

ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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ОҚУ-МЕТОДИКАЛЫҚ БАҒДАРЛАМАЛАР АЯСЫНДАҒЫ
ЭКСПЕРТТІК БАҒАЛАУДЫ ҚОЛДАНУДЫҢ ӨДІСТЕМЕЛЕРІ**

**РЕСПУБЛИКАЛЫҚ ҒЫЛЫМИ-ӨДІСТЕМЕЛІК
СЕМИНАР ЖИНАҚТАРЫ
11 қазан 2016ж.**

**МЕЖДУНАРОДНЫЙ ОПЫТ:
МЕТОДИКА ПРИМЕНЕНИЕ ЭКСПЕРТНЫХ ОЦЕНОК В СФЕРЕ
ОБРАЗОВАТЕЛЬНЫХ-МЕТОДИЧЕСКИХ ПРОГРАММ**

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The use of active and interactive educational technologies

Academic discipline "Agrarian Law" gives an idea of the basic institutions of the agrarian legislation of Kazakhstan: state regulation of agriculture, the legal status of agricultural producers and the status of their property, financial, contractual, labor and environmental relations in agriculture. This subject matter deals with the general provisions of the law on the legal status of land for agricultural purposes; title, on which the land belongs to agricultural producers; state regulation of civil-law transactions with land plots of agricultural purpose; jurisprudence review of land and property disputes agricultural producers.

The aim of the development of the discipline is the development of theoretical and practical knowledge about the system of legal rules governing agricultural (land, property, labor, organizational and managerial) relations in the sphere of entrepreneurial and other economic activities of agricultural producers and other individuals and legal entities - participants in agricultural markets, authorities state and local authorities in the area of government support and regulation of agricultural production and agricultural markets.

The peculiarity of the discipline is that it covers a range of issues relating to the development of a system of level of education in Kazakh National University, focused on advancing its development, takes into account the needs of the regions of Kazakhstan and the CIS countries in qualified bachelor, able to effectively protect property and land rights agricultural commercial organizations, peasant (farmer) households and individuals.

The starting point for the solution of practical problems must be an understanding of the criteria of differentiation of branches of law on the subject and method of legal regulation. It should take into account the special needs of the legal regulation of certain types of social relations, such as agricultural, the object of which is predominantly industrial and economic activities of agricultural enterprises, organizations, farmers and their associations.

Particular attention should be paid to the sources of agrarian law, including national and local regulations. You need to know what range of public relations, in accordance with the Constitution of the Republic of Kazakhstan is the responsibility of the Republic of Kazakhstan subject. It should also be understood as a legal mechanism for resolving disputes, in cases where there are contradictions between the regulations adopted in violation of the conduct of the subject, defined by the Constitution.

It is necessary to understand the role of the judicial practice, judicial precedent, the Republic of Kazakhstan Constitutional Council decision, and the

Supreme Court of the Republic of Kazakhstan in the formation of agrarian relations and the resolution of various conflicts.

In order to solve practical problems need to study the procedural law governing the settlement of disputes, in order to know the differences between the jurisdiction and jurisdiction disputes, understand the rights and responsibilities of participants in the process, including the need to prove the circumstances to which the parties refer. You should also know the procedure for appealing judicial acts.

Stages of problem solving:

1. Familiarize yourself with the purpose and plan seminars.
2. To view the list of proposed regulations.
3. To view the contents of the task.
4. Examine the proposed regulations regarding regulation of public relations outlined in the problem.
5. To view the content of judicial decisions on the subject seminars.
6. Determine which of the judicial acts relating to the settlement of the dispute, which has direct relevance to the topic of the problem.
7. Examine the position of the parties of the process, carefully consider the reasoning and the operative part of the judgment, including the study of the court of evidence provided by the parties.
8. Determine why the court made a decision. Is this decision, lawful and justified, and if so, why?
9. Re-read the contents of the task.
10. Determine which evidence must be submitted by the parties to resolve the dispute.
11. To establish, if necessary to resolve the dispute specialized knowledge and taking into account that the appointment of a sieve examination.
12. Give a detailed answer to each question the problem with reference to the regulations, the parties presented evidence and the position of the Supreme Court (if available).

Educational technology

- traditional, academic and interactive training methods used during the training:
- lektiya- presentation;
 - lecture-dialogue;
 - debate;
 - work in small groups;
 - creative tasks;
 - business and role-playing games; training; exercises;
 - testing;
 - question-the question; question answer; brainstorm;
 - demonstration;
 - Situation Analysis technology (the solution of problems, situational exercises, case studies).

Considerable attention will be paid to the analysis of law enforcement on the basis of case-method.

These technologies can be applied to the teacher to diagnose the "input" of students' knowledge; can be used in the classroom (lectures, seminars and workshops), and followed for accreditation, monitoring and diagnostics of competences "output".

To familiarize with the regulations may hold sessions in the computer lab using the legal framework "Adilet", "lawyer", "Paragraph".

With sufficient technical capabilities classrooms used for training, used methods such as a demonstration of educational films informational or slides.

Table 1

№ p / n Subject and form class name used by active and interactive Number of Educational Technology hours

1. Section 2. Sources of agrarian law A lecture on the topic "Sources of agrarian law" with traditional academic and interactive teaching methods: leksiit-dialogue; discussions; creative tasks; question-the question; question and answer, brainstorming; demonstration.

2. Section 3. State regulation and management in agriculture A lecture on the topic "State regulation and control in agriculture" with the use of traditional academic and interactive teaching methods: leksiit-dialogue; discussions; creative tasks; question-the question; question and answer, brainstorming; demonstration.

3 Section 4. The legal status of agricultural producers and the legal regime of their property

A lecture on "The legal status of agricultural producers and the legal regime of their property" with traditional academic and interactive teaching methods: leksiit-dialogue; discussions; creative tasks; question-the question; question and answer, brainstorming; demonstration.

4. Section 5. The legal status of peasant (farmer) and personal subsidiary farms of citizens

Practice PP presentation on "The legal status of peasant (farmer) and personal subsidiary plots of citizens" -seminar- dialogue; discussions; training; exercises; testing; question-the question; question answer; brainstorm; situation analysis technology (problem solving, situational exercises, case studies).

5. Section 7. Legal regulation of land and environmental relations in agriculture PP Practice presentation on the topic "Legal regulation of land and environmental relations in agriculture" -seminar- dialogue; discussions; training; exercises; testing; question-the question; question answer; brainstorm; situation analysis technology (problem solving, situational exercises, case studies).

6. Section 8. Legal regulation of transfer of agricultural lands PP Practice presentation on "The turnover of agricultural land Legal regulation" -seminar- dialogue; discussions; training; exercises; testing; question-the question; question answer; brainstorm; situation analysis technology (problem solving, situational exercises, case studies).

The total number of class hours, carried out with the use of active and interactive educational technology is 12 hours (33.3% of the classroom).

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Актуальные вопросы правового воспитания и правовой пропаганды в учебном процессе

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Студенческий контингент в настоящее время может представлять особую группу, имеющую структуру, влияющие на правовой нигилизм, наличие фактов коррупции, что отчасти связано с ослаблением воспитательной работы со стороны педагогов и администрации вузов к сегоднешним запросам студентов и др. Здесь важно выделить направление более активной и компетентной развлекательной работы.

Как известно, составной частью правовой политики является и правовое регулирование научной и образовательной деятельности, которое является важным условием обеспечения индустриально-инновационного развития страны, повышения ее интеллектуального потенциала. В свою очередь составной частью научно-образовательной деятельности является правовое образование, правовая пропаганда, то есть вопросы правовой культуры. В этой связи в нынешний период времени особую актуальность приобретает усиление работы по повышению правосознания граждан, в том числе юридической грамотности среди студентов и педагогов.

Если ставить вопрос шире, то объем и повышение качества правовой пропаганды среди населения через средства массовой информации, включая интернет-ресурсы выходят на первый план, ставится задача активизировать научные исследования по актуальным проблемам законодательства и правоприменения, особенно в тех отраслях права, которые наиболее востребованы в повседневной жизни граждан.

Одним из вопросов, тесно связанных с мероприятиями организационно-правового характера, являются вопросы юридического и педагогического