

PEDAGOGICAL MODELLING OF TRAINING OF FUTURE BACHELORS OF LAW FOR CREATIVE ACTIVITY IN THE PROSESS OF STUDYING OF VOCATIONAL COURSES

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Abstract. The article analyzes the scientific publications dealing with the problems of training lawyers in Ukraine. Analysis of the theory and practice of training of future bachelors allowed to determine contradictions in vocational training of bachelors of law. The study of the concepts of " model ", " modeling ", " teacher modeling ", " instructional design ", " pedagogical design " is given. The article includes the development of a pedagogical model of bachelors of law and their readiness to the creative activity in the study of professionally-oriented disciplines. Pedagogical conditions of training of future LL.B. to creative activities in the study of professionally-oriented courses include the following pedagogical conditions : providing motivation to create conditions that promote awareness of future professionals in law and the importance of future results , therefore, the study of professionally-oriented disciplines aims to direct students not to possess certain knowledge, skills, modes of action, but to create their own creative product , based on the obtained knowledge Based on student-activity approach we come to conclusion that the readiness of future LLB is caused by internal and external factors of the individual characteristics of the future specialists in attracting them to the various types of creative teaching and professional activities aimed at creating an independent creative products The structural components of a professional model of LLB we refer target component, ie training LL.B. for creative activity during the study of vocational subjects.

Keywords. Modeling, teacher modeling, pedagogical design, teacher, design, LL.B., creative activity.

Statement of the problem. Formation of the rule of law, improving the legislation require significant reform of the training of qualified legal personnel, aimed at the development of an independent legal thinking, professional legal justice, statement of basic principles and values associated with moral foundations, humanistic role of law in society. Today we need a generation of lawyers willing to work in the new dynamic social, economic and political realities.

Modern legal education, law science and practice of constitutional, administrative, civil, and criminal justice have set a range of issues and problems on the training of qualified prospective LLB capable for creative activity by society and the state [5].

It is extremely important, complex and urgent at the same time problem, which is conceptualized by society as a whole, and its solution is one of the pressing problems today, because it has to lead to the formation of a new concept of scientific support of social order in the country: in public institutions, legislative, executive and judicial authorities and others.

In Pedagogics of higher education dominates the trend whereby the complexity of the goals and objectives of training lawyers raises the necessitates in fundamental changes in teaching students to bring all of its components to the new conditions of professional activity.

Universities and other institutions work at a new model of the formation of modern highly skilled, highly educated professionals in the field of justice, law and order.

Conditions of the current state of our country require that the learning process in higher education institutions train LL.B. was built on the basis of specialization that primarily would explore the potential of each and provide a high level of training. Thus, the theoretical and methodological basis of a new model of training of legal personnel in Ukraine today has the character primarily of pedagogical problem that should be studied by both the teacher and future specialist to ensure its high professional level .

Vocational training of the future lawyers in terms of a higher educational establishment is defined as a set of professional, social and moral development of students-future lawyers in favorable conditions, technological and scientific methods of vocational training in the educational environment of higher educational establishments. The primary task of vocational training of future lawyers are: training of specialists of judicial branch to use knowledge, skills who would creatively and responsible ensure implementation of task of education of legal culture, consciousness and responsibility of citizens in compliance with norms of judicial deontology in the interests of the state, individual citizen; mastering professional culture and professionally important qualities for a lawyer, striving for perfection in his professional activity [6].

Analysis of recent research. Teaching and methodological principles of vocational training of future lawyers in higher educational establishments are discussed in the works of such scholars as V. Androsiuk, A. Bandurko, V. Barco , F. Dumko, V. Komarov, A. Lihotskyi, V. Synova, S. Slyvka, V. Tatsyi, M. Sherman profesiynnyh, G. Jaworska.

Research problems of formation and development of vocational training of future lawyers are based on the concepts and conclusions of modern philosophy of : education developed by V. Andruschenko, I. Zyazyun, V. Kurko. The theory of professional development in conditions of continual professional education is explored in the works of S. Honcharenko, A. Lihotskyi, S. Sysoiev , I. Fedotenko. The research work of recent years in which the specific features vocational training of future lawyers in the following aspects attracts the attention: the problem of psychological support of activities of students – lawyers is reflected in studies of V. Barco, T. Bychkova.

Formation of professional and significant qualities of lawyers are reflected in the works of A. Konup , I. Marchuk , V. Monastyrsky, M. Sherman. The issue of vocational training, professional competence and skills are studied by T. Trehubenko, S. Uskova.

Theoretical and methodological basis of judicial pedagogics are presented in the research of scientists such as V. Kikot, K. Levitan, O. Stolyarenko.

The issue of modeling of learning activities in higher educational establishments appealed by A. Borisov, L. Karasev, O. Tkachev. Aspects of educational component in modeling of professional activities are covered in research of M. Evtukh, A. Serduk, O. Ponomarev, S. Zavyetnyy. Problems of modeling method are investigated by such scholars as V. Afanasyev, V. Sofronova, B. Hlinski, Y. Plotynskyy.

However, despite the large number of scientific papers on various aspects of vocational training of future LL.B. on developing and implementing the training models of lawyers are underdeveloped and require direct and scientific attention.

Theoretical analysis of training and practice future LL.B. in higher educational establishments shows that there are contradictions between:

- the need of the state and society of creative, skilled professionals capable for independent creative activity;
- the need of society in professional capable to find and implement optimal ways, terms and means of legal assistance;
- the system of vocational training of specialists of legal branch directed mainly on the formation of specialized knowledge and the mastery of relevant technologies to them and the need to develop new innovative approaches that provide personal development of future lawyer and his ability for self-development;
- favorable conditions for independent, creative professional activity of future lawyers, which is formed in the period of modernization of higher educational establishments, and lack of willingness of teachers to academics use of it.

Eliminating of these contradictions requires a system of implementation of model of vocational training of future LL.B. to creative activity, creating favorable pedagogical conditions for their professional becoming and development, formation of significant professional skills necessary for the successful solution of the tasks of the future legal practice.

The aim of the research is to explore the construction of a professional model of L.L.B. and their readiness to the creative work in the study of professionally-oriented courses in combination of the right conditions, means, methods, training techniques.

Presentation. One method that is widely used in teaching science, is a method of modeling. This method allows you to explore integrative educational facilities in relation to planning and logical designing, reflecting the phenomenon of teacher development.

Modelling is a reproduction of characteristics of one object on another, due to the previously defined purpose and practice-oriented results. It takes into account the nature of the phenomenon which is modeled, its objective, which determines the means and impact on the outcome [2].

It is known that the term "model" is widely used in various fields, derived from the Latin *modulus* - a measure, sample.

Model is an analogue (scheme, structure, sign system) of a fragment of the natural or social reality, a product of human culture, conceptual and theoretical education - the original model. It is designed to preserve and expand the knowledge (information) about the original planning of its conversion and control [7].

Model is imaginary or materially implemented system that reflects or reproduces the object of study, able to replace it so that her study provides new information about the object [8].

The model of teaching science is understood as overall picture of the phenomenon based on some system of beliefs and ideas, which helps to understand and describe what we are studying through creative intuition and hard work.

Model is a system of objects or characters that reproduces some essential properties of the system, the original, it is a generalized reflection of an object, the result of an abstract experience, rather than a direct result of the experiment.

Algorithm of modeling can be reduced relatively to five stages, namely:

- clarifying the task or tasks assigned by person herself or others;

- generate models;
- display of different variants of model as abstracted objects, mathematical or graphical models;
- re-analysis and research of the adopted pedagogical model variability, its detection on the basis of previously unforeseen properties and qualities ;
- amending the model or rejection of it and start working on a new model.

It is obvious that interaction of theoretical ideas and experimental facts that confirm or reject these ideas are essential to subject matter. The essential attributes of the model are the visibility, abstraction, element research and creative imagination , the use of analogies as logical method of construction , it means that model is a kind of hypothesis that is expressed in visual form .

Models represent the structure of the pedagogical process that is evolved in the national teaching science: targeted, informative, organizational and activity based, analytical and efficient components. The composition of the model depends on the purpose of the study makes it possible to trace the characteristics of the object of study [3].

Model provides the organization of training, interdisciplinary interaction and gives opportunities for self-development and self-realization of future LLB, and additional organizational and pedagogical conditions.

Modelling as a universal form of knowledge is used in the study and transformation of phenomena in any field of activity is the most common method for studying objects of different nature, including objects with complex social system.

Teacher modeling in the broadest sense can be defined as a form of professional activity of a teacher (or set of activities) aimed at overcoming the conflicts in the relationship between pedagogy and practice, which include processes such as diagnosis, prognosis, goal-setting, monitoring, modeling, design, programming and others. The correlation between theoretical and practical in designing determines its position between science and practice, and the essence is primarily in the practice -oriented aspects of carrying out a practical plan of using

scientific knowledge or practical experience for generalization to promote the science [4].

Teacher modeling (model creation) is a development of objectives (general idea), the creation of educational systems, processes or situations and the main ways of achieving them. Any educational activity begins with a purpose. The goal raises questions about where and when students will be able to use their skills, in what circumstances and how it will implemented. The goal contributes to the ideas with which it can be affected. This allows to predict the pedagogical process.

Teacher modeling has a "term partner ", which often accompanies it in scientific texts - designing. In some publications, these terms are used as comparable and substitute each other, that is, where permissible, are used synonymous.

Pedagogical modelling (project creation) is considered as further development of a created model and bring it to the level of practical use. At this stage the work is created with the model, it is necessary to use for the transformation of educational activities. If pedagogical model is made mainly mentally, serving as installation, the project becomes a mechanism of transformation of the educational process and environment [9].

Pedagogical designing (creation of the designer) - a further specification created by the project which must be used in specific contexts by participants in real educational relations. Designing of teaching and educational activities is a methodical task.

Skills related to modeling and design, are interconnected in a certain interdependence: each successive skill includes the previous one, as one of the components.

Based on student-activity approach we come to conclusion that the readiness of future LLB is caused by internal and external factors of the individual characteristics of the future specialist in attracting him to the various types of creative teaching and professional activities aimed at creating an independent creative products [1].

By the pedagogical conditions of readiness of LLB for creative work in the process of studying of professionally - oriented courses include the following pedagogical conditions : providing of motivation to create conditions that promote awareness of future professionals, the importance of its future result , therefore, the study of professionally - oriented courses the objective of cognitive effort is directed not to possess certain knowledge, skills , modes of action, but to create their own creative product, based on the obtained knowledge .

The structural components of a professional model of LLB we refer target component, ie training LL.B. for creative activity during the study of vocational subjects. Aiming the formation of learning motivation, creativity and scientific practice and preparedness for lifelong learning, improving the level of professionalism, the structure of education while studying professionally oriented disciplines. The above mentioned courses are a part of semantic component. Organizational and activity component will include: planning, organizing (selection of forms, methods and means of education), providing subjective approach to student learning, taking into account the pedagogical conditions that ensure the effectiveness of LL.Bs readiness to creative activity.

As a complex of pedagogical conditions we select the provision of positive reinforcement training, extensive introduction of elements of contextual learning, engaging students in professional self . Analytical and effective component will seek educational and professional success of future LLB who own the content of training, those who have achieved personal and professional self education, raising the level of personal and professional self-determination, gaining the motivation, displaying the readiness to continue education.

Development and implementation of teaching models for LL.B is the prospect of our future research.

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