

APPLICATION OF NEW METHODS OF TRAINING IN TEACHING LEGAL DISCIPLINES

It should be noted that rough rates of development of science and technology, before all information technologies, put a problem of training of the experts possessing to a dress with profound highly specialized knowledge also and the methodological preparation of a wide profile received on base of special educational programs, an individual choice of an educational route, hard educational and research work. Na the forward plan new requirements - the information education integrated with intensive research activity, close communication of high school researches with training act [1].

It is especially characteristic for the sphere of legal education. Here the main mass of teachers of legal disciplines at legal faculties in higher education institutions is made or graduates of postgraduate study of these faculties, i.e. those who from the first days of stay in higher education institution was in the atmosphere of high school training, or the specialists lawyers who earned the authority out of walls of an educational institution. Respectively, the main criterion at selection for work in quality of the teacher of higher education institution - are practical experiment on specialty or scientific achievements in law.

In that time pedagogical abilities, that more methodical abilities and skills as the rule, aren't taken into account. Certainly, specifics of a profession of the lawyer assume existence at applicants of pedagogical abilities. However absence of elementary pedagogical knowledge at professional lawyers in a teaching field leads to that efficiency of occupations time is low. The problem is still to them that at law highest school there is no system of check on professional suitability of experts in this sphere. Yes and a technique of legal disciplines as that at the highest school practically none of lawyers-teachers aren't engaged. The sketchy recommendations presented in separate textbooks, educational grants and textbooks of methods at legal courses, rare articles on single problems of teaching legal disciplines - here approximately what the technique of legal training at the highest school has today [2].

In such way it is possible to note that for minimizing of pedagogical impromptus in practice of teaching legal disciplines and to transition to a way of preliminary design of educational occupation and the subsequent reproduction of this project in educational audience it is necessary to define a place of a technique of teaching legal disciplines as scientific pedagogical discipline [3].

Whatever methods of training were applied to increase of efficiency of professional education important to create such psychology and pedagogical conditions in which the student can occupy an active personal position and in a full measure to show themselves as the subject of educational activity. The didactic

principle of activity of the personality in training and professional self-determination causes system the requirement to educational activity of the student and pedagogical activity of the teacher in uniform educational process. This system includes external and internal factors, requirements and motives. The ratio of these characteristics defines a choice of the content of education, concrete forms and methods of training, a condition of the organization of all process of formation of the active creative personality. Universally effective or inefficient methods don't exist.

The main forms and methods of training promoting increase of quality of training is: role games, business games, conferences, debates, dialogues, problem training, independent work, protection of papers, individual work, creative compositions, reports, messages; testing, the programmed control, research work, etc. All listed technologies of training promote the solution of a problem of quality of training.

In the highest educational institution at an oral statement of educational material on legal disciplines in the basic verbal methods of training are used. Among them the important place is taken by high school lecture. Lecture acts in quality of the leading link of all course of training and represents itself the way of a statement of volume theoretical material providing integrity and completeness of his perception with students. Lecture has to give the systematized bases of scientific knowledge of discipline, open a state and prospects of development of the corresponding area of science and equipment, to concentrate attention trained on the most difficult, nodal questions, to stimulate their vigorous informative activity and to promote formation of creative thinking. However traditional high school lecture has a number of shortcomings which are caused by the following:

1. Lecture accustoms to passive perception of foreign opinions, brakes independent thinking of the trained.
2. Lecture beats off aspiration to independent occupations.
3. Lectures are necessary if there are no textbooks or them it isn't enough.
4. One listeners manage to comprehend, others - only mechanically to write down words of the lecturer. It contradicts the principle of an individualization of training.

However experience of training in the highest school testifies o that refusal of lecture reduces the scientific level of preparation trained, breaks systemacity and uniformity of their work during a semester. Therefore lecture still remains as the leading method of training in legal disciplines, so and the leading form of the organization of educational process in higher education institution. The specified shortcomings of considerable degree can be overcome by the correct technique and rational creation of the studied material.

In a certain degree sharpness of the called contradictions is removed by possibility of application in educational process of nonconventional types of lecturing. The modern technique totals over 250 various methods. These methods lead to change of a role of the teacher, new tools of an assessment of the achievements which are trained [4].

One of effective methods of training, especially in teaching legal disciplines the method of the solution of problems (problem training) as the judgment of the big mass of standard legal material is required for that decision or other practical incident is. Instead of that «to broadcast» trained the facts and their interrelation, it is possible to suggest them to analyze a situation (problem) and to carry out the legal analysis and search of its decision.

In traditional lecture the explanation, an illustration, the description, reduction of examples, an in problem - the comprehensive analysis of the phenomena, scientific search of truth are used mainly. Problem lecture leans, on logic of consistently modeled problem situations by statement of problem questions or presentation of problem tasks. The problem situation is the difficult inconsistent situation created for occupations by statement of problem questions (introduction), demanding vigorous informative activity trained for its correct assessment and permission. The problem question contains in itself a dialectic contradiction and demands for permission not of reproduction of known knowledge, a reflection, comparison, search, acquisition of new knowledge or the application received earlier. The problem task, in difference from a problem question, contains additional introduction information and at need some reference points of search for its decision. The concepts «problem question» and «problem task» are differentiated only conditionally because problem questions can develop into tasks, an of a task to be dismembered on questions and under questions [5].

Complexity level, character of problems depend on readiness of the trained, studied subject and other circumstances.

The solution of problem tasks and the answer to problem questions are carried out by the teacher (sometimes resorting to the help of listeners, organizing an exchange of opinions). The teacher has to resolve not only a contradiction, but and show logic, a technique, to show the methods of intellectual activity proceeding from a dialectic method of knowledge of the difficult phenomena. It demands considerable time therefore from the teacher preliminary work on selection of educational material and preparation of «scenario» of lecture is required.

Ability to solve problems is the major key competence necessary for the person of any sphere of his activity and daily life. If the trained seize abilities to solve problems, their value for the organizations where they will work, will repeatedly increase, except that, they will gain competence which is useful to them during all life.

In the course of the solution of a problem trained: deepen the knowledge of a concrete question; develop abilities to solve problems, applying the principles and procedures (theory); develop social and communicative abilities. In such way, at lecture of problem character listeners are in continuous process "co-thinking" with the lecturer, and in a final result become coauthors in the solution of problem tasks. All it leads to good results, so as, first, the knowledge acquired in such way becomes property of listeners, i.e. in what-to degree knowledge belief; secondly, acquired actively, they are more deeply remembered and easily staticized (the training effect), are more flexible and possess property of transfer in other situations (effect of development of creative thinking); in the third, the solution of

problem tasks acts as a peculiar exercise machine in development of intelligence (the developing effect); fourthly, a similar sort lecture increases interest in the contents and strengthens professional preparation (effect of psychological preparation for future activity) [6].

As the consequence of emergence of branch new scientifically-legal follows a problem of preparation of teaching shots and experts for the highest school. Modern is information-technological progress in this area sharply puts already today a problem of education of information culture of future expert on the agenda of day. The competent teacher of higher education institution is urged to solve it.

Legal demands education in area of information legal relationship from the modern teacher not only of continuous work on the professional level, and possession of the modern training means, but and masterful possession of methodology of conducting the educational process concerning promptly developing latest it is information-legal the relations [7].

In the ways which can partially help to solve or though to reduce these problems are unconditional and necessary updating of knowledge of teachers, especially in is information-legal to the sphere on questions of methodology and technology of process of training. Forms of carrying out conferences, in that number Internet conferences and forums are possible, an also of development of methodical grants and other ways of increase of qualification [8].

We really are in the beginning of a way and have to consider that in modern conditions there is a re-deployment of subjects of the relations which cause new legal relationship. I will only list with what we began: there was a computer right, then regarded information and information resources as of paramount importance, today we speak about information and telecommunication systems, and already we raise a question about is information - cybernetic systems, about management information systems. All this conglomerate will early or late cause big changes in structure of subjects of legal attention and in reorganization of subject areas of the whole number of branches of the right. Experts are urged to watch this process and to try to find for this justification or counteraction. And of course a problem of high school science - to train the competent and interested experts in this area, new to law.

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