



## The Teaching and Methodical Support of Management of Training Process of Legal Profile Students

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### ABSTRACT

The relevance of the study is reasoned by the new requirements for the training of lawyers who solve professional tasks and promote a legal culture. The purpose of the article is to develop a mechanism to assess the quality of teaching and methodical support to control the process of legal profile students training. The survey methods, expert assessment are used in the study. The study involved 450 teachers, 402 students, 448 experts. The main results of the study are to identify the functions, stages, criteria, tools, pedagogical conditions (creation of intra-university quality management system of the training; the willingness of teachers to evaluate the quality of teaching and methodical support, monitoring of the quality of teaching and methodical support) to assess the quality of training and methodological support. This study provides important lessons. First, pedagogical assessment of the quality of teaching and methodical support to manage the process of law profile students' training is conditioned by the need to form the ability to analyze the situation and give it legal qualifications; construct an algorithm of actions based on the rule of law; offer solutions' variants to the problem through legal mechanisms. Second, the mechanism to assess the quality of training and methodological support includes a base for carrying out, the definition of the functions and criteria of educational evaluation.

**Keywords:** Knowledge Society, Teaching and Methodical Support, Training of Lawyers

**JEL Classifications:** I21, I25, I28

### 1. INTRODUCTION

The relevance of the study is reasoned by the transition to the knowledge society and the new requirements for training and methodical support of training process's management. The concept of "support" can be seen, on the one hand, as a system of tools, instruments and control conditions, on the other - as a process of creating and delivering of this system to improve management efficiency (Andreev, 2000). A teaching and methodical support to manage training of law profile students is a system of training and curricular documentation and educational tools, diagnostic tools, and training materials for the organization of training process, students' independent work and intensification of the teachers' activities. The main components of teaching and methodical support are textbooks, and manuals, guidelines for the discipline's

study, methods to control the students' educational activities, methods to organize independent work of students, handbooks, reference notes and electronic media of educational information. A teaching and methodical support to manage the law profile students performs the following functions: (1) Informational, providing inclusion in the training content of the necessary array of scientific and legal knowledge; (2) transformational, providing transforming of scientific and legal knowledge in a form that is accessible and understandable for students; (3) systematizing, including adequate structuring of scientific and legal knowledge; (4) organizational and procedural, providing management of the training process; (5) fixing and self-control, aimed at the development of scientific and legal knowledge and forming of skills of their practical application; (6) self-education, allowing the use of teaching and methodological support as an autonomous

means of vocational training; (7) teaching and research, aimed at developing of students' abilities and skills of research activities; (8) integrating, showing the location of the studied subjects in the sciences' system; (9) socio-educational, contributing to the formation of the philosophical foundations of the future lawyers, the effectiveness of their socialization (Gorb, 2000; Davydov and Rakhimov, 2002; Nazarova and Gospodarik, 2005).

Professional training of law profile students is reasoned by the peculiarities of legal activities. Lawyer does not only solve professional problems, but also brings legal culture into the community. His professional consciousness is manifested in the process of transferring of the legal culture and professional skills are manifested by means of interaction with customers (Pugacheva et al., 2016). However, not all students are able clearly and logically to express their thoughts, competently present it, formulate meaningful phrases, adequately perceive and analyze other people's statements. Among the professional barriers of future lawyers the most common is the decision's making with a reference to an action's sample which is available in the memory, excluding the conditions and causes of this situation's origin (Shnyagin, 2014). This leads to the need to increase the quality of teaching and methodical support of management of legal profile students' training process. It is well-known that the quality as integrative category reflects the structural and content aspect of the object considered and its social value, relevance and functionality. The quality of teaching and methodical support of management of legal profile students' training process characterizes the internal potential of the university, providing a range of educational services, the results of the professional training process and its compliance with the established standards, the state educational standards. Therefore, the quality of teaching and methodical support of management of legal profile students' training process can be regarded as from the position of its entities, so outside experts. The purpose of the article is to develop the mechanism to evaluate the quality of teaching and methodical support of management of legal profile students' training process.

## 2. RESEARCH METHODOLOGY

The leading principles of research are consistency, integration, comparativism. Principle of consistency allows considering of a teaching and methodical support as didactic tools' system, causing the contents of the professional training, teaching and curricular documentation, defining the methodology of the professional training process, quality assessment of teaching and methodical support, reflecting the procedural and result aspects of university's activities.

The principle of integration provides a stable interaction of management's entities of legal profile students' training in the process of appraisal activities, policy regulation of their rights and duties. The principle of comparativism means the monitoring of the quality of teaching and methodical support and advisory and developmental nature of its assessment.

During the research the following methods were used: Theoretical (analysis, synthesis, generalization and systematization);

sociological (observation, interviews, questionnaires, expert estimation).

## 3. RESULTS

The main results of this study are: (1) The functions and stages, (2) criteria and tools for pedagogical assessment of the quality of teaching and methodical support of management of legal profile students' training process; (3) pedagogical conditions of modern requirements' realization for assessing of the quality of teaching and methodical support; (4) Experimental verification of the pedagogical conditions' effectiveness to realize modern requirements for assessing of the quality of teaching and methodical support.

### 3.1. Pedagogical Assessing Functions and Stages of the Quality of Teaching and Methodical Support of Legal Profile Students' Training Process's Management

Pedagogical assessment can be defined as cognitive activities, which is carried out after clearly defined and designated procedures' conducting in order to make a judgment about the quality of teaching and methodical support and which is organized to improve the control quality of legal profile students' training process. Structure-forming components for the pedagogical assessment of the quality of teaching and methodical support of legal profile students' training process's management are teaching and curricular documentation and teaching tools, diagnostic tools, training material for the organization of the training process, students' independent work and the intensification of the teachers' activities. It is found that pedagogical assessment can possess constructive and unifying functions. If the assessment possesses a constructive function, it is oriented to improve components of teaching and methodical support, to improve its structure and procedures, develop recommendations for its optimization. In this case the experts are the entities of the professional training process. If the assessment possesses a unifying function, it is focused on accountability in the process of state certification or accreditation of the university. This assessment is based on data and indicators. In this case, the assessment is conducted by external experts: Specialists of education authorities and members of the state and public organizations.

Stages of pedagogical assessment of the quality of teaching and methodical support are established: Ascertaining and consultative - developing. The ascertaining stage reveals the state of teaching and methodical support: Needs in it is identified, its overall idea is defined, the concept is formed, features and characteristics are established. For this purpose, the questionnaire; formal interviews with experts, scientists, representatives of the public; content analysis of publications in press and submissions of scientific and practical conferences, "round tables;" study of educational and methodical literature on a thematic structure; patterns' identification of growth of specific publications' kinds are used (Kamasheva et al., 2016). At the consultative-developing stage scientific-methodical recommendations are developed to adjust and optimize the teaching and methodological support. At this stage the expert polls, surveys of students, involvement of public organizations

for expertise of teaching and methodological support are appropriate (Pugacheva et al., 2016).

### **3.2. Criteria and Tools for Pedagogical Assessment of the Quality of Teaching and Methodical Support**

It is found that the criteria for pedagogical assessment of the quality of teaching and methodical support include: (1) Quality of information (subject) level (compliance with state educational standards; the continuity of the content of scientific and legal knowledge and the availability of their presentation); (2) quality of pedagogical level (multilevel and diverse methodological apparatus; a balanced and productive inclusion of diagnostic techniques, manuals; presentation of learnt skills, taking into account the regularities of students' learning and cognitive activities); (3) the quality of educational and developmental level (emotional and imaginative presentation of knowledge, the formation of the philosophical foundations of future lawyers).

Tools for pedagogical assessment of the quality of teaching and methodical support include: Analysis of existing textbooks and other components of the teaching and methodical support; identifying of gaps, as well as the causes of these shortcomings; search for ways and means to overcome them; study of consumers' preferences; definition of prospects of development of the textbook and other components of the teaching and methodical support as a whole; study of reviews.

### **3.3. Pedagogical Conditions of Modern Requirements' Realization for Assessing of the Quality of Teaching and Methodical Support**

It is found that the pedagogical conditions include the creation of an intra-university system of the training's quality management; the willingness of teachers to assess the quality of teaching and methodical support; monitoring of the quality of teaching and methodical support.

Creation of the intra-university system of quality management of training ensures the integrity of the managerial actions aimed at continuous improvement of the quality of legal education. Projecting and implementation of the intra-university system of quality management of training contributes to the planning and implementation of innovative activities in conditions of university's functioning and development, depending on the objectives and available resources; increases the effectiveness of the forms and methods of professional training; promotes the professional competence of the teaching staff. It is found that university system of quality management of training performs specific functions: (1) Regulatory, aimed at implementation of the state educational standards; (2) reflective, providing the entities' understanding of the process of professional training, its meaning, values, opportunities, development prospects; (3) projecting, manifested in the technical support of the training process, the projecting of content, forms, methods of teaching. It is found that the quality of teaching and methodical support is the structure-forming component within the intra-university quality management system of training, reflecting the procedural and result aspects of University's activities (Yepaneshnikov et al., 2016).

The willingness of teachers to assess the quality of teaching and methodical support is a qualitative characteristic of the person, which includes the ability to pedagogical creativity, attitude to appraisal activities and affecting the professional self-determination and self-improvement, compliance with specialty's requirements, qualification standards, occupied or performed service activities and providing sustainable positive results in future lawyers' training. Psychological preconditions to form the teachers' readiness for activities' assessing are its understanding, a sense of responsibility, the desire to succeed, determination of sequencing and operation methods. Passive attitude to the problem, carelessness, indifference, lack of an action's plan and intentions to use their experience hamper the formation of the readiness (Petrova et al., 2016).

Monitoring of the quality of teaching and methodical support is a continuous scientifically based diagnostic and prognostic assessment that allows to compare the results obtained with expected or given initially and form a single teaching methodical environment. The main functions of this monitor include: (1) Guiding, aimed at documenting and workflow of the assessment process; (2) diagnostic, including the test materials' preparation; (3) correctional, manifested in the continuous improvement of teaching and methodical support. Monitoring methods of the quality of teaching and methodical support include: (1) Examination of textbooks, teaching and learning aids, methods of organization of students' independent work, handbooks, reference summaries, electronic media of educational information, guidelines for the study of the discipline, control techniques of students' educational activities; (2) rating analysis of teachers' professional activities; (3) educational achievements of students in certain disciplines (Akhmetov et al., 2016).

### **3.4. Experimental Verification of the Effectiveness of Pedagogical Conditions to Realize Modern Requirements for Assessing of the Quality of Teaching and Methodical Support**

Experimental verification was carried out from 2013 to 2016. The experimental test included 1300 people - 450 teachers, 402 students, 448 experts (education authorities specialists). Experimental verification was conducted in three stages: The ascertaining, forming and controlling one.

As part of ascertaining stage methods of intra-university management of training's quality were studied; requirements of teachers and students to the structure and content of teaching and methodical support, as well as the evaluation of its quality. It is found that as the basic requirements to the textbooks and teaching materials, students put forward: The availability of presentation of knowledge; clearly identified themes; availability of the required reference system Teachers prefer textbooks and manuals, in which there is a logical and rational method of knowledge presenting, aiming at the formation of the ability to think in the form of asking questions, finding ways to answers and questions. As the main requirements to the textbook teachers put forward: Correspondence of the content to the main directions and results of the development of scientific ideas, as well as to the requirements of state educational standards.

In the formative stage pedagogical conditions were tested to realize modern requirements for assessing of the quality of teaching and methodical support. Among the teachers scientific and methodical activities were carried out: Business games; preparing and protection of projects on teaching and methodological support on the example of educational curricula on civil, administrative, labor law; round tables, in order to discuss issues of quality assessment of teaching and methodical support; scientific and methodical conferences, inviting the authors of textbooks, editors of respective publishing houses. More than 120 books were included in the list of textbooks, recommended and approved by the Ministry of Education and Science for use in the process of legal profile students' training. At current stage, the models in intra-university management of training's quality were developed and implemented based on the integration of organizational-administrative, normative-legal, scientific - methodical, personnel and information resources; a center for teaching and methodological support of educational curricula for legal profile students' training was created; the regulation was developed "About monitoring of the quality of teaching and methodical support of management of legal profile students' training process."

In the control phase through expert survey the quality dynamics of teaching and methodical support was identified (Table 1).

The experts were specialists of education authorities, teachers. For experts a questionnaire was developed. Table 1 show that the experts identified positive changes in the quality of teaching and methodical support at all stages.

#### 4. DISCUSSIONS

A number of studies are devoted to the problem of quality of teaching and methodical support of management of training. At the same time there are differences between the authors' opinion during the consideration of the content of teaching and methodical support. Davydova (2005), Egorshin and Pryanichkov (2002), Batsyn and Butyagina (2005) reduce the composition of teaching and methodical support to teaching and curricular documentation, including a list of laboratory works and techniques of intermediate and final assessment of students, textbooks, reading books, manuals for teachers, instructions for independent work of students, a set of diagnostic tools. Krajevski (1997), Andreev (2000) provide a system of teaching and methodical support, structure-forming components of which are intended for the organization of independent work of students, the intensification

of teacher's activities, information support of the educational process. It is believed that the purpose of teaching and methodical support is to provide all management's entities of training by specific recommendations on its organization. In the structure of teaching and methodical support, two components are identified. Firstly, the teaching focused on the students and provided with textbooks, and teaching aids, reference books, dictionaries, electronic data carriers. Secondly, methodical, focused on the teacher, and including guidelines for the study of the course and conducting of studies, methods to control the organization of lessons and the learning outcomes, methods of independent activities' organization, basic schemes. Analysis of these authors' studies showed that the nature, functions, stages, criteria, tools for pedagogical assessment of the quality of teaching and methodical support of management of educational process are the subject of scientific debate.

In addition, all their research is focused on the content and pedagogical assessment of teaching and methodical support of management of school education. However, management of professional training, responsible for human resources of knowledge society also requires a qualitative teaching and methodical support and its pedagogical assessment. Character of legal profile students' training do not fully meets their social expectations. They have difficulties often while introduction into the process of law activities. Students' certain style of behavior is very often is not formed, due to the rules and mechanisms for the implementation of the legislation. There is a need in teaching and methodical support of management of legal profile students' training process aimed at the formation of their readiness for rapid adaptation in labor market conditions. Thus, the relevance of the study is caused by the contradiction's sharpening between the need to improve the quality of lawyers' training and the lack of science-based mechanism to assess the quality of teaching and methodical support of management of legal profile students' training process.

#### 5. CONCLUSION AND RECOMMENDATIONS

It is found that a teaching and methodical support of management of legal profile students' training process is a system of training and curricular documentation and educational tools, which specifies the purpose of professional training in the form of the content, forms and methods of teaching, students' independent work, and reflects the interaction of management's entities of legal profile students' training process. Modern requirements

**Table 1: The results of the expert survey on the quality of teaching and methodical support, conducted at different stages of peer review: Ascertain (1 section), forming (section 2), control (3 section) (percentage)**

Modern requirements for quality assessment of teaching and methodical support	1 section	2 section	3 section
Compliance of training and curricular documentation and educational resources to state educational standards	85	89	100
The selection of teaching materials in accordance with the objectives of educational curricula	64	83	92
Interaction of science methodology, subject field of knowledge and methods of teaching	48	79	93
Availability of integrative connections between academic disciplines	36	68	84
The system integrity of subject content, teaching abilities and skills	48	81	96
The content unity and organization's apparatus of knowledge's assimilation	51	83	91

to the pedagogical assessment of the quality of teaching and methodical support are conditioned by the development of a knowledge society, the continuity of the professional training process, the shift from traditional forms of classroom lessons to independent work of students. Knowledge Society demands while the quality's pedagogical assessment of teaching and methodical support to take into account the future lawyers' abilities formation to analyze the situation and give it legal qualifications; construct algorithm of actions based on the rule of law; offer solutions to the problem through legal mechanisms; to use legal sources of information; formulate and express their position and arguments. Pedagogical conditions to realize modern requirements to assess the quality of teaching and methodical support (creation of intra-university system of training's quality management; the willingness of teachers to the quality assessment of teaching and methodical support; monitoring of the quality of teaching and methodical support) improve the quality of professional training, form the students' willingness effectively to address professional tasks: Development of normative and legal acts and their preparation for realization; justification and adoption within the duties of decisions related to the implementation of legal norms; drafting of legal documents; ensuring of law and order, the security of individuals, society and the state; protection of public order; prevention, suppression, detection, disclosure and investigation of offenses; protection of private, state, municipal and other forms of property; counseling law; carrying out of legal examination of documents.

It is found that the mechanism to assess the quality of teaching and methodical support of management of legal profile students' training process involves two stages (ascertaining and consultative-developing one) and includes: Grounds for conducting, definition of the main function of pedagogical assessment (constructive/unifying), the appointment of an experts' group, definition of criteria and the organization of scientific and methodical examination of educational and methodical documents and teaching tools, determining their impact on the quality of legal profile students' training.

The implementation of this mechanism in the management of legal profile students' training allows creating of the capacity for self-organization and self-education; the implementation of professional activities on the basis of a developed sense of justice, legal thinking and legal culture, logical and reasoned construction of oral and written speech.

The study results allow outlining of the prospects for further research of the problems that are associated with the development of teaching and methodical support of specific educational curricula for students of legal profile. The paper submissions can be useful for leaders and teachers of educational institutions; Staff

training and retraining centers for the selection and structuring of the content for professional development of the teaching staff.

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