

Enhancing information and digital competence of future lawyers in the interactive education process



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Abstract. *The article actualizes the problem of enhancing information and digital competence of future lawyers as it is a leading component of professional competence. The conclusion is based on the fact that modern information and communication technologies are fundamental in designing methodological systems that involve the use of methods and forms of active, practical-oriented learning. The requirements for computer support to train future lawyers are formulated.*

Keywords: *information-digital competence, interactive training, professional competence of a future lawyer, educational electronic means.*

Problem statement

In modern globalized world, the development of the economy is directly related to the quality of higher professional education and its focus on the formation of competence among future specialists as it determines the ability of an individual to harmonious coexistence with nature and active interaction with society. An important condition for ensuring the quality of higher education is the design of an educational environment and educational process with the widespread use of information and communication technologies. In this regard, as B. Gates noted, one of the world's top priorities is to advance knowledge of digital technology into the educational sector, to develop training courses, and to deliver quality and affordable security, since education is an investment in the future of each country [2].

Such technologies of the future professionals' training that develop their information and digital competence are promising. This competence was defined in the "Recommendations of the European Parliament and the Council of Europe" as one of the key competences in lifelong education. This problem becomes especially acute in the context of the transformation of the higher legal education system as professional competence includes highly developed skills in working with large information arrays in real time.

Analysis of recent research and publications.

In the system of higher legal education in Ukraine, introducing interactive training on the basis of IT technologies is considered in the

aspects of implementing an innovative model for the training of future lawyers by applying the means of information and communication technologies [6], peculiarities of the development and use of computer support tools in the future lawyers' training, [3] information technology in legal activity [4].

At the same time, it is relevant further researches on the didactic peculiarities of the implementation of interactive learning technologies in the system of future lawyers' training, based on the use of means for the formation of information and digital competence.

Setting goals and objectives.

The purpose of the article is to summarize the experience of using information and

communication as well as interactive technologies in the training of future lawyers.

Presenting material.

Among the priority directions of the national education development, the Law of Ukraine "On Education" (2017) determines the system of measures aimed at the effective use of information and communication technologies in the educational process as a necessary condition for the provision of qualitative educational services. According to Art. 3 of the Law, each applicant at all levels of education, including higher education, has the right to access scientific and informational resources, in particular the Internet, e-textbooks and other multimedia educational resources. Article 9 institutionalizes the distance learning form as an individualized process based on the indirect interaction of the distant participants in the educational process and involves the formation and maintenance of an information environment that operates on the basis of information and communication technologies.

According to the Law "On Education", the e-textbook is an electronic educational publication with a systematic presentation of educational material that complies with the educational program, contains digital objects of various formats, ensures interaction. On the basis of modern software, information technology is considered an important means of effective managing educational and scientific process at the university and ensuring education quality (Article 41) [1].

A means of forming information and digital competence is a technology based on the use of hardware as well as software and methodological support. Among the most common mono-technologies of computer training there are technologies of computer training programs, computer modeling, computer control, computer databases, computer didactic materials, computer laboratory works [5, p. 141-146]. The main means of implementing the specified learning technologies is a computer that is used with a clearly defined didactic purpose at a certain stage of the learning process.

However, perspective learning technologies, which require much more programmatic and methodological resources as well as a well-developed information environment, are distance learning

technologies that are using broadband information transmission networks.

At the initial stage, the introduction of computer-oriented technologies contributes to the improvement of the learning system through the use of fundamentally new tools based on the computer. For the effective use of teaching aids, it is necessary to have specially developed didactic materials that are oriented to achieve one or another educational goal.

In this regard, modern e-learning facilities have significant advantages. On the one hand, they are considered as a specific software developed with using modern software packages, computer graphics, multimedia, hypertext technologies, etc., and on the other hand, they are a methodological support for the implementation of the main didactic influences.

In general, the development of computer support for the educational process in the higher law school corresponds to the outlined trends. Nowadays computer support for the educational process at the higher school is provided by pedagogical software tools designed to improve the training of future lawyers.

For the computer-assisted training of law-based disciplines, the following issues were developed and are being currently used in practice:

1. Electronic educational programs (e-textbooks for the subject "Criminal Law", which ensure enhancing students' educational and cognitive activity, increase of their productivity on the basis of forming abilities and skills of professional activity, gaining experience of independent solution of legal problems in specific situations; interactive electronic textbook from judicial rhetoric "Agon", which provides competitions in rhetorical skills using search and "brainstorming" as well as "brain attack"; an electronic textbook for the subject "Tax Law" containing an interactive course of lectures on the issues of legal regulation of taxes and duties that are a part of the Ukrainian tax system and perspective taxes.

2. Training programs-simulators (computer programs that simulate real-life events, gaming systems, for example, business game from the discipline "Banking Law", which simulates the mechanisms of legal provision of bank loans, processes for drawing up real loan agreements, taking into account all Rights and

Obligations to a Specific Credit Agreement; Computer Game "Legal Advice", which ensures the opportunity to work out dialogues (legal counseling); role-playing game in the subject "Civil Process" using the computer program "League-law", which simulates a court hearing on civil cases, reproduction of typical situations and specific techniques for review and resolution of legal issues by playing games, giving roles for the students, the active participation of the entire group in achieving the objectives of the class.

3. Virtual laboratories (for example, "Virtual Forensic Laboratory", which enables students to develop abilities and skills of future professional activities in a computer class).

4. Computer systems for monitoring and evaluating academic achievements.

5. Computer legal databases (for example, the "League-law" database containing a wide range of legislative acts; electronic law libraries "Pravoznavec", "Pravo", "Zakon") [6].

6. Computer environment of training sessions that provide the ability to create authoring methodological systems in legal disciplines (for example, "The Laboratory of a Lecturer", which allows you to design training sessions from individual modules, use a built-in graphic editor for constructing circuits, save and print results, use reference data, photo and video materials).

7. Computer-based systems for assessing the quality of learning (eg, professionally-oriented systems for testing knowledge quality, which enables intermediate and final control of knowledge, skills and abilities of students for professionally-oriented disciplines with rotation of source data and application of graphics).

8. Computer systems for the organization of students' self-study work, containing sets of tasks for conducting independent training in legal disciplines, control tasks, methodological guidelines as a subsystem.

9. Computer systems of distance learning for future lawyers implementing an algorithm for training and knowledge control; they analyze not only the final results of training, but also the course of the educational process, the quality and level of mastering the topics of the training courses. According to the results of the analysis, conclusions are drawn about the expediency of changing the level of educational material complexity or questions for controlling knowledge on this topic.

Analyzing the results of theoretical research in the area of creating electronic teaching aids for the system of professional training for future lawyers, the experience of working on the structure and content of program and methodical complexes, as well as the peculiarities of their use in the educational process of higher educational institutions, it is possible to express some generalized considerations as to the purpose, features of development and use, didactic functions and opportunities of pedagogical software of the new generation [3, 4].

We formulate the main didactic capabilities of electronic teaching aids, which can be used in the process of training future lawyers:

- consistent or selective elaboration of theoretical material;
- fixing of the study material learnt by conventional methods;
- mastering the content of phenomena and processes by computer simulation;
- fixing the studied material using a specially designed test system;
- familiarization with the technology of solving educational tasks in basic disciplines;
- implementation of virtual laboratory works on criminology;
- obtaining background information (work with electronic legal libraries and databases of legislative documents);
- organization of group and individual work of law students using electronic teaching aids;
- use of separate illustrative materials, visualizations and models during lectures and practical lessons, workshops, preparation for professional practice;
- creation of original (author) methodical training systems using the designers of training sessions and corresponding environments;
- organization of self-examination and verification of the level of mastering educational material;
- learning to solve practical problems and checking the formation of relevant practical skills.

Modern pedagogical software tools are multifunctional in terms of purpose and didactic capabilities. Therefore, the concept of electronic or pedagogical software can be expanded and we can notify about the promising program-methodical complexes,

which combine the common didactic objectives of training future specialists, methodical ideas, as well as the introduction of algorithms for the implementation of separate electronic teaching aids (pedagogical software tools).

If we consider the didactic capabilities of electronic teaching aids in the aspect of computer teaching technologies, it can be noted that their use in the educational process of higher education is an important step towards the implementation of computer-based learning technology.

For example, educational electronic means "Legal Libraries" are an effective way of implementing not only the technology of computer teaching materials (as a content collection of legal materials), but also a technology of computer databases, since they are designed according to the relevant principles. Electronic training means "Virtual laboratories" (criminology, rhetoric) realize the technology of computer laboratory (virtual) work.

Practical tasks with the use of electronic resources ("Liga-Law", electronic law libraries "Pravoznavec", "Pravo", "Zakon") are effective ways of forming information and digital competences of future lawyers. The use of the information and legal security system "Liga-Law" enables students to develop the skills of solving legal practice tasks that involve working with regulatory information, timely account of changes in the legal framework, optimal information search, analytical work with documents, processing of large information arrays, mastering algorithms for finding the right information. This functional platform is a collection of computer legal systems that contain legal information, expert comments, systematic thematic collections of documents, and provide users with tools for analytical processing of information.

Future lawyers can work out the ability to create and manage collections of documents and classifiers, comments on them; establish links between documents, get acquainted with various kinds of background information; conduct statistical surveys and reports; work with the current normative base and create their own ones [4, p. 148-151].

Nowadays the means of computer support of educational disciplines and educational resources of the Internet network become the basis of interactive learning technologies, which ensure the formation of the professional competence of a future lawyer.

For example, the technology of mass open social education involves not only the use of open online courses (video clips and broadcasts for a huge amount of people), but also organized networked collegiate learning. Under the conditions of the increased percentage of students' self-study, the so-called "inverted" education can be quite effective; it lets the whole theoretical and lecture program be studied either independently or in the class; the tasks and exercises on the topic are analyzed in detail. The storytelling technology involves careful and logical structuring of the training topic, the use of appropriate effective techniques, applications and services that enable the subject to be presented not only in the form of lectures and presentations, but also, for example, comic strips or sms messages. In the conditions of the developed informational educational environment, bricolage is becoming very popular; this is a learning organization that does not require a classical study book: any information resources are used, except for specially created tools such as textbooks.

Conclusion

In the training of future lawyers, an effective type of interactive training with the use of IT technologies is also situational simulation (simulation or business games). Their goal is acquiring abilities and skills by the students while decision-making procedures and participating in the activities of public institutions which are related to their future professional activities.

Conclusions The use of interactive learning technologies is an important component of ensuring the quality of legal education, since it provides the opportunity for organizing productive educational and cognitive activities of the student, stimulating the development of their thinking, cognitive sphere, active life position, the ability to apply acquired knowledge in new situations related to professional activity, to formulate evaluative judgments, which reveal a personal attitude and a creative approach to the solution of educational and practical problems.

Under current conditions, effective implementation of methods and forms of active learning is possible only with the development of a system of training future lawyers on the widespread use of information and communication technologies, which become a unique tool for solving educational and practical tasks. At the same time, the success of this process depends to a large extent on the level of formation of information and communication competence of students and teachers of higher educational establishments.

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