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CONTINUOUS GENERAL THEORETICAL TRAINING OF STUDENTS IN CONDITIONS OF MULTILEVEL EDUCATION

ENTRENAMIENTO TEÓRICO GENERAL CONTINUO DE ESTUDIANTES EN CONDICIONES DE EDUCACIÓN MULTIPLEVEL

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RESUMEN

La tarea principal de la reestructuración es la educación superior, la combinación de un profundo conocimiento y una profunda formación práctica. Sin embargo, la creación de prerrequisitos para una fundamentalización en profundidad del proceso educativo es imposible sin una base teórica completa. Esto también se aplica completamente a la jurisprudencia. Un graduado de la facultad de derecho debe estar preparado para la aplicación de la ley, la elaboración de leyes, la organización y la gestión, así como la investigación en el campo de la jurisprudencia. De acuerdo con las "características de calificación de un abogado", debe garantizar la legalidad en las actividades de los organismos estatales, empresas y organizaciones, funcionarios y ciudadanos. Sin embargo, el nivel de formación académica general, de acuerdo con el testimonio de estudiantes graduados y trabajadores prácticos, no es lo suficientemente alto. Esto está determinado por algunos factores. El nivel actual de entrenamiento legal se basa en una combinación de equilibrio científico. Desafortunadamente, este equilibrio no siempre se realiza. Todas estas características deben reflejarse en el proceso de compilar e implementar un sistema de preparación teórica continua de los estudiantes.

Palabras clave:

Las relaciones jurídicas de educación, formación profesional, educación superior, el derecho.

ABSTRACT

The main task of restructuring higher education is the transition to the formation of specialists of a broad profile, combining deep fundamental knowledge and thorough practical training. However, the creation of prerequisites for an in-depth fundamentalization of the educational process is impossible without a thorough theoretical basis. This also applies fully to jurisprudence. A graduate of a law school should be prepared for law enforcement, law-making, organizational and managerial, as well as research activities in the field of jurisprudence. In accordance with the "qualification characteristics of a lawyer", he must ensure the legality in the activities of state bodies, enterprises and organizations, officials and citizens. However, the level of general theoretical training, according to the testimony of graduate students and practical workers, is not high enough and this is determined by some factors. The current level of legal training is based on a combination of scientific balance, the fundamental nature of education and applied training. Unfortunately, this balance is not always accomplished. All these features should be reflected in the process of compiling and implementing a system of continuous theoretical preparation of students.

Keywords:

Educational legal relations, vocational education, higher education, law.

INTRODUCTION

Often, general theoretical problems are studied only within the framework of one subject - the theory of state and law. In other disciplines they are considered "in passing", superficially or are dropped altogether. The necessary continuity of studying and deepening theoretical questions is not ensured. After teaching the basics of the theory of law on the 1st year, the students of the 2nd and 3rd courses have a well-known theoretical "vacuum". In many cases the process of studying special disciplines turns into a "training" of students for the mechanical memorization of legal norms and practical questions on their implementation. As a result, the professionalism of a lawyer is expressed in skilfully mastering technical means and techniques. That is, there is an incorrect combination of theoretical and applied components in legal education. Certainly, when preparing a lawyer, the connection with practice is very important. But the professionalism of a lawyer is inconceivable without a high level of general theoretical training. Practically, when studying at the 2nd and subsequent courses in the study of special disciplines, when studying practical professional issues, the level of theoretical training of students is reduced. Therefore, it is completely justified to introduce the special course "Problems of Jurisprudence" into the educational process at its final stage. However, often instead of an in-depth study of the corresponding theoretical positions, they have to be mastered almost anew. This suggests that the possibilities of special sciences for deepening general theoretical knowledge are used clearly insufficiently. In the teaching of special disciplines, there are sometimes serious contradictions in the interpretation of individual theoretical problems. There is no uniform methodology for teaching the theory of state and law and special disciplines, which reduces the potential for theoretical knowledge. The situation became even more complicated with the introduction of a multilevel training of specialists. Elimination of these shortcomings is possible only after the creation of a single educational and methodical complex - a system of continuous theoretical preparation of students, carried out during the entire period of training of students and including all types of teaching and extracurricular work.

DEVELOPMENT

The goal of continuous theoretical preparation of students is the consistent formation of a harmonious system of deep theoretical, political and legal views and concepts, the ability to creatively use them in practical activities. Theoretical knowledge should turn into ideological

conviction, principledness, form an ideologically and politically mature practitioner.

The basis for general theoretical training should be based on the following principles: 1) the complexity, the use of various methodologies and techniques; 2) the sequence of study with a gradual deepening of the theoretical material; 3) the relationship in the teaching of theoretical, social and special disciplines; 4) periodic adjustment of the content of theoretical knowledge obtained; 5) use of technical means of training, active methods and business games; 6) application of various methods and means of control; 7) practical consolidation of theoretical knowledge in the course of industrial practice. The content of the continuous training system is determined by the curriculum on the specialty "Jurisprudence", as well as the work programs of the disciplines of specialization. The fundamental science and academic discipline, which has methodological significance for other branch sciences, is the theory of state and law. It is studied already in the first year of study in the undergraduate program, when most students do not have life and practical experience, vaguely represent the features of the future profession. And this requires a variety of methods of teaching and control. Such means are, in particular, a special study of legal terminology, the use of logical abstracts, business games, etc. The theoretical preparation is based on the principle of continuity of teaching. However, its realization is possible only when the study of all subjects is based on unified principles, has general theoretical bases. Continuous preparation is impossible if teachers of different disciplines are supporters of sometimes fundamentally opposite schools and directions. It is also unacceptable to ignore the theory, to "train" students to solve purely applied, special problems, as theoretical preparation without the use of practice materials is impossible, in isolation from the data of the branch sciences. Naturally, when studying branch disciplines at senior courses, you need to constantly refer to the theoretical analysis of general legal institutions (legal relations, responsibility, etc.).

At the same time, teaching of all subjects should be conducted on the basis of unified methodological and didactic principles, advanced experience. One can note one more problem. The current level of legal training is based on a combination of scientific balance, the fundamental nature of education and applied training. Unfortunately, this balance is not always realized. All these features should be reflected in the process of compiling and implementing a system of continuous theoretical preparation of students. The theory of the state and law is propaedeutic discipline both in the scientific-theoretical and in the educational-methodical plan, that's why the department

of the theory of state and law should act as a methodical center for ensuring the continuity of theoretical education. The curriculum does not provide for the reading of any special courses of a theoretical nature at the 2nd and 3rd courses. But this does not mean that training is carried out by studying independent, scientifically not interconnected parts, branches of legislation, legal acts. When studying special disciplines, obtaining professional skills and abilities in a certain field, jurisprudence not only does not exclude, but presupposes further in-depth theoretical training within a certain subject. Narrow "specialization", obtaining only special knowledge and skills without sufficient theoretical component can not fulfill the task of training qualified specialists. At the same time, when studying special subjects, it is precisely the deepening, fixing of theoretical knowledge, and not the duplication of theoretical positions already known to the student. Of course, not all theoretical questions are developed here, but only those that are maximally manifested in the framework of a particular discipline, and at a higher level enriching the theory of law.

Main part

Analysis of the content of the work programs of individual disciplines shows that this requirement is not always implemented. Of course, an in-depth study of individual theoretical issues within the framework of sectoral disciplines can not be conducted at the expense of increasing the number of teaching hours, the classroom load, since in the conditions of bachelor's preparation such possibilities are limited. Organizational and methodical work in this case should be carried out in several directions. First of all, it is necessary to activate the work of teachers in the framework of methodological groups, it is advisable to conduct inter-departmental and general institute general theoretical seminars, scientific and methodical conferences of teachers. A certain help in ensuring the unity of teaching can be provided by mutual visits of teaching classes methodical conferences of teachers. A certain help in ensuring the unity of teaching can be provided by the mutual visits of teachers from different departments. The latter is especially important for beginner teachers. Of great importance is the improvement of methodological tools and techniques aimed at ensuring the continuity, continuity and unity of the teaching of various subjects. The solution of these problems and the increase in general theoretical training are considerably complicated in the conditions of multilevel training of specialists. The transition to a two-tier education system (bachelor's and master's) required not only a qualitative change in the methodology of teaching the academic disciplines, but also a new approach to improving the system of general

theoretical training for students. Strictly speaking, general theoretical training of lawyers is carried out mainly within the framework of the bachelor's program. Master in accordance with the requirements of the state educational standard should be prepared for activities that require in-depth fundamental and professional training, including to scientific and pedagogical activities. A graduate who received a master's degree should not only have a broader range of general cultural and professional competencies, but also gain knowledge in expert, consulting, research and teaching. And this requires a fundamentally new level of general theoretical training. Undoubtedly, with this direction in the training of specialists, the role of general theoretical knowledge multiplies. It is not by chance that such disciplines as "Modern Problems of Legal Science", "History and Methodology of Legal Science", "Problems of Legal Doctrine" are introduced into all areas of master's preparation in compulsory training programs. We consider it quite justified to introduce into the educational process a comprehensive program "Legal problems of ensuring national security", in the implementation of which teachers from various departments take part. General requirements for the general theoretical level of master's training are determined by the content of the corresponding section of the requirements for the level of bachelor's training. Achievement of a high level of general theoretical training in the magistracy is complicated by several factors. First of all, this is a different level of theoretical training for applicants. This is due to the fact that graduates of the bachelor's degree of various educational institutions with various scientific schools, the level of training of teachers, various methodical traditions require this to obtain a master's degree. This requires a variety of methodological tools and techniques, drawing up individual programs, sometimes additional individual work with students in order to ensure unity and an appropriate level of scientific and theoretical training.

CONCLUSIONS

The situation is also complicated by the fact that graduates, although they have received a bachelor's degree, but graduated from non-legal educational institutions that do not have a basic legal education, are getting graduates to universities, in particular, legal ones. In this case, preliminary preparation and examination of the level of their general theoretical legal knowledge are necessary. To study in the magistracy requires an additional in-depth study of general theoretical disciplines. I believe that this could be done in the form of additional lessons, a preparatory adaptation period of study. Finally, with the appropriate organization of the training schedule, such students could study the content of individual subjects after listening to

theoretical courses with students of the 1-2th year of the bachelor's degree. A high level of theoretical preparation is possible only on condition of the unity of educational and scientific work, with the wide involvement of students in research work. It includes both study forms, which are based on research work, and various forms, methods, techniques that ensure the introduction of elements of scientific research into the learning process. A certain role in providing theoretical training for students is played by the production practice. The nature of the legal profession requires solving during the period of practice a number of theoretical and legal issues, raising the level of political and legal culture. Unfortunately, with the development of special, professional skills on these issues sometimes do not pay attention. The degree of both professional and general theoretical legal training of the master as a specialist lawyer of high qualification is manifested in the process of state certification, preparation and defense of the master's thesis.

The subject of examination questions and the content of the thesis should include not only problems in the chosen competence, but also general theoretical, general scientific components of the legal science. Only vocational training combined with profound general theoretical training will allow a law school to produce really highly qualified lawyers. And this is possible only if there is a clear, methodically correct organization of a system of general theoretical training within the entire period of study at the university.

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