

Use of digital technologies in teaching legal disciplines

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Abstract — This paper describes the procedure of the used teaching instruments which are based on digital technologies. It shows the peculiarities of modern educational trajectories with the help of ICT means in teaching legal disciplines. The educational institution integrates information technologies into the academic programs by stage-by-stage (three-level) material learning. The authors substantiate the need of integration of traditional and innovative teaching aspects as it is impossible to achieve without them the embodiment of essentially new educational model that creates favorable conditions for developing a humanitarian element of education and emergence of new results.

Keywords — training, digital technologies, integration, legal disciplines, step-by-step teaching.

I. INTRODUCTION

The twenty-first century has made information and communication technologies an integral part of our lives. Younger generation is most sensitive to it. Such tendencies require their active use in the educational process. Digital technologies, as a rule, are positively perceived by students. The younger generation has the skills to work with various technologies, it is interesting for them; the digital technologies become a part of their everyday life. Therefore, even a student who is not enthusiastic about studies, may be interested in the task of finding the necessary information to solve a specific task. In this case, the teaching of disciplines by using the "classical" lecture will be perceived by students as an anachronism, considering that, unfortunately, not every lecturer can hold the attention of the audience for a long time.

To prepare competitive specialists, to implement the social order of the state for the development of the personality of a comprehensively developed citizen of a legal state, as well as for the full development of the intellectual legal and moral potential of society, it is necessary that education meets the realities and demands of society, world trends.

It is known that, significant changes have emerged in the system of higher education in recent years [1]. Currently, within the framework of integration processes, there is a tendency towards informatization of education, which requires it to use information technologies in the educational process, which makes it possible to organize interactive education,

minimize social and cultural differences between students, and form a system of so-called continuing education. Thus, the use of modern digital technologies in the pedagogical process is a prerequisite for the modern educational paradigm.

The greatest progress in teaching is connected with the introduction of digital technologies into the educational process of most specialties and areas of training in educational institutions, and these technologies contribute to the improvement of teaching methods of various courses in legal disciplines. The use of digital technologies in the teaching process sets a number of tasks:

- mandatory continuous replenishment of the course curriculum content;
- availability of teaching staff capable of introducing digital technologies into the teaching process and developing teaching models within the environment.

These are not all the tasks that the educational institution faces, since the use of digital technologies does not only require the development and introduction of technology into educational activities, it is also a means of implementing a fundamentally new educational model that creates favorable conditions for developing a humanitarian element of education and the emergence of new results [2].

II. METHODOLOGY OF RESEARCH

In the work, the leading research methods are the comparative research method and the analysis method.

Today we can say that modern legal science and methods of teaching legal disciplines are developing in two aspects: traditional and innovative. At first glance, these areas are completely different in their essence, but with more careful study, we can find trends towards their convergence and even the need for this convergence.

As for the traditional system of teaching legal disciplines, in particular, these are theoretical and historical-legal disciplines, such as "Theory of State and Law", "History of Legal Doctrines", "Comparative Law", "Legal Culture", are characterized by:

- transfer of a certain amount of knowledge to learners;

- the presence of approximately the same level of initial knowledge of students;
- the direction of the material to the rational element of the personality;
- the presence of the teacher as a naturally active initiative element of the educational process;
- availability of general guidelines;
- presence of examples: there is an example of positive and negative.

Changes in the economic and political life of the country led to the demand for the legal profession. Constant changes in the requirements for the legal profession have contributed to the study of the use of digital technologies in the complex of traditional teaching aids.

Theoretical, historical and legal sciences are associated with the direct getting of a huge amount of information. Not always the student has the opportunity to attend the library to search for this or that information. In the modern world there is no need for this, since there are electronic scientific libraries where one can get any information. Modern legal information systems include a complex of legal information, the ability to search for legal documents or their fragments. Accompanying a lecture with a show of information sources from legal systems using a computer becomes a prerequisite for the modern pedagogical process.

Thus, information technology is the source of legal information about legal reality. The use of digital technology in the lecture is the presence of multimedia, wireless communication on the territory of the university, the presence of cloud storage for finding the information necessary for each specific lecture and practical training in it. It is necessary to organize the learning process in such a way that it combines various teaching methods: verbal, explanatory and illustrative, informational and generalizing. Methods of monitoring the effectiveness of educational and cognitive activities can be combined on the use of problematic material. In this case, the student can learn to single out cognitive tasks, improve the skills of the implementation of theoretical knowledge. An important task in the development of theoretical disciplines is that all didactic materials provided to students should be logically interconnected, that is, they should cover the cognitive sphere of students' activities and should be aimed at self-mastering professional knowledge and skills. In essence, professional training methods remain traditional, and the methods for implementing these methods are digital. It is no longer an innovation to accompany a lecture in a higher education institution with a multimedia presentation. What students need to learn, they need to see [3]. But the demonstration of new material will not be as effective. Students should see a problem situation on the screen and then solve it. An example would be issues related to the inclusion of the Russian Federation into the Romano-Germanic legal family. There are supporters and opponents of this statement, in this case it is necessary to visually show the rationale for each opinion and then give the students the opportunity to choose one or the other side. In general, the use of the comparative legal method in theoretical and historical-legal sciences is an ideal method of knowledge. The problem must be stated and, like puzzles, different solutions are given. The

audience of trainees will have the opportunity to familiarize themselves with the already selected solutions to the problem and will be able to use their personal potential, a certain emotional background (competitive spirit), which is the key to turning legal knowledge into legal convictions, and those into legal values for learning information [4].

III. THE RESULTS OF RESEARCH

The pedagogical process involves the obligatory feedback of the teacher and the student, for example, via e-mail or joint forums. This cooperation option will allow the teacher to remotely control the learning process and identify the strengths and weaknesses of each student. An important point is the presence of a clear system for assessing the student's independent work. He should be able to evaluate his work. With regard to the conduct of seminars, the ideal option is to conduct combined classes. For example, any necessary concepts, often found in the framework of the subjects "Theory of State and Law", "Legal Culture", "History of Legal Doctrines", should be discussed and explained in the traditional way, and typical tasks should be solved using computer technologies. We must not forget that the seminar is a flexible form of study, giving the opportunity to evaluate the independent work of each student. At a seminar lesson a student should maximize the knowledge gained at the lecture, and this can be achieved through the use of computer technology.

Thus, in order to improve the quality of students' knowledge, it is necessary to develop an integrated methodological system of logically related materials for studying theoretical and historical-legal disciplines using digital technologies.

The teacher should motivate students to gain knowledge not only in the traditional way, but also using innovative methods. The teacher himself, his authority, his level of knowledge, professionalism in teaching the material acts as the subject of the traditional technique, and with the help of innovative methods there is an increasing interest in studying theoretical legal disciplines, students' cognitive activity is activated and there is a certain excitement provided that the right solutions to the tasks are encouraged.

So, the teacher's personality, level of his knowledge and professional experience, as well as computer technologies – all these are the components of successful mastering of knowledge in theoretical, historical and legal disciplines. The use of digital technology should not jeopardize the role of the teacher. The lack of direct communication, the inability to discuss problematic issues with a computer and a whole range of other problems indicate that it is necessary to use a computer solely as a means of teaching.

Without diminishing the importance of other academic disciplines for the preparation of a future lawyer, we note the importance of sectoral legal disciplines, which, as a rule, form the bulk of the students' professional competencies.

IV. THE DISCUSSION OF THE RESULTS

Digital technology can be actively used in the study of branch and special legal disciplines. The federal state educational standard in the direction of training 40.03.01 The jurisprudence contains a list of disciplines that should be

included in the basic part of the curriculum. This is one of the distinguishing features of the FSES 3+ bachelor of law; in FSES in other areas of training, as a rule, there are no such lists. Among the disciplines indicated in the standard, the overwhelming majority represent the main branches of domestic law. This makes it possible to speak about the close attention of the educational-methodical associations and the legal community to the content of educational programs of future bachelors of law and an emphasis on studying the main branches of Russian law.

The array of regulations in the Russian Federation is quite large. Taking into account the federal state structure of our country, the normative acts of the bodies of state power of the subjects of the Russian Federation and the bodies of local self-government are added to the normative acts of the federal level. It is rather difficult to follow all changes in the legislation and reference legal systems, which are widely used in the professional legal community, can provide assistance in this. Each of these systems has a free Internet version, which, although it does not give access to all the numerous resources, but allows identifying current changes in current legislation. A student studying in the legal areas of training just needs to have the skills to work with such information systems. These skills will be useful not only in the learning process, but also in the future in practical activities. It is advisable for higher education institutions that implement study programs in jurisprudence to provide access to students to the full versions of legal reference systems, which, in addition to regulatory legal acts, contain extensive bases of judicial practice and comments on laws. Teachers should draw students' attention to the use of these resources, which will facilitate their access to relevant legal information. It is no secret that textbooks often do not keep up with changes in legislation and students risk getting incomplete or outdated information in the process of independent work. In addition, it is likely that employers will expect graduates to have skills in working with legal information systems.

It seems that one of the most common forms of using digital technologies in the educational process is the presentation preparation by teachers. Presentations are increasingly replacing obsolete morally blackboard and chalk. Presentations are more convenient to use, clearer, although they require equipping the audience with special equipment. During the lecture, the most significant material can be displayed; it becomes visually accessible for students. These can be tables, charts, and even simple definitions of regulations. In the latter case, the teacher may focus on the essential features of the definition, without the need to be fixed in the outline. The work goes directly with the text on the screen, which saves time and also makes the lecture more focused on contact with the audience.

It is obvious that, despite the well-established notion of a lecture, as a type and form of contact work with a student, this way of teaching in the modern world should be different from those lectures that were read twenty years ago. Each lesson in a training course "involves three levels of mastering material that are focused on obtaining:

- declarative knowledge of *what*;
- procedural knowledge of *how*;
- structural knowledge of *why*.

The study of the material ends with the reflection of the acquired knowledge and skills at individual levels, and the evaluation of information which has been independently found during the implementation of training tasks" [5].

Students' access to information is extremely extensive and now the lecture should be not so much the presentation of the material, as the designation of the main problem points and options for their solution. Using the presentation will allow performing this task most effectively.

Legal tasks (cases) (*what*) can be made in the form of presentations. When solving a problem in a group, this will allow all students join the analysis of the correctness of the problem solution (*how*). They see the condition, hear the proposed solution and can evaluate its correctness (*why*). This way of teaching eliminates the student's loss of information. The visual perception of the text of the task will allow joining work at any time. Considering the great popularity and positive attitude of the pedagogical community to interactive forms of education, such a solution of tasks can help the learner to show their position on the problem situation, demonstrate knowledge, and in some cases a creative approach to solving the problem.

The use of presentations in a business game may be considered as positive experience in presentation application. For example, during the conduct of a business game in the discipline "Labour Law", a student who has received a situational task must determine the body considering the labour dispute to which he can apply for the protection of his rights. In this case, a visual demonstration of the current situation on the screen, as in the cases with a legal task, allows better understanding the essence of the controversial relationship, both the participants of the process and the audience, and assessing the validity of the reasoning.

For branch legal disciplines, a demonstration film can be a useful form of conducting classes. If the film includes practical recommendations for performing any legally significant actions, this will allow students in a more accessible form to learn the material and use it in practice in the future. However, it seems that the wide spread of such educational technology still faces the financial difficulties of educational institutions. As a rule, educational films are quite expensive. It is problematic to the educational institution staff to make the same film by itself due to the lack of equipment. In this respect, educational institutions specializing in virtual work experience are more developed. For example, the Open University of Great Britain has provided most of the course content in the public domain and encourages everyone to participate in the learning process as much as possible, such as watching a television documentary, ordering a poster, downloading a podcast, viewing course materials, discussing with other students, participating in mass open online course or, finally, a subscription to the full online course [6].

And, of course, it is necessary to mention electronic textbooks and teaching aids, access to which can and should be provided to students. Modern young people are accustomed to the digital format of the information received, and, despite the ambiguous attitude of the representatives of the older generation, they are actively using it. The task of the educational institution in this case is to provide the educational process with such materials and many universities actively use electronic library systems, develop their own teaching aids and

translate them into electronic format. It should be noted that in this case the quality of the information contained in the manual plays more important role rather than its format.

Great prospects are seen in the application of educational technologies using access to the Internet. In this way, online lectures, round tables and debates can be used in the teaching process. Direct communication of the lecturer with the audience may be more successful than the result of an online lecture, devoid of direct dialogue with the student. In this regard, we describe the role of the teacher in the educational process with the active use of digital technology.

Active digitalization, the rate on the student's independent work should not reduce the role of the teacher in the teaching process. It is often noted that at present the teacher is not so much a mentor as an assistant to students in mastering the material, that when using interactive teaching methods the teacher does not act as the main source of information: he or she performs the directing, organizing function, the function of an assistant in work [7]. However, as experience shows, students are not always able to learn the material and draw the right conclusions while studying the material in the course of independent work. In this case, the task of the teacher is to correct, suggest, and focus on the key features and legal facts that will help to come to the right conclusion. It is the absence of such a dialogue that makes, in our opinion, distance form of education, which is currently being promoted, imperfect.

When teaching remotely it is impossible to recognize the contact between the students and the teacher sufficient. Dialogue with the teacher may allow singling out such problems that are unlikely to be concerned online [8]. Only a reasonable combination of independent work and the guiding function of the teacher can ensure the correct and sufficient formation of the competences of the future lawyer.

V. CONCLUSION

Thus, the use of information technologies in the framework of an innovative educational environment provides certain advantages and opportunities for teachers and students, the entire educational institution as a whole, namely: improving the quality of the educational process, effective information search and its adapted use at all levels of educational and professional activities, possibility of high-quality development of educational materials; conducting research related to the actualization of the applied information technologies, and identifying the results of their use.

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