

# Modern Innovative Forms Of Teaching Law At Other Schools In Ukraine

Olena Tsilmak<sup>†</sup>, Svitlana Iasechko<sup>††</sup>, Myroslava Poplavska<sup>†††</sup>, Oleksandr Motlyakh<sup>†††</sup>,  
Oleksandr Kabanets<sup>†††</sup>

<sup>†</sup>National University «Odessa Law Academy», Ukraine

<sup>††</sup>Kharkiv National University of Internal Affairs, Ukraine

<sup>†††</sup>Kyiv National University of Culture and Arts Kyiv, Ukraine

## Summary

The article considers innovative teaching methods used in the system of modern education process. Characteristic features of means, forms and methods of innovative training are defined, it is revealed the specifics of their use in the interactive educational environment of Ukrainian universities. The article is devoted to topical issues of modernization and improving the quality of higher legal education in Ukraine in the context of its European integration. Particular attention is paid to innovative technologies of legal education faculties.

## Keywords:

*higher school of Ukraine, innovations, teaching methods, educational technologies, educational process, e-learning*

## 1. Introduction

The main vector of modern development of higher education in Ukraine is determined by the general direction of domestic higher education to enter the European and world educational space, harmonization of national and international standards of higher education in the context of the Bologna process and credit transfer system. In today's conditions, higher education requires research and teaching staff to master and implement innovative methods of teaching and learning, based on multimedia, information programs, knowledge transfer systems. UNESCO's analytical report "Sustainable development after 2015" It is noted that in the new information age it is higher education that should become a fundamental element of progress, and innovations in various spheres of social activity should include high dynamism, rapid change of knowledge, information and technology. Thus, the social importance of the state in ensuring access to quality education, a high level of knowledge, the possibility of acquiring relevant skills, competencies through the provision of higher academic mobility and freedom.

The Law of Ukraine "On Higher Education" is among the main tasks of higher education educational institutions provides for "ensuring an organic combination in the educational process of educational, scientific and innovative activities." In addition, most legislative documents, national programs for higher education emphasize the prevention of declining quality of education, falling knowledge; moral

aging of teaching methods and techniques. It is the public consensus understanding that education is one of the main factors of innovative development of society that gives impetus to the strategic solution of problems and ensuring systematic reform of national higher education, adequate modernization and integration into the European economic, cultural and information space [4].

In view of the above, we believe that in the modern educational process the problem of innovative teaching methods remains one of the most relevant in the world pedagogical and research activities.

However, in the conditions of transformational changes in higher education, they need constant careful study and scientific and practical substantiation of the issue of the best experience of innovative educational activity; characteristics of the content of interactive forms of education, the specifics of their use in higher education; individualized, team, project technologies of knowledge acquisition, information and communication means of training, online education and other innovations.

In the period of transformation of higher education, the introduction of innovative teaching methods is increasing. The innovative forms of education that are relevant today are aimed at developing general cultural and professional competencies among students. One of these forms of learning can be called interactive methods that allow you to implement a competency-based approach. In addition, they increase the percentage of assimilation of educational material, establish feedback between students and the teacher, and also interest and include inactive students in the work. Interactive methods allow to achieve real practical results of mastering the skills of future professional activity by students. Besides they provide scope for pedagogical creativity.

Interactive learning provides for the coordination of the actions of the teacher and students, as well as the cooperation of students with each other.

Moreover, knowledge is not "dictated" by the teacher. It only helps to find answers to the problematic questions posed. The student has the need and ability to learn, so learning is an inseparable component of the human way of life. In this regard, the role of the teacher is to organize the learning process, in which students are immersed in a real

atmosphere of business cooperation in solving problems that are optimal for developing the skills and qualities of a future lawyer.

The teacher reacts to everything that happens in the classroom, analyzes, corrects the work of students and directs students on the path to obtaining learning outcomes. In the process of interactive learning, practical problems that participants face or may face in their future professional activities are solved [2].

The foregoing allows us to say that interactive methods make it possible to teach students the branches of law in a complex. In addition, interactive teaching contributes to teaching students on problematic material, i.e. by creating a problematic situation of professional interaction, allowing the student to use his experience, and, at the same time, to identify the shortcomings of the existing experience and the need for its development [9].

As an unconventional approach to teaching legal disciplines, one can name a binary lesson. The binary form of conducting classes is exciting and non-standard. A binary lesson is called a non-traditional type of lesson, since several teachers are involved in preparing and conducting it. Before classes, teachers jointly plan the forms and methods of work, both their own and students. Such preparation can take a lot of time, but the result is usually justifies these costs. This type of lesson is interesting in that it allows students to show the connection between various subjects, makes learning holistic and systematic [4].

This article proposes a vision of the structure and content of a binary lesson on the topic "Protection of consumer rights in the provision of services", during which interdisciplinary connections are clearly traced.

## 2. Theoretical Consideration

The purpose of the lesson is to deepen the understanding and consolidate the acquired knowledge in the disciplines "Protection of consumer rights" and "Ethics of business communication", as well as in the development of cooperation between teachers and the formation of students' beliefs in the connectedness of the subjects studied.

It is important to note that such a lesson should be carried out by connecting groups of students in different profiles, for example, lawyers and personnel management.

So, as a problem situation, teachers of these disciplines show students a video case with the following content.

An agreement was concluded between H. and LLC for the manufacture and supply of furniture according to samples. Under the terms of the contract, the company undertakes to manufacture furniture, deliver and transfer it to the customer's property. The customer, in accordance with the terms of the contract, is obliged to pay for and accept the aforementioned furniture [1-3].

H. chose a sofa model with two types of upholstery and fully paid for the sofa.

Having received the above furniture, H. to the address of the LLC was made several phone calls that were left unanswered, after which a written complaint was sent. She asked to terminate the contract for the reason that when assembling the sofa, a difference in tone (pile direction) was discovered.

In response to the claim, the defendant denied the plaintiff the satisfaction of the claims on the grounds that the selected material is fleecy, in connection with which the change its color is not a flaw.

Subsequently, H. was found to be inconsistent with the supplied model and the ordered sofa, since its side part was made in the form of one element instead of two, as well as the presence of a seam on the sofa element (should not be), which, according to H., is a significant deviation from the terms of the contract.

The parties repeatedly expressed claims to each other orally, but did not come to an agreement, so the customer went to court to resolve the dispute.

After watching this video case, students should find out: what conflictogens led to the judicial resolution of the dispute and what solution will the court rule on the merits of this conflict between the consumer and the performer?

First of all, as part of the study of the ethics of business communication, students establish conflictogens, that is, the actions of these persons that led to this conflict.

It should be noted that in the future professional activities of a lawyer, conflict resolution will become a common and permanent phenomenon. Therefore, it is important for them to know that conflict is any opposition or difference of opinion.

A conflictogen is any action or inaction of a person that leads to a conflict (grins, silence, violation of space, words that degrade one's dignity, etc.).

Students name the following conflictogens in the watched video case:

- ignoring phone calls;
- lowered look of the master (does not look into the eyes, the look leads away);
- peering between participants of one side;
- raising the voice
- the threat of going to court;
- the manufacturer does not apologize, tries to dissuade;
- the manufacturer's representative looks at the client with an indifferent look, sits in a collapsed position in an armchair;
- the client's phrases: "this is clear to the child"; "what can be" but";
- the client is smart, etc.

Having analyzed the stages of the conflict and identified the conflictogens, the students proceed to work with the second teacher. They should analyze the situation from the point of view of protecting violated consumer rights.

Summing up the analysis of the regulatory framework, students should come to the following conclusions. LLC has not fulfilled the terms of the contract (provided goods that do not comply with the order form), that is, there are significant deviations from the terms of the contract. Therefore, the court must satisfy the demands for the termination of the contract for the manufacture and supply of furniture according to samples, and for the recovery of funds paid for the goods. Since the defendant's unlawful evasion in satisfying the plaintiff's demand for termination of the contract and for the return of funds has been established, the claims for the recovery of a penalty are legitimate [7].

It should be noted that a mandatory element of interactive teaching is reflection. Students need to evaluate their development after the binary session.

In this regard, it will be interesting, in our opinion, to state the opinions of students on the learning outcomes obtained:

- “a huge plus is the opportunity to learn new things that are not directly related to your training profile, but broaden your horizons”;
- “an important plus is the consideration of the conflict situation from different points of view, as well as the deepening of knowledge in related disciplines”;
- “a lot of necessary and useful information was received, we shared our knowledge and received new ones”;
- “The lesson was very exciting and interesting”;
- “it is interesting and informative to think and process the received information, the work of two teachers is more effective”;

“There should be more such classes.”

Binary lesson allows you to effectively organize the educational process.

On the basis of facts from real life, a problematic situation is created, which is considered both from a legal and psychological point of view. During such binary engaging in one or another way of solving a problem, develops the ability to formulate and express one's thoughts, take other positions, and argue one's own [5].

It is important to pay attention to the readiness of teachers to conduct binary classes in an interactive form. Modern educators must prepare students for work in accordance with their education, to actively participate in everyday life, stimulate their individual development, and prepare for creativity and knowledge renewal at an advanced level. Achieving the above goals during the period of obtaining university education requires a new look at the role of the teacher.

the teacher and his competence, the assessment and expectations of the students themselves, as well as employers [4].

The next example of interactive teaching is an innovative game conducted in small groups at a practical lesson in the discipline "Civil Law" on the topic "Sources of Civil Law".

The purpose of the practical lesson is to form and consolidate ideas about the main components of the regulatory legal framework governing civil legal relations.

As a result of mastering the topic, the student must:

– know: the concept of sources of civil law, sources of civil law;

– actual problems of legal regulation; legal positions of the highest judicial bodies on civil law issues;

– be able to: interpret civil law norms, analyze local acts, generalize judicial practice and legal customs, local acts and legal customs; the skills of searching for scientific (special) literature necessary for solving theoretical and practical issues [9].

Task 1: Questions - answers:

1. A citizen, having read the publication in the media about the property owned by the head of the local administration, applied to the administration

with a statement to provide him with a commentary on the sources of origin of this property. Is the local administration obliged to provide a response to a citizen to such a statement?

2. The body of state power, within the framework of the performance of the functions assigned to it, shall receive official delegations, foreign citizens and visitors. Should these persons be provided with hot and soft drinks, confectionery products, based on business customs?

3. The mother-in-law gave the daughter-in-law an apartment in which they lived together, led a common household until the death of the mother-in-law. Is the mother-in-law recognized as a family member and/or a close relative of the daughter-in-law? If not recognized, does the daughter-in-law have the right to go to court to recognize her mother-in-law as a member of her family and (or) a close relative in a judicial proceeding by analogy with law?

A variety of cognitive tasks and tasks offered to students are compiled on the basis of the material studied by them. Solving problems in a playful way does not allow students to be distracted from the lesson and ensures the employment of the entire group.

The joy of one's own, albeit not great, victories sharply increases students' interest in the subject. And in general, there is an intensification of practical training and a significant increase in the productivity of pedagogical work [8].

The above example of an innovative game testifies to a student-oriented approach to teaching a student, motivating him to actively participate in the development of educational programs of the studied disciplines and mastery of professional skills.

It should be noted that at the present stage the task of the teacher is to teach students to think, speak correctly, communicate in scientific terms and communicate well in writing.

Writing an essay by students allows them to formulate their thoughtful thoughts and judgments in writing. However,

when posing problem questions for essay topics, it should be borne in mind that they should cause a desire for reflection, logical reasoning, and quick wits. Therefore, the technology of writing an essay will only arouse interest among students, justify its purpose and achieve its goal when vital problems are touched upon.

So, an essay on the topic "Why consumers are too lazy to protect their rights" arouses great interest among students and a desire to understand this interesting issue. In connection with

Consider the following essay as an example.

"Each of us, at least twice in our lives, acts as a consumer of a particular product or service, and situations periodically arise when this very

the consumer is not satisfied with the quality of the product or service. According to statistics, the rights of every consumer in Ukraine are violated, on average, four times a year. Most consumers do not use government-provided ways to protect their rights. Again, statistics - only 20% of consumers turn to sellers with complaints about the quality of goods or services, and then - only 4% go to court if quality claims are not satisfied. Why is this happening?

It would seem that it was possible to indicate elementary ignorance as the main reason, but this is not so, in almost every outlet or organization in the service sector there is

"consumer's corner" (if not, a reason to be seriously wary, something is wrong in this organization! [6]), with a book of the law "On Protection of Consumer Rights", "a book

complaints and suggestions", a certificate of registration, as well as (oh, horror!) Phones and coordinates of regulatory authorities. However, this "corner ..." almost always has a display case, and The "book of complaints and suggestions" was not even opened. And the most interesting thing is that in our informational 21st century, all information and sample applications can be taken directly from Internet and even get legal online advice on the problem that has arisen.

Accordingly, ignorance as a reason is swept aside!

And yet I would like to find out the reasons for the passivity of consumers in protecting their violated rights. Let's try to understand our "target audience". According to the statistics of 2014, the share of the urban population was slightly more than 74%, respectively, the rural population was slightly less than 26%. Let's start with the last one.

Now let's try to understand the reasons for the "laziness to protect their rights" of the urban population.

The reason for "intelligent education": among the population, mostly mature and older, there is a certain barrier regarding the creation of negative communication links, an internal psychological ban on public speaking and making claims against a completely unfamiliar seller of goods or services, inability to say "no". For example, "a person works all day, serves hundreds of people, and here I am with my claims, I won't spoil my nerves, either for myself or for him" or "the saleswoman is a brawler, she doesn't hesitate to

scream in public, but what a shame for me! What if someone you know sees you?"

The reason for the "depressive state": the current economic situation and the welfare of most citizens, if not depressing, then very close to it, which contributes to a constant depressed state of mind. In this case, the development of depression is quite possible. In addition, according to the World Health Organization (WHO), depression as a disease comes in second place after cardiovascular disease. At the same time, it is not recognized in official medicine and is not a cause of disability. Depression is often accompanied by mental retardation, lethargy, apathy (indifference), and, if possible, a "break" of traumatic communication ties. What are the claims and claims? This is the position of the Donkey Eeyore, "... and the day is bad, and the tail is gone, although this is still of no interest to anyone."

The reason for "eternal employment": has the same roots in the form of a difficult economic situation and low wages. A person rushes from one job to the second, from the second, perhaps to the third ... he does not have time to return to the seller, to demand elimination of shortcomings. Moreover, write claims and wait for an answer and the results of an examination of the goods. It's easier to earn extra money and make up for the loss of the family budget than waste time and nerves [7].

The reason for "outright laziness" (sometimes this happens): a person knows the laws, and his rights, and obligations of the seller. However, he will not write a claim, he does not want to "get in touch" with the examination - for a long time. And the amount spent seems to be not very large, so that

to fight for it, as they say - we will survive.

The reason for the "lack of justice": this is a matter of faith - well, a person does not believe in justice." Here is my neighbor for four years he complained, wrote, went to the authorities - he did not achieve anything, only "replies", and then he died of a heart attack. And I won't even try, because there is no justice - why waste time.

Thus, we have outlined the main reasons for the failure of the main masses of consumers to take measures to protect their rights. And all of them are subjective in origin, except for depression (it's still a disease).

## Conclusions

In conclusion, it can be noted that the lack of proper motivation to protect their violated rights is a consequence of undeveloped personality traits: self-organization and self-discipline. And impunity breeds permissiveness. In addition, the inactivity of consumers in protecting their rights encourages unfair competition, since the absence of complaints (and, accordingly, responding to them) does not allow the scammer to be ousted from the market in the most effective way - economically.

Summing up, we note that the methodology of teaching

legal disciplines is not only a science, but also an art, since no practical recommendations ever will replace the variety of methodological techniques that are born empirically from the teacher [9].

To implement the competency-based approach, it is necessary to create a special innovative environment at the university, which requires the formation of new competencies in all subjects of educational activity, including university teaching staff [10].

That is why it is important to pay attention to the readiness of the teacher to conduct classes in an interactive form. A modern teacher must effectively prepare students to work in accordance with their education, prepare them for active participation in everyday life and modern society, stimulate their individual development, and prepare them for creativity and knowledge renewal at an advanced level. Achieving the above goals in the period of university education requires a new, different look at the role of the teacher and his competencies, assessment and the expectations of the students themselves, as well as employers.

## References

- [1] Zoshii I.V. Formation of professional competence of future lawyers. A young scientist. 2018. No. 3 (55). C.487 - 492.
- [2] Yavorska G.Kh. Methods of formation of basic competences future jurists. Science and education. 2016. N04. C.84 - 89.
- [3] Lazorko, O., Virna, Z., Brytova, H., Tolchieva, H., Shastko, I., & Saienko, V. (2021). Professional Safety of Personality: System Regularities of Functioning and Synergetic Effects of Self-Organization. *Postmodern Openings*, 12(2), 170-190. <https://doi.org/10.18662/po/12.2/302>.
- [4] Vladimirova V.I. Innovative technologies in the system of training future lawyers. Proceedings. Series: Law. 2018. Issue 5. C.15 - 21.
- [5] Mintzberg H. The strategy process. Revised European edition. New York : Prentice Hall, 1998.
- [6] Shapiro, J., & Hughes, S. K. (1996). Information literacy as a liberal art: Enlightenment proposals for a new curriculum. *EDUCOM Review*, 31(2), 31-35.
- [7] Mozhaykina O.S. Methodological foundations of teaching legal disciplines in higher educational institutions: Study guide. Lutsk: SPD Hadyak Zh.V., printing house "Volynpoligraf", 2012. 174 p.
- [8] Kotler P. Marketing Management. Englewood Cliffs, NJ : Prentice Hall, 1991.
- [9] Biddiscombe, R. (1999). Developing the learning support role: Some of the challenges ahead. *SCONUL Newsletter*, 16, 30-34.
- [10] Tetiana Kronivets, Yelyzaveta Tymoshenko, Oksana Diachenko et al. (2021) Artificial intelligence as a key element of digital education / IJCSNS International Journal of Computer Science and Network Security, VOL.21 No.106 pp. 67-72 <https://doi.org/10.22937/IJCSNS.2021.21.10.9>
- [11] Kaplinsky V.V. Teaching methodology in higher education: Study guide. Vinnytsia: "Niland LTD", 2015. 224 p.