

## ADDITIONAL PROFESSIONAL RETRAINING OF LAWYERS AT A PEDAGOGICAL UNIVERSITY

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Abstract: Today, a comprehensive school has an acute problem about the demand for a teacher who has legal literacy, understands the social significance of law, the importance of law enforcement in the state, who is able to organize legal education and training. The practice of training future teachers shows that graduates of pedagogical universities have gaps in knowledge of the theory of law, legal education of students, do not have the skills of practical application of legal knowledge, professional legal skills and sufficient level of legal literacy. The authors focus on the issue of the necessity to provide additional professional training for law students at a pedagogical university. As an option for use, the experience of implementing an additional professional retraining program "Legal Education" is offered.

Keywords: educational environment, law, legal education, legal literacy, professional activity, professional retraining.

### 1 Introduction

The formation of a civil society is unthinkable without ensuring the rights and freedoms of the individual in the country. Legal literacy of the population is a necessary condition for the existence of the rule of law. In this regard, universities face the task of training specialists capable of providing legal education to young people at a high professional level as one of the priorities. Modern society needs a socially active, creative teacher who has legal literacy, understands the social value of the law, has a positive attitude to the rights of the child and the person, observes the legal norms of the state.

In Russia, legal education is currently in the spotlight of the pedagogical community. A distinctive feature of Russian legal education is the diversity of approaches to its content. Its essence lies in the fact that the content of all school subjects forms a human citizen. Legal education in this sense is an education aimed at the formation of a person - a citizen, a person who has legal qualities.

Teaching law forms an integral complex of general academic skills and abilities that enables students to master important ways of activity. The study of law is aimed at forming the foundations of legal literacy, ideas and attitudes based on democratic legal values, the ability and readiness for conscious and responsible action in the field of relations regulated by law, independent legal decision-making related to the protection of rights, freedoms and laws of the interests of the individual necessary for the effective performance of basic social roles in society. The additional professional retraining program "Legal Education" is aimed at the formation of the necessary competencies for the successful implementation of professional activities in the field of general education as a law teacher.

In general, the need for such work is dictated by the current state of legal education, which has become an important factor in the development of personality, the formation of civil society and a democratic rule of law in modern Russia. Thus, the relevance of the topic of this article is largely due to the fact that for the Russian Federation, the formation of the necessary competencies for the successful implementation of professional activities in the field of general education is an important task.

### 2 Literature Review

The problem of improving legal education in the jurisprudential literature was put forward in the late 50s of our century. In the following years, attention to this problem increased. There are scientific studies in this field, which are presented by such authors as M.M. Galimov, O.F. Muramets (1983), I.F. Ryabko (1973) and others.

Such prominent theorists of Soviet and Russian law as S.S. Alekseev (1999), V.N. Kudryavtsev (2016), A.S. Pigolkin (1976) and others contributed to the development of general problems of legal education.

Recently, there has been an increasing interest in the problems of the legal education process, the teaching of legal disciplines in non-legal higher educational institutions, sociological research is being conducted on legal education, legal consciousness, legal culture.

The problem of the formation of the legal culture of the future teacher, the main component of which is legal training, is considered in the works of E.L. Bolotova (2006a, 2006b, 2012), P.A. Musinov (2000), L.N. Nikolaeva (2005), V.N. Tsyganash (2000), etc. The studies of G.P. Davydov (2000), V.P. Ponomareva (1991), and others indicate that the legal education of students largely depends on the legal competence of the teacher.

The issues of improving the professional training of future teachers are considered in sufficient detail in the psychological and pedagogical literature. In particular, O.A. Abdullina (1990), A.I. Piskunov (1995), etc. in their research, highlight the theoretical and methodological aspects of teacher training, reveal the goals, content and structure of higher pedagogical education, show ways, means and forms of training that contribute to the formation of a professional teacher.

Legal training as part of the professional training of a future teacher was also considered in their works by S. V. Bolonina (2000), E. A. Pevtsova (2003), V. P. Ponomareva (1991), etc. Therefore, the works of M. A. Ageeva (2009), L. N. Bogolyubov (2013), M. R. Moskalenko (2016), E. N. Chekushkina (Chekushkina et al., 2020), M. V. Alaeva and colleagues (2020) and others are of great importance for the analysis of sources on the topic of research, where the problems of professional training of specialists, the formation of their professional qualities are discussed. Analysis of the works of E. L. Bolotova (2006a, 2006b, 2012), A. R. Zhusupov and A. A. Khasenova (2017), A.S. Kindyashova and N. R. Volkova (2017), devoted to various aspects of legal training of teaching staff, shows that there is an objective necessity to find ways to intensify it.

### 3 Research Methodological Framework

The purpose of the article is a theoretical justification and practical verification of the conditions for effective legal training of students of a pedagogical university. In accordance with the goal, the following research objectives were identified: to reveal the importance of legal education for bachelor's degree training; to analyze the state of legal training of pedagogical university students; to specify the content and methods of legal training of pedagogical university students within the framework of an additional professional retraining program "Legal Education".

The methodological basis of the research is the anthropological, ontological, epistemological, social, axiological principles of modern philosophy of education in determining the essence of scientific knowledge of legal training of teachers; historical and logical methods of theoretical knowledge. The historical analysis of the problem made it possible to ensure the selection of descriptions of various pedagogical factors of the formation of the problem of legal training of teaching staff, and the logical analysis of the collected material made it possible to structure and build the components of legal training into a certain system.

#### 4 Results and Discussion

The current stage of higher education development is characterized by an increase in qualification requirements for future specialists, which can be fully said about the training of future teachers. The general professional section of education is focused on the formation of theoretical knowledge and practical skills in the process of mastering humanitarian and socio-economic disciplines. The main requirements for the level of training of a specialist include knowledge of legal and moral and ethical norms in the field of professional activity. The importance of studying law in educational institutions of pedagogical profile lies precisely in the fact that it contributes to the solution of state, public and, in fact, educational tasks, such as: building a rule-of-law state; the formation of civil society; education of a responsible citizen and patriot. It is also intended to serve for the purposes of cultural development, assimilation of civil rights and duties; determination of their place and role in society.

The teaching of legal disciplines for students of pedagogical specialties has its own specifics, primarily related to the peculiarities of their professional training for work in a secondary school.

The analysis of the available pedagogical experience confirms that the school course of social studies, enabling to get some fragmentary knowledge about the basic legal institutions of society, the rights and duties of a citizen, does not provide sufficient knowledge about the basics of law, the formation of skills of legal behavior and culture of secondary schools' leavers. They do not possess not only a certain amount of legal knowledge, but also formed critical thinking, the ability to act in real social conditions, build their own life trajectory, have experience of independent activity and personal responsibility, including in the legal field. Therefore, at present, the importance of legal education is increased manifold. A modern specialist needs detailed knowledge about legal norms, as well as about the mechanism of protection of legal interests. In this regard, it is extremely importance to improve the legal training and legal culture of all citizens of our society (state and municipal employees, managers, managers, including in the education system, and others), who solve legal issues every day, one way or another, without having any legal training.

The purpose of legal education and training of future specialists in a pedagogical educational institution is not only to obtain certain amounts of knowledge about law, but also to form an active life position in the legal sphere, in the field of education and in everyday life. The competent participation of specialists and managers of the education system in solving educational policy issues, managing educational institutions, resolving economic and personnel disputes, ensuring clear and well-coordinated work of all parts of the system, preventing violations of laws and infringement of the rights of students largely depends on how strong their legal knowledge is. Legal training of specialists should be considered as a necessary condition for improving their professional qualifications.

As practice shows, today, law and its humanistic principles do not occupy a proper place in the spiritual imperative of the individual, in the motivations of everyday behavior of people. Legal infantilism, nihilism and other forms of legal consciousness deformation are manifested in the behavior of modern youth. Negative phenomena are also observed in the spiritual and moral sphere. This creates certain difficulties in the formation of a competent, civilized personality of a future specialist of a legal educator. The behavior of a teacher in pedagogical activity, his system of value orientations undoubtedly has a significant impact on the system of value orientations of the individual-personal manifestation of the trainees themselves. In this regard, the formation of legal awareness of future teachers is of key importance for their further professional activities. Today, it is important to train law teachers who are called upon to implement not only the teaching component of law, but also the educational one. The essential importance here is played by the legal competence of the

teacher, the level of his legal literacy, achievable as a result of special legal training. The content of this training is reflected in the standards. For example, in the general requirements for graduates, a mandatory element of teacher training is defined by their knowledge of such regulatory legal documents, the laws of the Russian Federation, including The Law of the Russian Federation "On Education" (2012), the Convention on the Rights of the Child (1989), documents of the Government of the Russian Federation and educational authorities on education, Sanitary norms and Rules, Safety and Fire Protection Regulations. At the same time, practice shows that such a minimum level of requirements does not contribute to the formation of a future teacher's need to improve legal competence. In this context, professional retraining programs are of particular importance, one of which is the program "Legal Education" successfully implemented at Mordovian State Pedagogical University named after M. E. Evseev.

The program involves the formation of the necessary competencies for the successful implementation of professional activities in the field of general education as a law teacher.

The content of the program includes the necessary theoretical material and methodological foundations for the formation of readiness and ability to organize regular and extracurricular work of students in law.

The purpose of this program is the formation of students' professional competencies to perform professional activities in the field of general education as a law teacher.

Students who have mastered the program, in accordance with the types of professional activities that the program is focused on, are ready to solve the following professional tasks:

- implementation of training and education in the field of general education in accordance with the requirements of educational standards;
- the use of technologies that correspond to the age characteristics of students and reflect the specifics of the subject area;
- provision of educational activities taking into account the special educational needs of students;
- ensuring the protection of life and health of students during the educational process;
- designing the content of educational programs and modern pedagogical technologies, taking into account the peculiarities of the educational process, the tasks of education and personal development through the subjects taught, including the online format.

The program is aimed at the formation of professional competencies corresponding to the types of professional activity of the professional standard "Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)".

The achievement of the set goal and objectives is reached by the implementation of a number of competencies. Educational activity (hereinafter referred to as EA-1). General pedagogical function.

Training Professional competence (hereinafter referred to as PC-1.1). Development and implementation of programs of academic disciplines within the framework of the basic general education program. PC-1.2 Implementation of professional activity in accordance with the requirements of federal state educational standards (2015). PC-1.3 Planning and conducting training sessions. PC-1.4 Systematic analysis of the effectiveness of training sessions and approaches to learning. PC-1.5 Organization, monitoring and evaluation of educational achievements, current and final results of mastering the basic educational program by students.

EA-2. Educational activities. PC-2.1 Implementation of modern, including interactive, forms and methods of educational work in the classroom and in extracurricular activities.

EA-3. Developing activities. PC-3.1 Mastering and applying psychological and pedagogical technologies (including inclusive ones) necessary for targeted work with various contingents of students: gifted children, socially vulnerable children, children in difficult life situations, migrant children, orphans, children with special educational needs, children with disabilities, children with behavioral deviations, children with addiction. PC-3.2 The development of students' cognitive activity, independence, initiative, creative abilities, the formation of a civic position, the ability to work and live in the modern world, the formation of students' culture of a healthy and safe lifestyle. EA - 4. Pedagogical activity for the implementation of programs of basic and secondary general education. PC-4.1 Determination based on the analysis of the student's educational activity of optimal (in a particular subject educational context) methods of its training and development. PC-4.2 Determination together with the student, his parents (legal representatives), other participants in the educational process (teacher-psychologist, teacher-defectologist, methodologist, etc.) of the zone of his immediate development, development and implementation (if necessary) of an individual educational route and an individual program for the development of students. PC-4.3 Planning of a specialized educational process for a group, class and/or individual contingents of students with outstanding abilities and/or special educational needs based on existing standard programs and own developments, taking into account the specifics of the composition of students, clarification and modification of planning.

This program consists of the following modules "Methods of teaching law in the context of the implementation of the Federal State Educational Standard", "Actual problems of the theory of state and law", "Basic issues of constitutional law of the Russian Federation", "Actual problems of modern civil law", "Actual problems of administrative law", "Actual problems of criminal law" designed to comprehensively disclose the content of the main branches of law and prepare law teachers.

The implementation of this program involves various forms of students' work from traditional teaching methods to interactive (using ICT technologies). The main concept that reveals the meaning of interactive learning technology is "interaction". The term "interaction" is understood as direct interpersonal communication, the most important feature of which is the student's ability to imagine how a communication partner or group perceives him, "accept the role of another", and accordingly analyze the situation and develop their own actions. Pedagogical interaction is an exchange of activities between a teacher and students, where the activity of one determines the activity of others.

It is important to note that the final exam includes a number of tasks from theoretical to practical, aimed at preparing practical teachers who are able to conduct not only teaching activities, but also educational and developmental ones. A special place in this exam is played by a group of practice-oriented questions, the main purpose of which is the practical implementation of the training of law teachers. For example, in the task "To present a fragment of the lesson of studying new material on law on the topic: "Offense and legal responsibility", for the 10th grade of the profile level" it is necessary to use a set of sources allowed on the exam (the Criminal Code of the Russian Federation) to simulate a law lesson.

## 5 Conclusion

The implementation of the professional retraining program "Legal Education" revealed some features of the training of law teachers.

A special type of information technology is computer reference legal systems, which occupy an important place in the teaching of legal disciplines. It is difficult for a layman to understand the array of regulations, especially given the systemic nature of law, when ignorance of the nuances of the legal mechanism for regulating public relations can lead to a misunderstanding of the law.

The Department of Legal Disciplines of Mordovian State Pedagogical University named after M.E. Evseviev has been cooperating with the "Garant" firm for more than ten years and widely uses the legal reference system of the same name in the educational process. In addition to the "Garant" system, the library of the Mordovian State Pedagogical University named after M.E. Evseviev provides access to the "Consultant" legal system.

For graduates of Mordovian State Pedagogical University named after M.E. Evseviev, knowledge of such systems is a mandatory component of professional training.

Choosing the right model of legal education enables to solve a number of educational problems: it forms the skill and ability of students to dialogue, the ability to exercise their rights, practically apply the knowledge gained, search for the necessary legal information, draw up basic documents (contracts, appeals), build a step-by-step "algorithm" of legal actions in a real situation.

Currently, there is a shortage of teachers of law, specialists in the field of training "Jurisprudence" are not able to fill this gap for various reasons. The resources of the "Legal Education" program provide opportunities for high-quality training of law teachers with educational competencies and the competencies of a legal specialist.

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