

Olena BERMICHEVA, Nataliia BURUKOVSKA, Grigoriy SYSOIENKO
Academy of Advocacy of Ukraine, Kyiv, Ukraine

The use of play methods for educating future specialists in the sphere of Law

The full reconstruction of public relations in direction of the creation of democratic institutions of the civil society and legal state in Ukraine in the XXI century needs renovation of all systems of higher education in the sphere of humanitarians, social and juridical sciences. Society needs a new generation of specialists in these spheres of knowledge, who would be capable of forming new standards of life. The requirements of time consist in a radical change of style of thought and the search of new directions in the study of contradictory processes in social life.

In pedagogical practice quite a bit of efforts are outlaid in the search of methods of educating children in accordance with their psychological features and for the sake of effectiveness of education. However, no teachers reflect about how to teach adults. It is considered that all adults which are present in a classroom are always ready to learn and will do it with satisfaction. Therefore, the teacher does not pay more attention to the search of various forms and methods of teaching the work.

But in the modern development stage of science and technics, computerization of all spheres of human being vital activity, including educations, more new technologies are used in the process of teaching students.

With such traditional types of lessons at a university, as a lecture, seminar, practical lessons, consultations, conducting educational conferences, optional lessons, subject groups, educational symposiums, disputes. All preparing students for practical activity are carried out on to the verbal-concept level, which, however, is not enough for memorizing, comprehension, and new style of thought and practical application of the material that is offered by a teacher.

Overcoming this problem is carried out by the use of the educational process of imitation methods in active studies, exactly such forms of lessons, in which educational-cognitive activity is built on the imitation of professional activity. These methods are divided into non-play and play.

One of the basic types of pedagogical technologies is the play education (along with a problematic, concentrated, module, developing, differential), the purpose of which is providing personality-active to the character of mastering of

knowledge, abilities, and skills. Among the mechanisms of such education are the playing methods of involvement of students in creative activity.

Playing methods have some advantages above traditional methods: require activity from every student; take off a barrier between teacher and student; help overcome various forms of psychological defence in communication with the teacher (such as, cheat sheets, or prompts); allow a student to find out individual capabilities in the decision of a task; need the wide use of computer technologies for collection of information and the process of it. Besides that, play character of educational-cognitive activity helps to familiarize with the specifics and features of certain professional activity, and also helps recognize ones role in it.

Play methods help fixate and deepen knowledge accumulated during conversations, lectures, stories, seminars, practical lessons, substantially improve practical skills and abilities, their application, creative thinking in the decision of professional problems, to create terms and conditions for an active exchange by experience.

In force of that by a basic function which is executed by the play methods of education are learning by actions (the more play activity of students is close to real situations, the more high its educational-cognitive efficiency), they fill in the blanks in the educational process, which other methods can not compensate for (for example, verbal methods, practical lessons and etc.), however, does not replace them.

In today's universities play activity is used: as independent technology for mastering of themes, topics, and concepts; as an element of technology; as an element of separate parts of seminar (entry, explanation, fixation, control).

However the usage of this method requires previous preparation from a teacher: to make the scenario of play, to distribute roles between participants, to define rules, duties, powers in accordance with a role, to prepare manuals, reference books, and web-pages.

The usage of play forms of education mostly connects with studies of foreign languages. But this method successfully uses preparation of specialists in the sphere of law. Conceptual bases of play technologies are psychological mechanisms of play activity, which lean against the fundamental requirements of personality in a self-expression, self-affirmation, self-determination, self-regulation, and self-realization. Without the analysis of approaching of the classification of play technologies (on target orientations, character, play methods, and etc.), it would be desirable to note, that the main versions of play methods of „activization” of educational-cognitive activity of student jurists is the method of role play and business games.

Characteristics of role play are, first, the introduction of participants to a concrete didactic situation which most fully requires professional activity and demands a practical decision; second, the discussion of roles of specific officials which exist in a real situation; third, the distribution of these roles between stu-

dents. The role play method provides conditions for the occupations, however, other methods are unable to provide decision making or trial and error.

Usually carrying out a legal game with application of this method uses two forms of role play of occupations:

- the first is in advance prepared role (for example, „Pre-trial investigation”, „Judicial trial”, „Lawyer”);
- the second – the improvised role which arises the first as though unintentionally, it is casual during discussion of certain educational problems.

In the first case the teacher prepares in advance such situations and nominates them for discussion during consideration of the common educational problem. In the second – the situation is offered by students during the discussion round, and the teacher should dramatize this educational problem skillfully for collective play.

The essence of a business play consists in reproduction of the subject and social content of professional activity, modeling of the main conditions and systems of the relations, as well as characteristic for the related activity. They are developed on imitating a model which reproduces dynamics of a certain kind of activity. In the process of training specialists of the law business play is used which is directed on imitating the modeling of real processes and mechanisms which take place in a profession .

The technique of carrying out practical professional play has various character. But in any case play is carried out on a certain model which consists of such stages:

- *preparation of participants of play*: definition of a subject of the play and processing of a problem situation; formulations of a main objective of the play and establishment of its rules; processing of concrete tasks concerning definition of its forms; coordination of the organization of play and form of its carrying out; definition of a circle of the officials which roles will be executed during role play; modeling of an educational situation on the basis of in advance prepared materials; delivery to participants of role play, to experts and other persons of the role play a package of documents and materials are necessary for solution of a didactic problem;
- studying of a situation, instructions, installations and other additional materials: research of adjusting materials; collecting additional information and its order; obtaining information from the teacher or experts; implementation of contacts between participants of role play when there is such need; study of necessary documents and preparation of education-methodical base;
- carrying out the role play;
- analysis, discussion and assessment of results of the role play: at this stage, the exchange of opinions, discussion, protection by participants of games of the decisions and conclusions, an adjusted total of results of the role play are conducted.

The originality of carrying out legal role play is that the solution of any practical problem situation should be based not simply on studying of initial installations and instructions, but also on the detailed analysis of legislative base. Therefore, by preparation for the role play, and also during its proceedings, the teacher, and students use legal computer portals and programs, the main among which for the Ukrainian law students is the portal „League” and sites of public institutions, in particular the Verkhovna Rada of Ukraine.

It should be noted that game technologies for training of specialists of the Law can be used not only during educational process, but also for carrying out any types of control (current, modular and total), especially when it concerns modular control.

The current control is carried out by the teacher during the whole period of studying of a subject matter, as a rule, in the individualized forms. Methodical basis of its carrying out the set of questions to separate subjects, scope of examinations, and also a task, for the solution of a practical problem situation. The main lines of the current control are considered: systematical, periodical, varietal and technological.

Modular control passes during a certain time, according to the schedule of educational process and studying of certain subjects of different programs of a course. Oral colloquiums, written and computer implementation of tests, or legal role play, on the basis of creation of a real problem situation from legal practice can be a basis of its carrying out. Colloquiums are considered, on the one side, as a special form in educational process within which there is an interview between the teacher and students, separately with everyone or together with several according to definite topics of a training course, and with the second – concrete advice and tasks are given, educational records and preparatory working materials are checked at the same time. During an interview the teacher interrogates students for the purpose of understanding of how they understand the acquired material. Colloquiums carry out not in the form of simple poll of students, but in the form of the developed interview in which all present takes part. Characteristic features which distinguish a colloquium from a seminar are that all questions are put in by students, and their quality, depth and meaning, allow the teacher to conclude about the preparation level of every student.

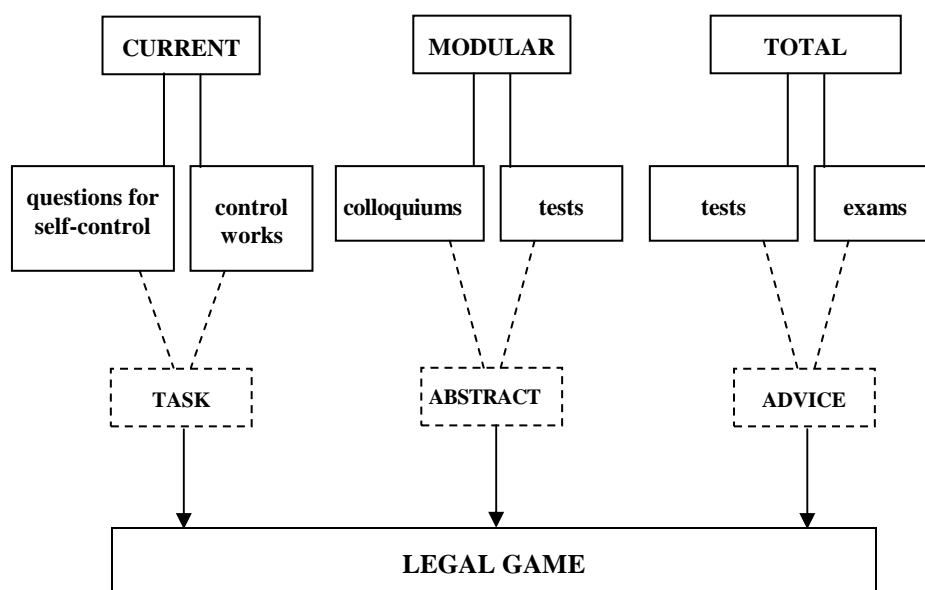
Thanks to such educational technique of carrying out colloquiums becomes an effective form of control of the teacher behind independent work of students, to understand positive shifts in assimilation of the material.

The main features of modular control are: modularity, individualization, standartization, programming.

Total control fixates results of semestrial or annual studying of a subject matter. The main forms of total control acts, tests, and exams which the teacher can also carry out, using play methods of teaching.

Essential features of total control is its prognostical, unification, responsibility, uniqueness.

Checking system of knowledges of students



Thus, the monitoring system is developed in space and time of educational process, and using play methods of learning can have creative character, as well as an educational-cognition process.

Summing up, it is possible to say that the modern system of preparation of bachelors, specialists and masters, allows at the expense of introduction of new programs, techniques and technologies of study and control, to a certain extent to deduce national system of the higher education for the boundaries of the professional standards, which are inherent in leading universities of the world. Special value is provided to professional standards in connection with integration of the national markets into the system of the unified world market. The graduate certified according to the standards of professional community becomes converted while the converting of national university diploma remains still very complex problem today.

Literature

- Artemova L. (2008), *Pedagogics and methodics of high school: Educationally-methodical grant for teachers, graduate students, students of magistracy*. – K.: Condor. – 272 p.
- Pedagogical technologies: Educational grant* / O. Padalka, A. Nisimchuk, I. Smoluk, O. Shpak. – K., Ukrainian encyclopedia of name of M. Bazhan, 1995. – 252 p.
- Perspective educational technologies: Educationally-methodical grant* / За ред. G. Sazonenko (gen. ed.). – K.: Gopak, 2000. – 560 p.

Yavorska G. (2004), *Pedagogics for lawyers: Educational grant*. – K.: Znannya. – 304 p.
Yagupov V. (2002), *Παδαγογικα: Educational grant*. – K.: Lybid. – 560 p.

Abstract

The article analyses the use of playing methods of training at preparation of specialists in the field of the law, in particular, legal game which is applied by teachers both when studying a definite training course, and to carrying out different types of control of knowledge of students.

Key words: play methods of education, legal role play, checking system of knowledge of students, educational technique.

Wykorzystanie metod gier dydaktycznych w kształceniu przyszłych specjalistów w zakresie prawa

Streszczenie

W artykule przeanalizowano wykorzystanie gier jako metod kształcenia w przygotowaniu specjalistów w zakresie prawa, w szczególności „gry prawnej”, która jest stosowana przez nauczycieli zarówno podczas określonego rodzaju zajęć w czasie studiów, jak również do przeprowadzania różnego rodzaju kontroli wiedzy studentów.

Słowa kluczowe: metody gier dydaktycznych, rzeczywiste odgrywanie ról, systemy kontroli wiedzy studentów, metody dydaktyczne.