

FORMS AND METHODS OF DISTANCE EDUCATION OF FUTURE LAW STUDENTS

The article identifies problems and substantiated prospects for improving remote forms of education for future lawyers. The essence of the problems in the teaching of legal disciplines and ways to solve them are revealed. It has been proven that in order to solve problems in the teaching of legal disciplines, it is important that this process has a clearly defined complex character, meets the requirements of the global practice of distance learning and is carried out in two directions - firstly, its use directly in the educational process and secondly, the organization of appropriate pedagogical monitoring.

It is substantiated that the introduction of distance learning of future lawyers, based on modern interactive technologies, should be ensured by acquiring skills and abilities for professional activities, creating comfortable learning conditions for students and can be used during the development of programs for obtaining legal education using the Moodle distance platform.

It was found that high-quality education of students is an important condition for the proper introduction of remote technologies into the legal educational process. It was found that high-quality training of students of legal disciplines in a higher education institution requires its constant improvement to solve pedagogical tasks in new conditions.

Searching for new effective forms and methods of higher legal education should be an urgent scientific and methodological task in institutions of higher education (hereinafter, higher education institutions) that train lawyers: from the development and introduction of new promising disciplines into the curricula to the introduction of innovative methods and forms of teaching with the help of distance learning teaching.

For this purpose, we made an attempt to analyze new effective forms and methods of distance learning of future lawyers of the Institute of Law, Psychology and Innovative Education of the Lviv Polytechnic National University. In order to

determine the level of organization of the process of distance learning in legal disciplines among future lawyers, it was necessary to analyze the existing methods and technologies of adaptation of the educational system and justify the expediency of its use in the professional training of lawyers in accordance with various forms of organization of distance learning (Vasylchenko, 2008, Hrytsenko, 2004, Gurzhii, 2004, Kukhareenko, Stefanenko 2002, Shunevich, 2006).

We conducted a pedagogical experiment to identify the effectiveness of the introduction of distance learning in the professional training of future lawyers. In order to organize experimental work with students of the Institute of Law, Psychology and Innovative Education of the Lviv Polytechnic National University, two groups were formed from the number of bachelor students on the course - experimental (35 students) and one control (30 students). The experiment was conducted according to the same curriculum of legal disciplines taught at the institute. In the experimental group, training was conducted taking into account the factors that, in our opinion, contribute to the effective implementation of distance learning in the professional training of lawyers, while the control group studied without any changes, according to the traditional training program.

At the initial stage, we discovered the real state of its application among law students. For this purpose, we conducted pedagogical observation, questionnaires, individual and group conversations with students and teachers. A comparison of the results and diagnosis of students in the experimental and control groups before and after the experiment allowed us to draw conclusions that the students of the experimental group significantly increased their scores according to all the specified criteria, while in the control group the process of using distance learning occurred unevenly. The results of the experiment showed that, firstly, the majority of students in the control group had a low level of assimilation of the experience of implementing methods of activity through distance learning, and in the experimental group it was an average and sufficient level. Secondly, teacher training for the development of distance courses and support for distance learning was carried out but in insufficient numbers.

The results of the experiment conducted by us indicate a high level of awareness among future specialists of the legal profile of the role of distance learning as an effective form of organizing legal education. In particular, among the respondents, the vast majority of teachers and students of the institute consider it necessary to more actively use the possibilities of distance learning in the educational process.

The search for new effective forms and methods of distance learning of future lawyers was carried out. It was found that the pedagogical competence of teachers of legal disciplines in higher education institutions is necessary for its constant improvement in order to solve pedagogical tasks in new conditions. The main features of the teacher's activities in the conditions of distance learning should be related to the development of a distance course on subjects, the organization of interaction between subjects of training, the organization of remote control of the educational and cognitive activities of students.

Key words: legal students, forms and methods of education, distance learning, professional training, institution of higher education.