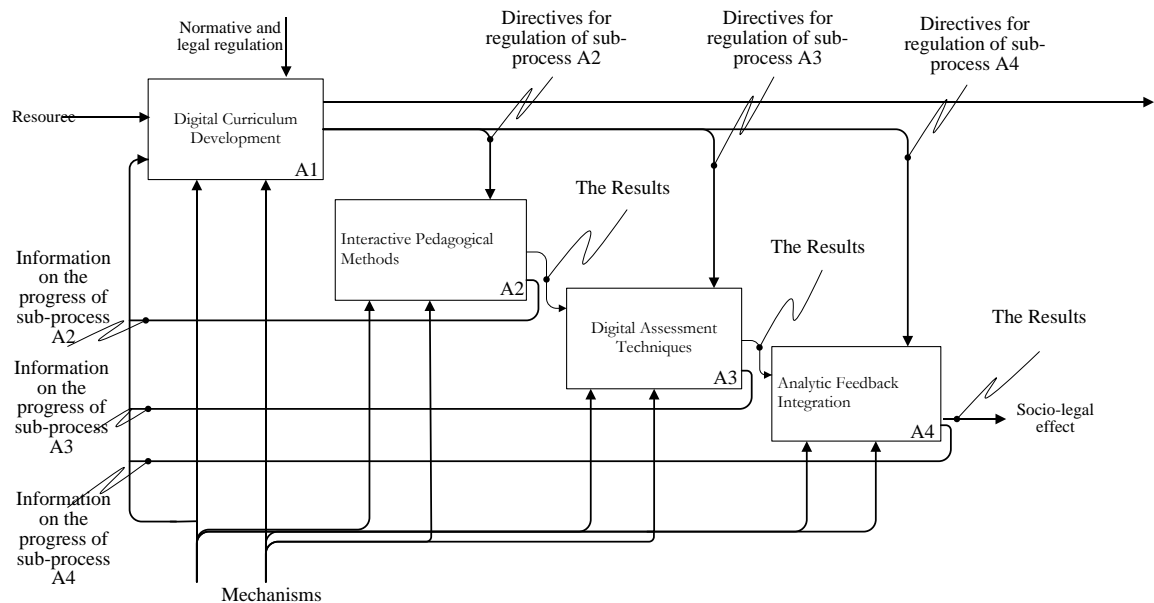
Lets build second IDEF0 model improving pedagogical activity in the context of educating humanistic and legal values requires:

A1. Digital Curriculum Development. Develop and integrate digital learning modules that students can access asynchronously, featuring interactive content on humanistic and legal values. Use simulations and gamified elements in the curriculum to engage students more deeply with the practical applications of these values.

A2. Interactive Pedagogical Methods. Combine traditional teaching methods with digital tools to create a dynamic learning environment that facilitates the exploration of humanistic and legal values. Utilize VR to immerse students in environments where they must navigate ethical dilemmas or legal challenges, enhancing real-time learning.ea

A3. Digital Assessment Techniques. Assign projects where students use digital tools to create presentations or stories that demonstrate their understanding and application of humanistic and legal values. Use digital platforms for students to engage in debates and discussions, assessing their ability to argue and defend their understanding of these values.

A4. Analytic Feedback Integration. Use educational technology tools that offer real-time feedback on digital assignments and activities, allowing for immediate corrections and learning adjustments. Implement learning analytics tools to track student engagement and understanding over time, providing data-driven insights into the effectiveness of teaching strategies.



**Figure 2.** The second IDEF0 model improving pedagogical activity in the context of educating humanistic and legal values requires

Overall, the naming of the stages should reflect the core objectives and methods of each approach. The Integrated Value Framework names are better suited for an approach that emphasizes broad, interdisciplinary integration and personal growth through reflective practices. In contrast, the Technological Engagement Model names align more closely with an approach that focuses on leveraging digital tools and data analytics to enhance pedagogical activities. This strategic naming helps to clarify the focus and goals of each approach, making the methodology more intuitive and aligned with its implementation.

## DISCUSSIONS

The relevance of our model is highlighted through the lens of Afshar Jahanshahi and Polas's (2023) study, which discusses the enforced digital transformation and its impact on students' preferences, happiness, and mental health. While their research underscores the often-overlooked emotional and psychological

consequences of rapid digital shifts, our IDEF0 model presents a structured method to integrate such considerations into the curriculum design, thereby potentially mitigating adverse effects by promoting a more holistic educational approach.

Similarly, Hashim et al. (2022) explore emergent strategies in digital transformation within higher education, emphasizing the need for adaptive and flexible educational models in response to evolving technological landscapes. Our study aligns with this perspective by demonstrating how the IDEF0 model can be adapted to various pedagogical settings, underscoring its utility in supporting dynamic educational strategies that are responsive to both humanistic and legal value education.

Contrastingly, the case study by Kim et al. (2022) on digital transformation in the financial sector provides a sector-specific insight that can enrich the understanding of digital pedagogy in our context. Although focused on the financial industry, their findings about the importance of tailored digital strategies can inform educational approaches that wish to integrate specific legal and humanistic values, suggesting that customization in digital pedagogy could enhance effectiveness just as it does in financial services.

Further, Salem and Elshaer (2023) address the utilization of mobile learning technologies during health crises, which ties into our discussion on the flexibility of digital platforms in pedagogical settings. Their work on technology acceptance underscores the importance of user-friendly digital solutions in education, a concept that is central to the deployment of our IDEF0 model in ensuring that digital tools are not only available but are also effectively utilized in the education of values.

Lastly, the work by Ramadania et al. (2024) systematically reviews digital transformation's impact on organizational performance in higher education. Their findings suggest that digital transformation can lead to significant improvements in educational outcomes when strategically implemented. This reinforces the potential of our IDEF0 model to serve as a strategic tool in enhancing the effectiveness of pedagogical activities by integrating humanistic and legal values into digital education frameworks.

## **CONCLUSIONS**

The IDEF0 model presented in this study successfully outlines the structural components and functional relationships within pedagogical activities aimed at teaching humanistic and legal values. By providing a clear framework, the model facilitates a better understanding of how these values can be systematically integrated into educational practices. This structured approach helps educators and educational planners visualize the flow of activities, from curriculum development to classroom implementation and evaluation, ensuring that the intended values are effectively communicated and reinforced among students.

Innovativeness is a key highlight of the results obtained from this study. The IDEF0 model introduces a novel way of conceptualizing pedagogical activities, positioning humanistic and legal values at the core of educational endeavors. This model not only underscores the importance of these values in shaping a well-rounded curriculum but also enhances the strategic planning and delivery of content. By focusing on inputs, outputs, controls, and mechanisms, the model ensures that every educational element is aligned with the goal of instilling these crucial values.

Furthermore, the study underscores the practical implications of adopting the IDEF0 model in educational settings. The model's ability to detail specific pedagogical functions and their interactions provides educators with actionable insights into improving their teaching practices. It enables a more targeted approach, where resources can be better allocated to activities that effectively promote understanding and application of humanistic and legal values. This could lead to more engaged learning environments and, ultimately, students who are more cognizant of and capable in these areas.

Looking ahead, the research outlined in the article opens several avenues for further exploration. Future studies could expand the model to include a broader range of values or apply it in different educational contexts to gauge its flexibility and impact. Additionally, longitudinal studies could assess the long-term effects of implementing this model on student outcomes and societal contributions. The potential for this IDEF0 model

to contribute to pedagogical theory and practice is significant, marking a promising direction for enhancing educational methodologies focused on humanistic and legal values.

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