



Technology of formation of legal competence of future bachelor of pedagogical education

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Abstract. The article deals with the problem of formation of the legal competence of the bachelor of pedagogical education. A classification is given of active methods of legal education (traditional teaching methods (problem lectures, academic discussions, classes with brainstorming elements, scientific and practical conferences); game methods (role-playing games, business games, educational, industrial, educational games, organizing games); non-gaming methods (case study, simulation exercises, training). The technology of the formation of the legal competence of the bachelor of pedagogical education, including methods of active legal training and focused on the actualization of the process of the formation of knowledge and skills that predetermine the student's legal behavior, is substantiated.

Keywords: bachelor of pedagogical education, legal competence, brainstorming method, legal task, legal situation.





Tecnología de formación de competencias jurídicas del futuro bachiller en educación pedagógica.

Resumen. El artículo aborda el problema de la formación de la competencia legal de la licenciatura en educación pedagógica. Se proporciona una clasificación de los métodos activos de educación legal (métodos de enseñanza tradicionales (conferencias de problemas, discusiones académicas, clases con elementos de intercambio de ideas, conferencias científicas y prácticas); métodos de juegos (juegos de rol, juegos de negocios, educativos, industriales, juegos educativos, la organización de juegos); métodos no relacionados con el juego (estudio de caso, ejercicios de simulación, capacitación). La tecnología de la formación de la competencia legal del bachillerato en educación pedagógica, incluidos los métodos de capacitación legal activa y centrada en la actualización del proceso fundamenta la formación de conocimientos y habilidades que predeterminan el comportamiento legal del estudiante.

Palabras clave: licenciatura en educación pedagógica, competencia legal, método de lluvia de ideas, tarea legal, situación legal.





The problem of the formation of the legal competence of the future bachelor of pedagogy is relevant today. This is due to the emergence of new problem situations in the context of the rapid renewal of the education system and educational legislation, which leads to changes in the school infrastructure, status and relations of participants, and also creates new legal precedents. The problem of formation of legal competence is considered in the works of Kh.A. Alzhanova (2017), E.L. Bolotova (2005), Yu.V. Erokhina (2006), M.P. Kozlovtsseva (2007), E.A. Pevtsovoy (2003), R.K. Rusinova (2014), A.A. Cheremisina (2008).

Some questions of the development of the legal competence of students enrolled in a non-legal program are considered in the works of P.V. Alchikhanova (2015), B.E. Yegorova (2006), T.V. Mon'ko (2004), M.E. Polyakova (2007) V.V. Potomahina (2009) et al.

When implementing the process of forming the legal competence of the future bachelor of pedagogical education, we divided all active methods into groups:

- traditional teaching methods (problem lectures, academic discussions, classes with brainstorming elements, scientific and practical conferences, etc.) with elements of enhancing students' thinking;
- game methods (role-playing games, business games, educational, industrial, educational games, organizing games);
- non-game methods: analysis of specific situations, simulation exercises, trainings.

We believe that in this case, such a form as lecture-conversation is most applicable. Lecture-conversation is when the educational material is taught in the course of the dialogue of the teacher and students with the help of pre-designed questions. At the same time, it is necessary to take into account the life experience of students. The nature of the questions should lead students to the necessary generalizations and conclusions. The teacher leads and guides the conversation, draws conclusions on each academic issue, formulates the main theses.

Another part of the formative work is seminars and practical exercises. This is the most effective type of training sessions for students.

In addition to traditional forms of group lessons, the following training methods were also used: training, role-playing games, brainstorming, discussions, method of a specific situation, content analysis of legal documents, discussions, debates, analysis of specific professional situations, intellectual warm-up, etc.

From an organizational point of view, training is a complex activity that performs the following





functions: communicative – establishing emotional contacts among the participants of the training; informational; training – the formation of skills; interactive – the contribution of each participant of the training in the performance of tasks creates the dynamics of the development of the subject and joint activities; relaxation – the removal of emotional stress as a result of a number of exercises.

The training method is aimed at testing certain theoretical setups. Each participant solves the proposed tasks separately, but the discussion of such decisions is of a public nature. The assignments offered to students require the application of their theoretical knowledge in evaluating various phenomena and situations, as well as in analyzing legal documents.

Teacher S. needed to publish a collection of tests in the amount of 300 copies. He applied to the Vektor publishing house and concluded an agreement on the publication of his collection of tests and on the circulation of the publication. Using the bases known to you, establish the type and object of the relationship, make an assumption about the content of the object of the relationship.

The citizen M. was held accountable for failure to fulfill the duties of raising a minor son. What legal fact was the basis for the emergence of this relationship? Determine the norms of branches of law governing the relationship.

The father of a 6th grade student at a school turned to the center for the protection of public rights. The statement indicates that children were attracted to cleaning the premises on the school grounds, without providing safe working conditions. Set the type of offense and its composition.

We also conducted a role-playing game “The Court Is Going”, in the course of which the students analyzed different legal situations and acted as participants in the process — judges, lawyers, parties, etc. As a result of the role-playing games, we found that this method of legal education of students is very effective, since it contributes to the formation of communication skills and the ability to put forward and substantiate their own point of view.

Methods that contribute to the enhancement of students' brain activity are socio-psychological training, autogenic training, a business game, brainstorming, etc.

Brainstorming was used as one of the active forms of education in the formative work; sometimes this method is called **Brain Attack**. This method refers to the methods of active learning. It helps to stimulate brain activity and the development of creative thinking of the individual. The main goals of this method include collecting a large number of ideas, avoiding the closed nature of thinking, overcoming the usual reasoning in solving a creative task. The associated goals of brainstorming include the creation of new





ideas to solve a problem, the distribution of ideas depending on their productivity, the development of the habit of active thinking, the identification of ways of the emergence of unexpected ideas, the development of skills for the practical use of emerging ideas.

The brainstorming method can be briefly described as follows.

The teacher using this method presents the problem to the students, and then invites the participants to formulate their own assumptions about its solution. Any, even the most incredible decisions are made; they are written on the blackboard, in a notebook, etc. All ideas for solving the proposed problem are only fixed so far, but their positive and negative sides are not discussed. At the same time, it is important to convince the participants of the brainstorming that any thought can make a definite contribution to solving the problem. As a result of the analysis of considerations, it is necessary to demonstrate that each of them had some kind of rational component that brought the students closer to solving the problem.

The effectiveness of the method under consideration depends on the efficiency of the teacher, who should convince students to offer as many solutions to the problem as possible. Students should maximize their imagination, use experience and associations, try to link the idea with the problem to be solved. The brainstorming technique consists of the following steps:

1. Formulation of the problem to be solved.
2. "Brainstorming" the problem posed, integrating several ideas at once.
4. Selection of promising ideas, their evaluation.
5. Making a collective decision.

Using this method requires that the following conditions be met:

- Having one problem.
- The brevity and clarity of expression.
- The inadmissibility of criticism, irony against the person who expressed his idea.
- The impossibility of rejecting the statement.
- Promotion of original ideas.
- Recording of all ideas expressed in the records (on video or audiotape).
- Tactful and friendly attitude to the participants of brainstorming.
- Analysis, synthesis, criticism, evaluation and selection of the most effective ideas.

As part of a formative experiment with future bachelors of pedagogical education, brainstorming



is possible on the following topics:

1. Conflict-free communication in the organization.
2. Compliance with ethical standards in health care.
3. The resolution of personal conflicts with the patient.
4. The success of public speaking.

This method was used by us to solve the problem “How to reduce the level of crime” in the teaching of the subject “*Fundamentals of Law*”. The method of brainstorming contributes to the development of creative activity of students, forms the ability to ask questions, to be kind to a person who expresses his own point of view, reasoned to argue, encourage.

The next method used in the formative work is “**Analysis of a specific situation**”. The method consists in the fact that at the lesson a teacher sounded specific problem situations, taken from professional practice. Students analyze them, make a decision. Students can do the analysis in groups. A collective discussion of resolving a situation is required. Public defense of the developed options for resolving situations is often used, opponents are appointed.

This method in foreign pedagogy was called the case-study. It involves the transition from the stage of accumulation of knowledge to their practical use. We used this method in the teaching of legal disciplines and concluded that it encourages students to turn to regulatory sources, advice, encourages the acquisition of new knowledge, giving an answer to their questions. However, it should be emphasized that students should be offered situations that could arouse their interest. As E.V. Yegorov rightly points out, “situations should develop students' initiative, analytical skills, contribute to the correct use of the information at their disposal and the ability to justify their decisions” (Erokhina Yu.V., 2006, p. 96).

The method of analyzing specific situations assumes that students should comprehend the proposed situation, which reflects a specific problem, to actualize the knowledge that can be used to solve this problem.

We offered students certain legal situations that needed to be given a legal assessment.

The expression of the task requirements is presented below:

Assess the situation from a legal point of view ...

Your actions in this situation ...





Identify mistakes and inaccuracies ...

What could you suggest ...

Determine which offenses have been committed.

Is it right ...

Determine whether ...

As a result of applying the method of analyzing specific situations, the following skills and abilities are developed:

1. Analytical. The following skills can be attributed to analytical skills: to distinguish between data and information; to classify, highlight important and irrelevant information; to analyze information, to be able to extract it; to find information gaps and restore them; to think clearly and logically.
2. Practical. The real situation is usually more complicated than the one presented in the case. This contributes to the formation of practical skills using the theory, methods and principles.
3. Creative. The ability to find alternative solutions when it is impossible to find them using logic.
4. Communicative. Ability to discuss, persuade others, use various means of visualization, including media, to unite in groups, to defend their own position, to convince, to make a brief report.
5. Social. These include the ability to assess the behavior of people, listen, support the dispute and prove the opposite opinion, control themselves, etc. '
6. Self-analysis. Awareness and analysis of both own opinions and opinions of other people. (Educational strategies and learning technologies 2008: 63).

In the process of forming the legal competence of future bachelors of pedagogical education, the following types of situations were used: *situation-problem* (a description of the problem situation is given, it is proposed to find its solution); *situation-assessment* (a solution to the problem is given, it is necessary to make a critical analysis of it and give a reasoned, reasoned conclusion); *situation-illustration* (the situation, the reasons for its occurrence, the solution of this problem are given; it is necessary to assess the situation, analyze its solutions, express your approval or disapproval).

The following is the algorithm of actions that was offered to students for solving legal situations:





1. Carefully read the text that describes the problem situation.
2. Briefly record the condition of the situation, as well as its main essential characteristics.
3. Highlight the participants in this situation.
4. Establish the branch of law to which the proposed situation can be attributed (civil, labor, administrative, criminal law, etc.).
5. Choose the legal acts that can be used to solve this problem.
6. In accordance with the regulatory act chosen by you, analyze the proposed situation on the following points:
 - establish what rights are violated;
 - specify the articles of the regulatory act governing this problem;
 - name the subject of violation of rights; determine the statutory measure of liability for the offense;
 - Indicate the way to regulate this situation in accordance with the regulatory legal act.

We give examples of situations used and legal tasks, as well as workshops on the analysis and legal assessment of the proposed situations.

- In the middle of the school year, a new student came to the second class, whose family moved to this city. In a conversation with the parents of the child, the primary school teacher made recommendations about which children it is better for the girl not to communicate in class. She reported that Vasily T. has drinking parents, Anna K.'s father has committed a crime and is under investigation, and Mark D. is brought up in an incomplete family.

- The director of the new lyceum decided to form a staff of teachers based on certain criteria. He believed that teachers with a family and children would better perform their professional duties in the education and upbringing of pupils. For this reason, he decided not to hire lonely candidates. In addition, the director decided that half of the teachers should be males, which is connected with his ideas about the importance of male education, especially in cases where the student has an incomplete family.

- Two children were brought up in a religious family - a boy and a girl. The boy studied in high school, preparing for admission to university. The girl studied in elementary grades, then stopped going to school. It turned out that the girl's father believes that his daughter has enough knowledge. Getting an education, in his opinion, is not the purpose of the girl, the main thing for her is to become a good wife and mother.



- *Schoolgirl Masha A. did not come home from school on March 1, 2012, although her lessons were over. Concerned about this fact, the mother came to school at 9.00 to find out where her daughter was. It turned out that Masha did not complete her homework in geography and the teacher decided to leave her in class so that she would learn a lesson. The girl was locked in a classroom, stayed there for three hours. She was released when her mother came to school. The teacher explained her act by the fact that the girl usually comes to classes unprepared, she goes "failure" on the subject, so it was necessary to leave the schoolgirl after classes.*

- *9th grade student Ivan Petrov told Charles Darwin's theory of the origin of species in a biology class. After his answer, he said that he did not agree with this theory, since he was a believer. The teacher rudely interrupted the student, said that his opinion was of little interest to anyone, and drove out into the corridor.*

When considering specific situations, students more effectively assimilate legal provisions. For this reason, tasks are given after each topic in the textbooks; time to solve these tasks should be given in class.

The student should read the text of the task independently, as it is difficult to understand them through listening.

When solving legal problems, the answers are often not obvious, since the tasks reflect social life, which is not simple and monotonous. This explains the diversity of the points of view expressed in solving the problem. The solution of all tasks is based on the law; therefore, when solving them, students should be oriented towards the law, and not towards common sense or social practice.

Thus, the integrated implementation of teaching methods in the formation of students' legal competence contributes to the achievement of the best results, since the advantages of each method are taken into account. In addition, each of the pedagogical methods has a certain activity, as it is used to achieve certain learning objectives, primarily for the transfer of a certain amount of knowledge, the formation of practical skills.

The technology of forming the legal competence of a bachelor of pedagogical education cited in the article includes methods of active legal education and allows updating the process of forming knowledge and skills that predetermine the student's legal behavior.





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