

METHODS OF TEACHING THE SUBJECT OF INTERNATIONAL COMMERCIAL LAW

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Over the years, experts in the field of methodology are trying to figure out how to teach a modern student. And the more we learn about this, the more questions we have. It is the method of teaching law that provides answers to complex questions of practice, developing a system of methods of teaching law.

The word "method" refers us to the distant past of mankind. In a literal sense, it means (from the Greek "methodos" - the path of investigation, theory, doctrine) "the way by which the surrounding reality is known or specific goals are achieved." Famous thinker of the era of modern times F. Bacon (1561-1626) compared the method with a lantern that illuminates the path of the scientist in the dark. Indeed, the chosen method of achieving certain goals sometimes plays an important role in a person's life, allowing him to quickly achieve the desired result.

In the field of legal education, a system of methods has been developed that allows solving the main tasks of legal education and education of citizens of the country. In this regard, methods of teaching law are viewed as ways of interrelated activities of the teacher and students aimed at achieving the goals of legal education, upbringing and development of schoolchildren.

In his work, the teacher uses a variety of methods. It is known that general didactics distinguishes different groups of methods. They include:

1. Methods of stimulation and motivation of educational cognitive activity.
2. Methods of organization and implementation of educational and cognitive activities.
3. Methods of control and self-control of the effectiveness of educational activities

In connection with the fact that in real practice there was a great variety of methods of teaching, specialists suggested classifying them for various reasons. This method is also known to the legal science itself: for example, the rules of law can be classified by the outgoing subject, the method of legal regulation, or by the sectoral principle.

However, even a single basis allowed scientists to argue and propose their own approaches to the classification of teaching methods. Known Didactics M.N. Skatkin and I.Ya. Lerner, based on the levels of cognitive activity of students, identified: information-receptive, reproductive, heuristic and research method (or explanatory-illustrative, reproductive), problematic presentation, part-search, research. If the teacher chooses a purely reproductive method of studying the topic, the students become passive listeners of their teacher, who, in a ready-made form, explains all the legal issues and makes the children remember them. In the face of problematic learning, a certain question (problem) is posed before the student, which he must resolve, trying to find the answer on his own. The contradiction that develops between knowledge and ignorance stimulates the cognitive activity of the student.

So, on the basis of the nature of cognitive activity in legal education, there are also such methods:

1. Explanatory-illustrative. Its essence lies in the fact that the teacher communicates the finished information in various ways, and the students perceive, understand and fix the legal information in memory.

2. Reproductive method. Systemologically interrelated issues, the teacher of law organizes the activities of schoolchildren by repeatedly reproducing the knowledge communicated to them and the methods of activity shown.

Despite the numerous criticism of specialists regarding the use of this method in legal education, it should be noted its importance in terms of forming in school students a solid foundation of knowledge necessary for creative work.

3. Problem presentation method. When organizing legal studies, the teacher poses a certain problem, he solves it and shows the way of solution, offering examples of scientific knowledge of legal phenomena.

4. Partial search, or heuristic method. When applying this method, the teacher of law directs the students to perform separate steps to find the answer to a problem or task.

5. Research method. He ensures the creative application of knowledge, promotes mastery of the methods of scientific knowledge. Develops interest in the subject.

In modern legal education it is necessary to pay attention to the organization of independent activity of schoolchildren. This can be done when: solving practical problems, working with legal documents, etc. ; conducting a special study on a particular topic under the guidance of the teacher of law. An important method of consolidating knowledge, developing skills, skills are exercises.

TA. Il'ina offers the teacher the right to use methods of communication of new knowledge: explanation, story, lecture; methods of acquiring new knowledge: excursion, independent work with the book, exercises; methods of working with technical means; independent work.

Classification of methods by sources of learning information allows you to draw the teacher's attention to verbal, visual and practical methods.

Let's consider some of their features with reference to the modern system of legal education.

Verbal methods of teaching law are connected with the oral presentation of the material or the printed way of transferring information (in this case, the texts of normative legal acts, newspaper material on legal issues, etc.) are used for training. Working together, the teacher and the student constantly communicate with each other with the help of the word, the oral presentation of the material. Methodists distinguish its types: a narrative or narrative story, a characteristic of a legal phenomenon; a concise (brief) account; generalization of legal information.

It is well known that verbal communication is the transmission of thoughts through words, facial expressions or pantomimics. The famous physiologist I.P. Pavlov (1849-1936), conducting his numerous experiments, proved that words are the most effective means of influencing a person. At the training sessions, the right to pay special attention to the culture of speech communication between the teacher and students. A good, calmly spoken word can do wonders. This helps to maintain the organization and order in the classroom during the lesson. The irritated voice of the teacher creates a stressful state of schoolchildren and does not contribute to the learning of even seemingly interesting topics of the legal course. Not by chance Makarenko believed that an important indicator of pedagogical skill is the ability to pronounce words:

"Come to me" - with dozens of nuances in his voice. The ability to use the opportunities of paralinguistics (vocalization of speech, its tonality, timbre) and extralinguistics (loudness of speech, its pace, pause) has a great influence on the fruitfulness of verbal contacts in legal education.

Most often, they do not take offense at the meaning of the teacher's words, but rather in the tone in which they are pronounced. This is especially important when a mistake is corrected, a remark is made. Both can not be pronounced in passing, impartial tone. The comment should not sound offensive. It should be done in a polite and encouraging tone. And to consolidate the model of correct behavior of the student, the latter is asked to perform a certain task.

Verbal communication supplements eye contact between the teacher and the students. Very often in the lesson of law, the teacher is forced to explain complex legal definitions in the form of a mini-lecture, which takes from 15 to 20 minutes. In this case, explaining the topic to the students, it is advisable to translate the view from one listener to another (in front - back, left - right and back), trying to create an impression for everyone that it was chosen by the object of attention. On the one hand, the rules of etiquette prescribe this, on the other hand, this behavior

of the teacher of law stimulates every student. At the same time the schoolboy will not engage in any other work, be distracted. Thus, the so-called "feedback" of the teacher and students is provided. The teacher of the right immediately notices who listens attentively and willingly works at the lesson. The culture of speech manifests itself not only in what is said, but also in how it is said. Teachers of law should be able to cite various incidents, legal situations from real life. They should be generalized-typical, but at the same time bright and producing a certain impression on the listeners. Explanation of legal constructions only at the theoretical level is not appropriate, if only because their memorization will be complicated.

Schoolchildren extremely negatively perceive any errors in the speech of the teacher, strongly disapprove of the stamps (speech phrases) that the teacher constantly repeats. One teacher, who ended each lesson of the right with the same phrase with the wrong accent, was nicknamed: "Back to Home."

In law lessons, it is necessary to observe the basic rules of kinetics: skillfully applying gestures, facial expressions, pantomime (movement of the whole body). Specialists have proved that the gesture is good in the case when it reinforces the word. Uncertainly chaotic gestures create the impression of nervous excitement and disperse the attention of listeners. A.S. Makarenko called "artisan pedagogical methods" the desire of the teacher to increase the emotional impact of his own person with the help of an evil glance, frowning his forehead, brows. The teacher must pass on to his students a charge of cheerfulness, optimism. But worst of all, when on the face of the speaker the school children see boredom and complete indifference to what he explains. Students get used very quickly to indifference and begin to copy the behavior of the teacher. Passing legal information, the teacher should not walk in the audience from one corner to the other. Students will be distracted in such conditions. The mastery of the teacher's words is influenced by his appearance. It is established that a person who knows how to dress well and watch himself has better personal characteristics in comparison with those who do not follow.

Thus, the foundation of verbal communication is positive emotions. Most students can not do well in conditions of unfriendly criticism, threat, hatred or even mockery. In an effort to avoid this, they apply any protection measures. The students begin to experience depression, fatigue and boredom.

Declaring well-known truths does not facilitate verbal communication in the process of teaching law. Thus, instructions of the type are ineffective: "You study at the gymnasium, and therefore you must know the law", "You are an excellent student, and therefore you must learn the legal norms", "You are obliged to comply with the requirements of the law, even if you do not understand them." In this way, moralizing instructions are being implemented, which, along with abuse and reading of notations, have a negative impact on the process of teaching law. The latter appears as violence, imposed from the outside.

The verbal explanation of certain provisions of the theme of the lesson is better to build from simple, well-thought-out phrases. The effectiveness of the perception of legal material will be higher if at the beginning of the presentation express thoughts that resonate with the mood of the children. Here are the most typical ways to start a teacher's speech in the first lesson by right:

1) Today we begin to study one of the most mysterious and mysterious sciences, the history of which is very interesting and unusual. The ancients called it "the art of good and justice," and its connoisseurs were endowed with a halo of holiness. We are talking about the great power of Jurisprudence, which helps us today to get acquainted and understand some social rules of conduct. The latter are generally binding for execution and help people live in the same society. Next, you can tell about what fate befell those who were not versed in legal norms (someone was deceived, someone could not defend his right, etc.).

2) You can start a conversation with a quote. It should be deep in content, interesting and authoritative for the audience. In other cases, the motivation for the further learning process is the narrative of a particular event, a historical event.

In addition to the verbal communication of the teacher of law with the class, a group of students (retinal communication), direct contact with individual students (axial communication) is not uncommon in the practice of the teacher's work. To improve this kind of communication of the teacher of law with students, it is necessary to pay attention to certain rules. For example, one can not stay long or constantly talking in the same question. It is necessary to diversify the conversation with different topics. It is difficult to communicate with those people who always argue, even realizing that they are wrong. However, it is even more unpleasant to communicate with those who constantly agree on all issues, podder, trying to "please". It is sometimes advisable for the teacher not to advertise his awareness in what the student tells him. Otherwise, further contacts will not be interesting, and the student will not want to share again heard or seen.

Some of the methods of communicating new knowledge include a story. This is a narrative form of disclosure of a new material. It is important that the story is vivid, logical, with a special emphasis on the main thoughts, conclusions. A great role in this method of teaching is the persuasiveness of words, expressions, emotionality.

Special attention deserves the visual method of teaching law, which is used by teachers in practice. It allows you to specify the educational material. This method can be expressed in the work with tables, diagrams, demonstrations of banners by right using the epidemioscope, the use of multimedia programs, blackboard, chalk, markers and so on. Specialists rightly believe that visibility plays an important role in verbal communication (there is nothing in thinking that would not have been in sensation before, feelings are witnesses of authenticity and the most important leaders of memory)

1. Application of this method requires careful preparation of the teacher (a system of questions, assignments to visual materials, children learn to analyze the content of the problem expressed in this form, etc.). Allocate figurative and conditional visual aids by law. The first include paintings on legal topics, photographs, etc.

To the second - graphs, tables, diagrams and so on.

Practical methods consist in the performance of certain actions with educational subjects. This can be the creation of schematic drawings, cartoon variants of legal content and so on. Students work independently with literature, participate in research and development activities.

What influences the choice of methods of legal education? First, the goals, tasks that the teacher formulates before each training session, and features of the legal material. Complex legal material is difficult to learn by the search method. Entangled in the problem, students may lose interest in further activities. It requires an explanatory-illustrative method, an explanation of the teacher, a story. Secondly, it is necessary to keep in mind the abilities, the level of preparedness of the class. In a class with a low level of education of children, the teacher himself will explain the legal concepts, will help students when doing their independent work. Tasks can be reproductive in nature, requiring reproduction of the material. With a high level of preparedness of students, the volume of their independent creative work increases, the teacher acts as a professional organizer of the cognitive activity of children. Thirdly, the choice of methods is influenced by the availability of time to study the legal topic. Teachers' abilities play an important role in the choice of various teaching methods.

Numerous disputes of scientists regarding the essence and classification of existing methods in the field of legal education allow, however, to conclude that it is necessary to combine the traditional, reproductive-reproducing and innovative, problem-creative methods in practice. Practice shows that the dominance of only one method to the detriment of others negatively affects the effectiveness of legal education. It is necessary to keep in mind the following features of the learning process:

- for the organization of creative lessons by law, it is necessary to ensure thorough preparation of students in the form of a complex of basic knowledge that can become a kind of foundation for the development of the creativity of children;

- Complex legal nature of the material can not be studied using the search method. It requires an explanatory-illustrative approach (explanation of the teacher, lecture, story). The problem method in this case will act as a reception;

- When choosing training methods, it is necessary to take into account the potential capabilities of students, the level of their preparation. In a class where trainees have a high level of training and potential opportunities for a more thorough study of law, their independent work should be activated through assignments of increased complexity, creative and problematic issues;

- the personal abilities of the teacher and the availability of time for studying law issues play a significant role in the choice of this or that method of legal education.

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