# APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING LAW STUDENTS

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Abstract: The main goals of the reforms in higher education are the quality, accessibility and effectiveness of education. To date, the issues related to the organization of the educational process, methods, forms and means of training, training of the highly qualified specialists, quality of teaching the educational disciplines, development of the cultural potential of higher education institutions is a priority for the educational platform of Russia. In this regard, the non-traditional forms of training and effectiveness control, marking the criteria for changing the educational paradigm by their emergence, receive a wide application in the domestic education. And special attention in determining the new state educational standard of the third generation is given to the competencies as a qualitative synonym for the concept of professionalism in all its manifestations and the ability to apply knowledge, skills and personal qualities for successful activities in the professional field. The article considers the issues of modern educational technologies used for the law students in the higher educational institutions of Russia. An attempt was made to give a systematic and complete image of the new field of knowledge in the system of education sciences - the technology of educating students, which is an independent branch of the education science and which has its own principles, such as subjective, theoretical and methodological.

Key words: educational process, modern educational technologies, pedagogical technology, teaching methods

## 1 Introduction

The modern educational process requires the university teacher to have managerial qualities, management and development skills of the student's personality. The teacher today shall possess all the available tools of teaching methods. A particular attention is paid to the integrity of the student, who wants to gain knowledge and strive to maximize his/her opportunities in practice. Unlike the formalized transfer of certain knowledge and the imposition of social and ethical norms of behavior, modern technologies are aimed at achieving the above qualities by an individual through self-actualization and self-education. In this regard, the traditional educational process is based on the explanation technology, and modern didactic methods are based on understanding and mutual understanding.

The main difference between traditional and modern teaching methods is the transition from an explanation to an understanding, from a teacher's monologue to a teacher's dialogue with a student as an equal person, who shall be raised to the level of a teacher's knowledge and in whom it shall be sparked a desire to learn more than it is given to him/her at the university.

At present, the concept of "learning technology" is not generally accepted in traditional pedagogy. In the UNESCO documents, learning technology is seen as a systematic method of creating, applying and defining the whole process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize the education forms.

On the one hand, learning technology is a set of methods and means for processing, presenting, changing and submitting the educational information; on the other hand, it is the science of how the teacher influences the pupils in the training process using the necessary technical or information means. In the teaching technology, the content, methods and tools of learning are interconnected and interdependent. The pedagogical skill of the teacher is aimed at selecting the necessary content, to apply the best methods and means of training in accordance with the program and the educational tasks posed (Mirzagitova et al, 2017).

The main task of a teacher in modern education is not to learn the discipline, but to communicate based on the mutual understanding of the teacher and the student. Creativity, research search are the basic concepts that shall form the basis of every lecture, laboratory or practical lesson.

## 2 Methodology

The term "technology" was borrowed by pedagogy from the production field, however, like any professional activity, pedagogical activity is implemented in a number of specific actions aimed at solving the problems of personal perfection, upbringing and education of the individual.

The use of this term in the pedagogical activity presupposes that the teacher shall also perform a number of specific obligatory actions to achieve the goals established in personal improvement, upbringing and teaching of the individual. Thus, a correct use of pedagogical technologies requires careful study of all stages of the pedagogical process, it is required to implement the basic principles of the educational process, taking into account the features of the students and the conditions in which the pedagogical activity is built and implemented (Azitova, 2015).

In foreign pedagogical literature, the concept of "pedagogical technology" or " education technology" initially correlated with the idea of mechanization of the educational process, whose advocates assumed the widespread use of technical teaching means as the main way to increase the effectiveness of the educational process (Igorevna et al, 2017; Awadallah & Gamal Saad, 2018). In Russia, the concept of "pedagogical technology" was directly related to the programmed education at the initial stage, making it possible to develop clear instructions for the training of both a student and a teacher, who accompanies the knowledge acquisition process (Vonk & Schras, 1987; Villalobos Antunez, 2003).

At the stage of training in the university, the intellectual abilities of the students require further development, honing and improvement. Ultimately, the student shall be taught to cope independently with the professional tasks and life problems. The student teaching technologies in the university are based on the methods and means of traditional education and upbringing, which correspond to the individual features of each individual. A variety of technical education tools help to diversify the educational content.

To this day, the highly effective pedagogical technologies created by such well-known teachers as Y.A. Komensky, I. G. Pestalozzi, D. Locke, A. Makarenko, V. Sukhomlinsky and others have not lost their relevance in the Russian didactic school. In 1970 -1980-ies the new pedagogical technologies of Sh.A. Amonashvili, V.F. Shatalov, M.P. Shchetinin and others were created and implemented in practice.

At the stage of training in the university, the intellectual abilities of the students require further development, honing and improvement. Ultimately, the student shall be taught to cope independently with the professional tasks and life problems (Kuznetsova, 2011).

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Until recently, the practice of university teaching has not included almost no educational games. Today the modern university teaching methods are focused on the activation of the entire educational process through gaming. The use of the game teaching form as a modern technology is based on the topic mastery and even the academic discipline division. The definition of the place and role of gaming technology in the university practice, the combination of elements of the game and the research doctrine largely depend on the teacher's awareness of the functions of didactic games.

The specific nature of using the gaming technology in the audience is largely determined by the game environment. The game features in the student audience include the focus on self-affirmation in the society, the desire for self-realization, the orientation to the speech activity development.

Business game is used to solve complex problems in practical classes. A business game will help students to learn new material, consolidate the material they have passed, develop their creative abilities, and form strong skills. It is possible to apply various modifications of business games for the student audience: simulation, operational, role-playing games, psychological games, sociodramas, logic games, excursion classes, puzzle games, etc.

The simulation games are characterized by simulation of the company's activity or its subdivision. The scenario of the simulation game shall contain a description and purpose of the simulated process.

The operational games help to fulfill the specific operations. The games of this type are practical and conducted with the real data.

A role-playing game helps to develop the tactics of behavior and fulfill the functional duties of a particular official.

A psychological game is based on a specific psychological situation, which students fall into. The situation is played out and the individual's behavior is analyzed in a particular situation.

Sociodramas work out the ability to feel the situation, assess the state of another person, penetrate into the essence of social drama and develop the students' ability to find a way out of the current situation.

The logical game develops the thinking and creativity of the students, helps to find non-ordinary solutions of the complicated (at first glance), but very simple tasks (Beck, 2018).

These teaching methods are systematically applied by the teachers of the Criminal Law, Criminal Procedure and Criminalistics Department of the Naberezhnye Chelny Institute. An example is the business game in the form of judicial trial.

When preparing for the lesson in the form of a business game, the students were offered the main participants in a business game in the previous classes and the students chose their roles (secretary, assistant judge, attorney, prosecutor, accused, jury, witness, psychologist and journalist). The role of the judge goes to the teacher, as he/she directs and coordinates the game. The situation that is considered in the game is planned in advance by the students, their homework is to prepare the basic words for the game. The main activity of the students in the class is the strict observance of the rules of the business game and their duties in it (Shale, 2018).

**3 Results and discussions**

Thus, problem training is a process in which the teacher creates a variety of problem situations and organizes the students' activities to address the situational learning problems. This provides an optimal combination of independent search activity of the students with the assimilation of ready-made scientific recommendations (Heidegger & Abteilung, 1988).

The purpose of applying the modern pedagogical technologies in teaching law students can be formulated as follows: to promote the formation (development) of professional competence, which is expressed in the ability to solve different classes (kinds) of professional problems arising in the real life situations based on the theoretical knowledge, available socio-cultural experience of practical solution of the problems, analysis of own experience and possibilities for this.

The application of pedagogical technologies in the teaching of legal disciplines in the educational process of the higher educational institution shall be subordinated to the goals and objectives of the educational process. This approach assumes a dual orientation in the activity of both the individual teacher and the entire pedagogical team. The first orientation is the development of the content of legal discipline, that is, the specific direction of scientific research. The second orientation is the content embeddedness of the legal discipline in the goals and objectives of the learning process, which are determined based on the formation of the professional consciousness and abilities of a law student in the interaction with various disciplines through the teachers. If the second orientation is implemented, then we obtain the implementation of pedagogical technologies in a pure form. Such security is manifested, first of all, by writing a teaching and methodical set for the discipline.

**4 Conclusions**

The university educational process has always paid great attention to the search for the teaching methods and techniques. The "technological" approach to the educational activity requires one more level of developing the pedagogical theory and another system of teacher training. If earlier little attention was paid to the student's practical pedagogical activity, and novice teachers had to master the teaching science in the process of direct professional activity, this area has undergone drastic changes in recent years. Two main components can be identified in the professional activity of the university teacher: research and teaching.

If the first component is more obvious (scientific publications) and dynamic (professional growth - academic degrees, titles), then the pedagogical activity is externally static and is taken into account as the everyday reality of the university life. But this is only at the first glance. It lies as follows at the heart of the "education technology": exact limited recommendation, instructions for the educational process implementation; objective interpretation of concepts, terms; technologies are always reproducible; provision of the fulfillment of training objectives; development if a clear lesson sequence. And if the "teaching methods" are aimed at solving such problems as: "What to teach? Why to study? How to teach? Then the "learning technology " answers the most important question: how to effectively learn? What does guarantee the final result and develop the future educational process? There is a contradiction between the volume of relevant, academic, special, professional information and methods of its processing, transmission and perception, that is, traditional pedagogical methods and techniques in the education system. Therefore, there is a need for such technologies, which are based on the development of a professional personality: creative and critical thinking, ability to analyze and synthesize the information received. The difficulties have arisen with the content and the conditions for the introduction of innovations in the practice of the higher education institutions carrying out the educational activities. Starting with the pedagogical activities, we consciously copy the traditional scheme of knowledge transfer by virtue of the established traditional views: as is customary, as it has been done before us, and this has given some positive results. But it is impossible to only play the role of a knowledge "interpreter" in the current conditions of the global "information boom" (Booth, 1989).

Thus, based on the research made, it is established that the pedagogical technologies allow, provided that they are qualitatively assimilated and applied, providing a decent level of educational results even for the beginner teachers. Figuratively speaking, the technology is a guiding thread in a world of diverse and very complex educational processes, which makes it possible to ensure high stability of success in the education, upbringing and development of the students.

**5 Summary**

The theories of psychodynamics, psychology, cybernetics, management and government lies at the heart of modern pedagogical technologies. They systematically and consistently implement in practice a pre-designed pedagogical process. But in

itself, no highly effective educational technology cannot guarantee success in teaching students. The main thing is the symbiosis of educational technologies and the teacher's personality.

Today, the modern teacher of the higher educational institution is more the organizer of the independent active cognitive activity of the student, a competent consultant and an assistant. This role is much more complicated than with the traditional education and requires a higher level of professional pedagogical culture from a modern teacher (Serafimova and Zakharova, 2015).

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