THE FEATURES OF INFORMATION TECHNOLOGY USAGE IN THE TEACHING OF LEGAL DISCIPLINES OF THE STUDENTS IN THE DIRECTION OF TRAINING "PSYCHOLOGICAL AND PEDAGOGICAL EDUCATION"

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ABSTRACT
The educational process is largely determined by the previously acquired knowledge, expectations and results, which form the learning environment, so an increasing attention is paid to informatization of education at the present stage. Today, an increasing space is occupied by modern information technologies, the scope of their application is expanding, and the volume of daily accumulated information is currently increasing.The use of information technologies in the educational activities is the most important task of higher education. At present, it is necessary that every teacher in the discipline could easily prepare and conduct classes with the use of computer technologies. Such lectures or practical classes will be evident, colorful, informative and interactive. The computer technologies will enable the students to work at their time, and the teacher will be given the opportunity to quickly test and assess the learning outcomes .There are significant changes in the modern development of the higher education system, which suggest the need to use of the effective ways of using the opportunities offered by the information technologies to improve the quality of education at the transition to the level system of vocational training. In this regard, it is necessary to improve and implement in practice the use of information technologies in the teaching of legal disciplines.

INTRODUCTION

The modern educational technologies are based on the competence approach, which assumes a continuous development of diverse abilities of each individual. The competence approach is a set of common principles of determining the aims of education, selecting the content of education, organizing the educational process and evaluating the educational outcomes. A positive aspect of the competence approach can be considered as its practical orientation, the ultimate objective of which is in the fact that the student shall master these behaviors and acquire a set of knowledge, skills and personal characteristics that will enable him/her to successfully carry out the professional activities in the future, i.e. he/she shall master a set of necessary competences. It may be noted that in the framework of the competence approach, the education is multifactorial and complex, in which it is conducted the psychological preparation with the development of certain personal qualities, formed the necessary settings, produced the specific algorithms for the implementation of effective activity by the students [1, p. 204].

With this in mind, the main direction of the higher education development is the transition from the disciplinary model of training and education to the student-oriented model, containing new requirements

that the society and the state impose to the education. Any education, especially in the field of legal culture and legal consciousness, is considered necessary only, if it is demanded in today's society. In this regard, the introduction and use of the information technologies in the educational process are certainly promising [2, p. 5].

The information technologies have become a part of the professional lives of most people. A good knowledge of the personal computer and the package of general purpose applications programs or the special purpose programs has become a mandatory requirement for most job seekers. This phenomenon is reflected in the educational environment. Thus, the teachers of professional orientation subjects are faced with the task to organically include the information technologies in the educational process [3].

The modern higher education is characterized by a strong influence of the information technologies on it, which pervade all spheres of educational activity, forming a global information space. This process is accompanied by the significant changes in the modern pedagogical theory and practice of educational activities related to the amendment of the content of learning technologies, which should correspond to the latest technical possibilities and favor the harmonious integration of students in the information space [4, p. 1957].

MATERIALS AND METHODS

The study of legal disciplines by the students in the direction of training "Psychological and pedagogical education" aims to acquire the necessary knowledge of the basics of Russian law by the students.

The main objectives of these training courses are the understanding of basic legal concepts related to the state and law, learning the basics of the constitutional system of the Russian Federation, getting acquainted with the basic branches of the Russian law.

The study of legal disciplines by the students in the direction of training "Psychological and pedagogical education" is preceded by the mastery of general scientific, theoretical-legal, historical -legal knowledge, skills and abilities.

The educational courses of legal disciplines are focused on the study of regulatory documents, designed to help the students in the direction of training "Psychological and pedagogical education", to understand the role of law in human life, to have an understanding of the rule-creating activities; to be able to evaluate and analyze different rules of law by their own, to promote the development of legal thinking [5, p. 18].

However, we shall remember that the teaching of legal disciplines has its own features on the non-legal departments. So, unlike other humanities or natural science disciplines, they increase the level of legal culture and legal awareness of the students, educate the respect for law and rule of law in the students, and promote the formation of legal consciousness. The main role of the teacher, in this case, is not only to get out the material on legal topic to the students, but also explain to them the position of the norms of law, to form a correct attitude towards them.

The methods of teaching the legal disciplines can also be improved by the information technologies, which will contribute to the effectiveness and quality of the assimilation of these disciplines.

RESULTS

It is known that the students learn new knowledge in different ways. Previously, it was difficult for the teachers to find an individual approach to each student. But now, with the occurrence of the possibility of

using the computer and online resources, the educational institutions have the opportunity to present new information in such a way as to meet the personal student's needs.

The practice shows that the teachers often use a computer as an aid to illustrate the lecture material. However, to keep pace with the times, they should be able to work with the Windows operating system, to operate at a high level in a variety of computer programs, in particular, Excel, Word, Power Point, and a number of other programs, united with their professional activities, to use the Internet . The use of the following information technologies is also very important in the teaching of legal disciplines: reference legal systems of such type as "Garant", "Kodeks", "Consultant Plus", "Referent". The use of the official websites of public authorities can be widely used in the teaching of legal disciplines, and it is advisable to include the relevant practical tasks in the practical courses and tutorials.

The teacher can use them in the preparation of printed materials (control and independent works, cards for the individual work); multimedia accompaniment of the new material (presentations, audio recordings of lectures, training videos); control of the level of knowledge and skills with the use of test tasks.

The combined classes with the use of multimedia technologies have also some significant advantages. Due to the presentations, each step of the lectures can be made the most visible, dense and informative. However, we shall bear in mind that an excessive use of presentations in classes leads not only to a decrease in its performance, but also to a decrease in the interest of students to the legal discipline as such. Therefore, at the structuring the lecture classes using the presentations, we shall always take into account the peculiarities of perception on various training courses and training direction [6].

It is necessary to always comply with the rules of using the presentation, the duration of which varies on average from 25 to 40 minutes in view of the percentage distribution of the time of lecture classes. To do this, it is advisable to use the "black slides" when there are no images on board, so as not to turn off the projector and not to be distracted from the lectures at the re-start. The presentations should not completely replace the traditional techniques of work at the lectures.

 If we systematize the benefits of using the test tasks in the teaching of legal disciplines to the students in the direction of training "Psychological and pedagogical education", it is possible to include here the availability and simplicity of the process, rapidity, admissibility of its mechanization on the computer and independence of the teacher's personal requirements. It is advisable to use the test tasks in the stages of introductory, current and boundary knowledge testing [7]. A greater efficiency of tests is determined by the fact that they sustain the feedback in the system of "teacher-student". The test tasks make it possible to quickly evaluate the result of works, to determine accurately the areas where there are gaps in knowledge [8]. To give the practical (seminar) classes with the use of test tasks, it is necessary that the educational institution has a computer room with enough computers, since each student should be engaged in such a class on his/her own.

The ways of work with the test tasks are also varied - front and individual survey, independent test execution [9]. It is appropriate to include the tasks in the simulators, making it possible to plan the frontal, group and individual work of students in the classroom and at home, as well as to make monitoring. For example, at the first control the students are offered some tasks. In the case of a failed response, the designed presentation enables the students to use the links and to return to the lecture fragment where there is the information necessary for the answer.

The tests created with the help of "Assisteant" program and "Konstructor Testov" enable to determine the level of student preparation immediately after testing. It is advisable to change places of the questions and answers in the subsequent test tasks. Testing is made very quickly and the computer objectively evaluates the students' knowledge and skills.

CONCLUSIONS

The application of information technologies in the teaching of legal disciplines expands the creative possibilities of the teacher and his/her participation in the education renewal process.

The use of computer technologies makes it possible to create handouts for classes, texts of control and independent works, test tasks, and to do it more efficiently than the standard "drawing and writing by hand". It is also possible to quickly and easily print the desired number of cards for each topic [10].

Testing with the use of information technologies is one of the stages of backout from the formalism in the assessment of learning outcomes. In this regard, during the test it shall be taken into account, what knowledge the students should possess at the end of training.

Based on the learning objectives, we can consider the following types of training activities and the use of various types of tests.

The first level - knowledge representation with the help of tips (understood, remembered, reproduced). It is possible a united activity of the teacher and the student, and the orientation test may be used to assess the level of knowledge at the beginning of training.

The second level - representation of knowledge and skills under the sample given for a familiar situation, but without tips, independently, where it is estimated the development of knowledge during training.

The third level - the use of knowledge in an unusual situation, without providing a solution algorithm, where the main aim is to determine the learning difficulties.

The fourth level - techniques, which are characterized by the test of knowledge and skills at the end of training; final testing in the exam mode.

The very test tasks are made up of two types that differ in their form and method of their presentation to the students. In the test tasks of the first type it is necessary to insert missing text - the words that are represented by dots, and it should be received an accurate statement or correct wording of the definition or the rule. In the test tasks of the second type it is necessary choose the correct answer from among the proposed ones. The second type involves the use of the current legislation provisions to solve the practical problems. The difference in the used types of actions is related to the nature of the implementation of test tasks, expressing the important manifestations of learning outcomes.

SUMMARY

Thus, the search for new teaching methods of legal disciplines is quite active. Without the introduction of new teaching methods and new approaches to the content of training programs, the development of new innovative technologies, it cannot be achieved the goal of improving the higher education.

The use of information technologies in the teaching of legal disciplines for the students in the direction of training "Psychological and pedagogical education" should become a quality tool in the process of enhancing the effectiveness of training, the modern way of transferring knowledge and skills, which will correspond to a qualitatively new content of learning and student development, formation of the student legal consciousness, development of skills in the use of the legislation, application of the rule of law, and establishment of the legal culture.

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