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PEDAGOGY AND PSYCHOLOGY

THE USE OF COMPUTER-ORIENTED TECHNOLOGIES FOR THE FORMATION OF LEGAL COMPETENCE OF FUTURE TEACHERS

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Annotation. The article analyzes the approaches to defining the concept of legal competence as a complex integrative personal education in the holistic structure of the teacher's personality, which includes general legal and professional pedagogical knowledge, skills and professional qualities necessary for legal education of students and organization of their own professional activities. fields, generalized the structure of legal competence of future teachers, which consists of cognitive, practical, behavioral, axiological legal competences, characterized disciplines, the study of which contributes to the formation of legal competence of future teachers, summarized the main uses of computer-based technologies used in study of legal disciplines: "Jurisprudence", "Intellectual Property", "Information Society" and contribute to improving the formation of legal competence of future teachers, characterized and describes the pedagogical experiment, presents its results and their statistical analysis, summarizes the results of the pedagogical experiment and proves the effectiveness of computer-based technologies for the formation of legal competence of future teachers in the study of law disciplines.

Keywords: teacher training, higher education institutions, legal competence, computer-oriented technologies, competences, competences.

The purpose of modern education is the full development of the human personality as the highest value of society. At the same time, education is the basis of intellectual, cultural, spiritual, social and economic development of society of the state. Therefore, the formation of legal consciousness of citizens through legal education and training is a major area of public policy and legal education, as an integral part of the education of citizens is a matter of national importance. Modern social requirements for the legal training of educators can be fulfilled only under condition of implementation in

practice of the higher education competence-based approach, which involves the shift from processes to results of education in the activity dimension and also determines the effective targeting of education to shift the emphasis from regulatory accumulation of certain knowledge and skills in forming and developing the students' ability to act practically, to use individual technique and experience of successful actions in situations of professional activities and social practices [1].

The relevance of the implementation of competence-based approach in legal education is justified by the importance and necessity of formation of the person of legal competence, since it must be able to correlate their actions with applicable law, to live and act in accordance with its rules, to assess their lives and the lives of others from the standpoint of law. Legal education involves the processing of a significant amount of legal information that changes frequently, therefore, cannot be reduced to the study of law as well as to a simple combination of legal information and skills and should help develop the students' ability to draw on appropriate knowledge in modern society and in everyday life and the ability to act in accordance with the requirements of law, to solve real-world challenges in the sphere of relations, regulated by law and the combination of legal knowledge with the internal position of the individual.

Analysis of recent researches and publications. Legal training is considered as an important component of their training, the result of which is a high level of professional skill and competence of teachers.

At the same time, the analysis of scientific sources on issues of formation of legal competence of teachers has led to the conclusion that the problem is still far from a final solution, although it became the subject of study of a number of domestic and foreign scientists, among which: N. Bibik, Yuri Vardanyan, V. Guzev, A. Dehn, A. Ivanov, A. Kovalenko, V. Krajewski, A. Crisan, G., Levitas, A. Noodles, T. Nesterenko, L. Parashchenko, G. Pastushenko, A. Pometun, John. Equal, G. Selevko, G. Skorobogatova, A. Khutorskoy and many others.

G. Kashkaryov, Y. Kichuk, D. Klochkova, I. Romanova and others studied various aspects of legal competence.

The works of S. Netyosov, K. Odinets, T. Smagina, T. Remek are devoted to specifics of formation of legal competence in secondary school; the formation of the legal culture of high school students has been the subject of research by L. Tverdohlib; N. Tkacheva conducted a study of the formation of the consciousness of the students of vocational education institutions; the problem of forming the legal culture of future skilled workers of different specialties was considered by L. Gerasin, V. Golovchenko, O. Danilyan, O. Dzoban, G. Dehtyar, G. Klimov, S. Maksimova, N. Polishchuk, M. Trebin and others.

Problems of formation of legal culture and legal awareness of the future teacher, determination of the content of legal competence in institutions of higher pedagogical education are investigated by such scientists as: A. Boyko, M. Vvedensky, M. Gorodiski, S. Gurin, O. Ivania, Y. Kalinovskiy, Y. Kichuk, J. Kichuk Klochkova, M. Podberez'kyi, T. Poshtar, I. Romanov, V. Salnikov, O. Skakun, O. Solomatin, M. Tsybalyuk and others.

The authors consider the legal competence of the teacher as a complex integrative personal formation in the integral structure of the teacher's personality, including general legal and professional pedagogical knowledge, skills and professional qualities necessary for the implementation of legal education of students and the organization of their own professional activity within the legal field [2 p. 164].

Based on the analysis of published scientific works, clarified that the legal competence is an important component of professional competence of a future teacher. Subject to the requirements of modern approaches (in particular, competence) outlined interdependent components of the legal competence of future teachers.

It was substantiating the theoretical and methodological aspects of moral and legal responsibility of teachers which is determined by the need to address the issue of legal training of teachers in the works of Ukrainian scientists such as G. Vasyanovich, J. Kichuk, N. Podbelskogo etc., as well as in the works of foreign scientists such as Ryabko, A. Salamanca E. Tatarintseva etc.,. In Particular, N. Gorodeski, I. Darmansky, V. Odari etc. investigate the problem of training of the future teachers to the legal support of professional activity; J. of Kiczuk, I. Romanova – the formation of legal consciousness as personal and professional qualities of a future teacher; Beardless V., Vladimirova, I. Kozubovsky, A. Morozov, A. Salomatin – pedagogical problems of formation of legal culture of teachers; V. Oliynyk, L. Carasciuc, A. Panov, N. Saprykin – problems of formation of legal knowledge in the system of postgraduate pedagogical education.

However, the concept of "legal competence" is not sufficiently clearly defined and a list of the legal competency requires the clarification of the relevant characteristics, which determined the theme and the purpose of our study.

The purpose of this article is to analyze the results of the introduction of computer-oriented technologies for the formation of legal competence in training of the future teachers.

The main material of the study. Competence-based approach focuses training on the formation and development of competence of the individual. Now, the purpose of education can be presented as an integrated educational results in the form of graduate competences, which, however, as notes A. Pometun, we should not oppose to the knowledge, abilities and skills. Competence that is a broader concept, compared to them, contains them in itself, although it is not simply their sum [3, p. 9].

It is the competence today are the indicators that allow to determine the willingness and ability of a future specialist to life, further personal development and active participation in the activities of the society.

Competence is not just the result of training and productive activity characteristics of education. The value of the competence for a person is seen by V. Pometun in allowances you to identify and resolve issues specific to certain activities. Formed competence can be used in different contexts depending on conditions and needs. A skilled person applies the strategies that seem to her most suitable to accomplish the task [3, p.10]. For education, competence is a socially fixed, predefined social requirement for the educational preparation of a future specialist, an important educational result, notes T. Smagina [4, p. 7].

As T. Remech rightly points out, legal education aims to form the following qualities in future teachers: knowledge of the role of law in society, vectors of legal regulation; skills in the application of law in specific situations; complex characteristics of acts as legal or illegal; treating law as a high social value, a carrier of the idea of justice; treating law enforcement as a matter of law enforcement; internal willingness to comply with legal requirements and specific requirements of lawful conduct; willingness to promote the rightful behavior of others [5, p. 58], which now embodies legal substantive jurisdiction. As an integrated characteristic of personality, competence, points out O. Pometun, contains knowledge, skills, attitude, experience, behavioral models of personality; it is a set of knowledge, skills, attitudes that are structured and acquired in the learning process in a special way [3, p. 11]. It is a multilevel formation that encompasses knowledge, skills, values and allows them to be put into practice (O. Nakshin) [6, p. 114]; it is based on, but is not limited to, knowledge and skills, encompassing a person's personal attitude to them, her experience, which enables her to "interweave" what she already knew, and her ability to grasp a life situation in which she can apply them (T. Nesterenko) [7, p. 102].

The curriculum for bachelors field of knowledge 01 the "Education" specialty 015 "Vocational education", specialization 10 "Computer science" provides study in semesters 1-3 academic disciplines such as "Law", "Intellectual property", "Information society" with a total volume of 9 credits (270 hours).

In the context of assessment of the levels of formation of competences of students in the classroom of social studies cycle K. Odinets identified the following components in their structure: knowledge and skills that has student in mastering the concepts and procedures for academic discipline, the topic, situational behavior, adequate specific situation, the ability to perform specific actions, to express of a personal philosophical position, the interpretation, moral evaluation of facts, events, the presentation of yourself as a potential member of situations (reflexive component) [8].

Understanding the legal competence of the subject as an invariant characteristic of today's youth, Ya Kichuk believes that it "builds" on the basis of use of relevant knowledge, skills, experience, existing values and attitudes and integrating the relationship of personality [9, p. 316] to the legal reality, and is an important integrative personal quality, based on – knowledge of personality and its experience in the legal area of your life, and the manifestation – the ability to navigate in situations related to legal relations [10, p. 58].

A. Ivani defines the legal competence as a characteristic of social action, which in unity manifest the knowledge, skills, values, personal values and the freedom of behavior [11, p.12].

Under the legal subject competence understand the competence, which is formed by the students during the study of academic disciplines "Law", "Intellectual property", "Information society". Given the above and the results of a comprehensive analysis of the legal subject competence on the basis of the works of T. Rameh, in its structure, we have identified the following components: cognitive, practical, behavioral, axiological

legal competence.

Cognitive, in our opinion, suggests that the future teacher: identifies and applies basic concepts of legal science, a basic understanding of the law, the rule of law, human rights, principles of democracy; considering certain provisions of normative legal acts, explains the contents of a legal document, a legal norm, legal act, practice; independently acquires, systematizes legal information from a variety of sources and evaluates it, knows how to use reference books, internet and the like for independent research of legal information; is able to apply acquired legal knowledge in various forms (oral, written, graphic, electronic, etc.). Practical competence implies that the student: is able to think creatively and critically in legal material, discusses, compares, summarizes, evaluates and participates in discussion on legal material, argues opinion, determines and chooses alternative approaches and decisions in legal situations, is able to analyze and propose solving simple legal situations in education and life; is able to communicate, discuss legal issues, solve problems related to the use of legal knowledge; is able to make statements, submissions and other legal documents.

Behavioral competence assumes that the future educator: makes and explains the choice of a model of behavior in everyday life situations, guided by the rules of law, behaves lawfully; realizes his rights, defends his rights and the rights of others in a conflict situation, based on a legal knowledge, consciously chooses patterns of legitimate behavior; applies legal knowledge, skills and competences in public activity, desires and is able to participate in public and public life, consciously respects duties, takes responsibility for one's own actions and behavior.

Axiological competence assumes that the student has a positive attitude towards public action and initiatives and the rule of law, has a respect for human rights and freedoms of the individual [9, p. 317].

Given the current state of development of communication technologies and information tools during the preparation of future teachers in the experimental group there were actively used computer-based tools. The primary information resource to support the teaching of subjects is an electronic educational-methodical complex of the discipline (Fig. 1), which consists of teaching materials (resume, curriculum, work program), educational materials (lectures, practical works, materials for independent work of students, a blog for teacher feedback), materials for knowledge control (evaluation criteria, questions to offset, topics, individual assignments), literature (basic, additional, internet resources). Developed the electronic educational and methodical complexes of disciplines are freely available on the website of the department and actively used during the lessons, in the process of preparation, individual assignments and independent work.

Each educational activity (lectures, practical work) are accompanied by presentations for better visualization of the educational material. Slide presentations are being developed mainly with the use of the PowerPoint program (Fig. 2). Video presentations are created using Flash or video editors.

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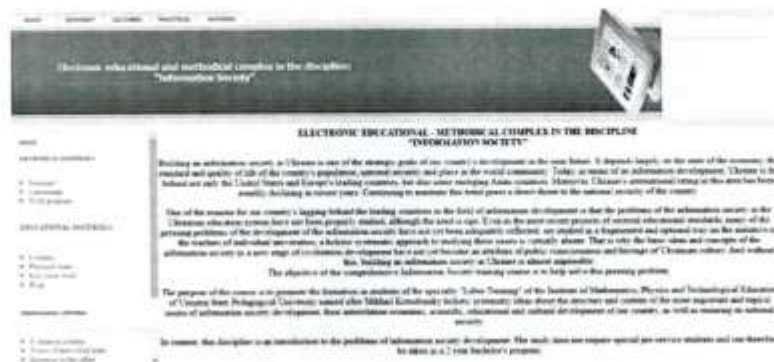


Fig. 1. Electronic educational and methodological complex of the discipline "Information Society"

Pedagogical technologies for the study of jurisprudence



Fig. 2. Slide presentation "Pedagogical technologies of study of jurisprudence"

The main source of current information from law-related disciplines is online resources that are actively used by teachers and students in the learning process. The most popular is information-analytical system "League: the law" (Fig. 3). This resource is quite dynamic and reflects the most relevant information that is clearly structured.

Vinnitsa state pedagogical University has joined the programme "E-governance for accountability of authorities and community participation" (EGAP), which is implemented in 2015-2019 in Vinnytsia, Volyn, Dnipropetrovsk and Odessa regions and is aimed at the use of new information and communication technologies that help to improve the quality of management, improve interaction between government and

citizens and promote social innovation in Ukraine. The program is funded by the Swiss Confederation and is implemented by East Europe Foundation, the Fund InnovaBridge. In the framework of the program the University received a training manual "E-government and E-democracy" (Fig. 4), consisting of 15 parts, and contains training materials for the formation of jurisprudential competencies and skills in the use of information and communication technologies for electronic documents, access to public information, electronic services, protection of information systems, electronic government, electronic interaction with public authorities. The teachers of the University visited the round tables, conferences, educational activities aimed at the improvement of teaching law disciplines, the use of modern educational and methodological materials for the formation of legal competence of future teachers.



Fig. 3. The site of the information-analytical system "League: Law"

The logic of our study required the diagnosis of the state of maturity of legal competence of future teachers. To do this, the experiment was conducted on the basis of the Vinnitsa state pedagogical University named after Mykhailo Kotsiubynsky. The experiment involved 100 respondents, of which experimental group (EG) and control group (CG) was composed of 50 students. In accordance with the definition and structure of legal competence, we determined the following criteria: cognitive, practical, behavioral, axiological. In the experimental group sessions were conducted with active use of computer-oriented technologies, and the control group worked according to the standard methods of learning. Training materials were used in accordance with the curriculum and reflect all the contents of the work study program in specified academic disciplines.

The indicators of the cognitive criterion were the interest and positive attitude to the study of jurisprudential disciplines, determination and confidence in successfully mastering legal terms, a legal framework and jurisprudence. For the assessment of this

criterion has been applied a methodology for M. Snyder.

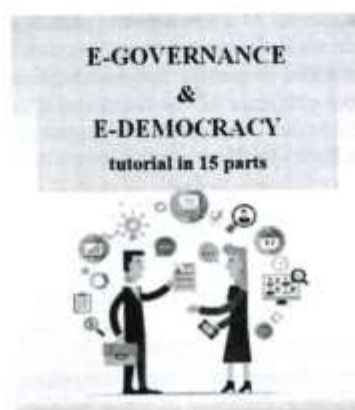


Fig. 4. E-Governance and E-democracy Study Guide

The indicators of practical criteria include: knowledge of modern jurisprudence on the level of a law-abiding member of society; knowledge of legislation in the communication process for diagnosis. It was used adapted technique L. Berezhnova.

Indicators of behavioral criterion defined as: the ability to use modern legislation with the aim of increasing productivity of communication; the ability to predict ways of increasing the effectiveness of their professional activities in accordance with current legislation. For the assessment was used adapted methods D. Barbuto. The axiological criteria include the ability to apply the knowledge of law to solve the problems of professional activity, the ability to use legal concepts and terms, the knowledge of law in order to improve communication productivity - assessment was implemented using the adapted method of S. Budassi.

The degree of manifestation of each of the indicators, taken together, determines the level of formation of legal competence of future teachers. We have identified four levels of legal competence: high, sufficient, medium and low. The results regarding the levels of formation of the criteria of legal competence of future teachers in teaching the disciplines "Law", "Intellectual Property", "Information Society" in the experimental group are presented in table. 1.

The results on the levels of formation of criteria of legal competence of future teachers in teaching the disciplines "Law", "Intellectual Property", "Information Society" in the control group are given in table. 2.

Thus, the levels of legal competence of future teachers (generalized data) are presented in Table. 3 and revealed the following: high level of formation was shown by

11 students (22%) of EC and 7 students (14%) of CG; sufficient level - 14 students (28%) of EC and 10 students (20%) of EC; the average level is 11 students (22%) of EC and 16 students (32%) of EC; low level - 14 students (28%) of EC and 17 students (34%) of EC.

Conclusions. Introduction of computer-oriented technologies in the teaching of the disciplines "Law", "Intellectual Property", "Information Society" has a positive effect and allows to increase the efficiency of the formation of legal competence of future teachers, contributes to the improvement of cognitive, practical, behavioral, educational competences which have been identified as components of the legal competence of the future teacher.

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