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INTERACTIVE METHODS OF TRAINING - THE REQUIREMENT OF PRESENT TIME

One of the areas to improve the quality of legal education is an active introduction to the educational process of innovative technologies. Innovative approaches to education are not just «a tribute to the time», and the core of the educational system, as they require updating of theoretical approaches, creative and predictive abilities, develop joint action, highly competitive, achievement-orientation.

Today unfortunately, quality of legal education often doesn't correspond to realities of our time and is at a low level. Annually a significant amount of the lawyers who weren't demanded by practice, didn't find application for the professional knowledge owing to their inadequate quality is issued. Therefore introduction in educational process of legal higher education institutions of modern technologies and first of all interactive methods, certainly, will increase professional standard of future lawyers, will improve quality of legal education in general, will allow to achieve more wide recognition of our legal education abroad. The term «interactive methods», «interactive training» came to us from English («interactive»: «inter» means «between», «boundaries», - from «act» - to work with «active», action). Interactive training is a training through experience. There is one more definition of interactive training – «the training shipped in communication process», i.e. based on interaction of the student with other pupils and with the teacher. Treat methods of interactive training also such which promote involvement of the pupil in active process of receiving and processing of knowledge. From them it is necessary to call: work in groups («brainstorming», «debate», different types of educational discussions), game modeling, big and small role-playing games («court session and so forth»), the business games training and metaphorical exercises.

Process of interactive communication includes:

- Experience by participants of concrete experience (it can be game, exercise, studying of a certain situation);
- Judgment of the got experience;
- generalization;
- Practical application.

In pedagogics traditionally distinguish some models of training:

- The passive - the student acts as «object» of training;
- The active – the student acts as «subject» of training, being trained in the course of performance of independent, creative tasks;

- The interactive – continuous interaction trained with each other and with training.

At interactive approach training and trained admit equal subjects of training in the course of which nonparticipation trained in collective is simply impossible, complementary, based on interaction of all participants of educational cognitive activity. In modern pedagogical space interactive methods are treated as system of rules of the organization of productive interaction of trained (students) among themselves and training (teacher) in the form of educational, business, role-playing games, discussions at whom there is a development of new experience and receiving new knowledge.

Problems of interactive forms of education are:

- awakening at trained interest;

- Effective assimilation of a training material;

- Independent search by pupils of ways and versions of the solution of the set educational task (a choice of one of the offered options or finding of own option and justification of the decision);

- Establishment of influence between students – ability to work in team, to show tolerance to any point of view, to respect the right of everyone for a freedom of speech;

- Formation at trained opinions and the relations; formation of life and professional skills; exit to the level of conscious competence of the student.

Method – a way of construction and justification of system of scientific knowledge; set of methods and operations of practical and theoretical development of reality. Development and differentiation of methods of thinking in process of knowledge led to the doctrine about methods – methodologies. The following can be carried to interactive methods: - discussion; - heuristic conversation;

- «brainstorming»; - role-playing, «business» games; - trainings; - case method;

- method of projects; - research method; - group work with illustrative material, discussion of video movies, etc.

Introduction of innovative technologies and first of all the interactive methods of training directed on education of creative activity and an initiative of students allows to diversify as much as possible educational process and to mobilize intellectual potential of trainees.

Now educational process demands continuous improvement as there is a change of priorities and social values: scientific and technical progress is more and more realized as means of achievement of such level of production which in the greatest measure answers satisfaction of constantly increasing needs of the person, development of spiritual wealth of the personality. Therefore the modern situation in training of specialists demands a basic change of strategy and tactics of training in higher education institution. The main characteristics of the graduate of any educational institution are his competence and mobility. In this regard accents when studying subject matters are transferred to process of knowledge which efficiency completely depends on informative activity of the student. Success of achievement of this purpose depends not only that is acquired (the content of training), but also how it is acquired: individually or collectively, in authoritative or humanistic conditions, with a support on attention, perception, memory or on all personal potential of the person, by means of reproductive or active methods of training.

The most successful methods in assimilation by students of knowledge are active methods of training. The essence of the active methods of training directed on formation of skills consists in providing performance by students of those tasks in the course of which decision they independently seize skills. Manifestation and development of active methods of training is caused by that the tasks were set for training not only assimilation by students of knowledge and formation of professional skills, but also development of creative and communicative abilities of the personality, formation of personal approach to the arising problem. So, direct involvement of students in active educational cognitive activity during educational process is connected with application of the receptions and methods which received the generalized name «active methods of training». The teacher in the professional activity uses that classification and group of methods which most fully help implementation of those didactic tasks which he sets for occupation. And active methods of training are one of the most effective remedies of involvement of students in educational cognitive activity.

In educational process of Al-Farabi Kazakh National University for example, problem lectures, lectures discussions, lectures in the form of a press conference which have a number of advantages in comparison with traditional lecture are actively used.

Lectures of a nonconventional form of carrying out. Problem lecture begins with questions, with statement of a problem which during a statement of material needs to be solved. Problematic issues differ from not problem in that the problem hidden in them demands not the same decision that is the ready scheme of the decision in last experience isn't present. The answer to it requires reflection when for the answer to not a problematic issue there is a rule which needs to be known. Lecture visualization. This type of lecture is result of new use of the principle of presentation, the content of this principle changes under the influence of the given psychology and pedagogical science, forms and methods of active training.

Lecture visualization teaches students to transform oral and written information to a visual form that forms at them professional thinking due to systematization and allocation of the most significant, essential elements of the content of training.

Lecture together. In this lecture the training material of the problem contents is given to students in real-life dialogical communication of two teachers among themselves. Here real professional situations of discussion of theoretical questions from different positions are modeled by two experts, for example the theorist and the practician, the supporter or the opponent of this or that point of view, etc. Lecture together forces students to join in thought process actively. At representation of two sources of information a task of students – to compare the different points of view and to make a choice, to join this or that of them or to develop the.

Lecture with in advance planned mistakes. This form of carrying out lecture was developed for development in students of abilities quickly to analyze professional situations, to act as experts, opponents, reviewers, to isolate incorrect or inexact information.

Training of the teacher for lecture consists in putting a certain quantity of errors of substantial, methodical or behavioral character in its contents. The teacher

brings the list of such mistakes on lecture and acquaints with them students only at the end of lecture. The most often made mistakes which do both students, and teachers during reading lecture are selected. The teacher carries out a lecture statement so that mistakes were carefully hidden and not so easily students could notice them. It demands special work of the teacher on the content of lecture, high level of proficiency in material and lecturing skill.

The task of students consists in that on the course of lecture to note the noticed mistakes in the abstract and to call them at the end of lecture. On analysis of mistakes 10–15 minutes are taken away. During this analysis the correct answers on questions – the teacher, students or in common are given. The quantity of the planned mistakes depends on specifics of a training material, the didactic and educational purposes of lecture, level of readiness of students. Lecture press conference. The form of carrying out lecture is close to a form of holding press conferences, only to the following changes. The teacher calls a subject of lecture and asks students to ask him questions about this subject in writing. Each student has to formulate the questions which are most interesting him within 2–3 minutes, write on a piece of paper and transfer to the teacher. Then the teacher within 3–5 minutes sorts questions by their semantic contents and starts giving lecture. The statement of material is under construction not as the answer to each asked question, and in the form of coherent disclosure of a subject in the course of which the corresponding answers are formulated. In completion of lecture the teacher carries out a total assessment of questions as reflections of knowledge and interests of listeners.

Lecture conversation. Lecture conversation, or «dialogue with audience», is the most widespread and rather simple form of active involvement of students in educational process. This lecture assumes direct contact of the teacher with audience. Advantage of lecture conversation consists that it allows drawing attention of students to the most important questions of a subject, to define the contents and rate of a statement of a training material taking into account features of students.

Lecture discussion. Unlike lecture conversation here the teacher at a statement of lecture material not only uses answers of students to the questions, but also will organize a free exchange of opinions in intervals between logical sections. Discussion is an interaction of the teacher and students, a free exchange of opinions, ideas and views on the studied question. It recovers educational process, stirs up cognitive activity of audience and that is very important, allows the teacher to operate collective opinion of group, to use it for belief, overcoming of negative installations and wrong opinions of some students. The effect is reached only at the correct selection of questions for discussion and skillful, purposeful management by it. The choice of questions for activation of listeners and a subject for discussion is carried out by the teacher depending on specific didactic tasks which the teacher sets for himself for this audience.