

# 10

## EDUCATION AS A LEADING FACTOR IN THE DEVELOPMENT OF SOCIETY

### LA EDUCACIÓN COMO FACTOR LÍDER EN EL DESARROLLO DE LA SOCIEDAD

Ph. D. Anna V. Gubareva<sup>1</sup>

E-mail: [ashipova@mail.ru](mailto:ashipova@mail.ru)

Ph. D. Kseniya E. Kovalenko<sup>2</sup>

E-mail: [kovalenko1288@mail.ru](mailto:kovalenko1288@mail.ru)

MSc. Natalia E. Kovalenko<sup>2</sup>

E-mail: [kke@email.asu.ru](mailto:kke@email.asu.ru)

<sup>1</sup>Ural State Law University. Yekaterinburg. Russian Federation.

<sup>2</sup>Altai State University. Barnaul. Russian Federation.

#### Suggested citation (APA, sixth edition)

Gubareva, A. V., Kovalenko, K. E., & Kovalenko, N. E. (2017). Education as a leading factor in the development of society. *Revista Conrado*, 14(62), 60-62. Retrieved from <http://conrado.ucf.edu.cu/index.php/conrado>

#### ABSTRACT

At present, the universities of Russia have accumulated a vast experience in teaching various disciplines. However, this experience is often not beyond separate educational institutions and departments. And many young teachers are keenly lack the scientific and methodical lessons and the need for accumulation of methodological experience. The purpose of the educational activity consists in both assimilation selected knowledge, experience that mankind has developed, and in improving knowledge, skills and habits. In order to rationalize the methods of educational activity, to find the best ways to solve educational problems, innovative methods of teaching developed. Educational game is one of the methods of active learning and is widely used in the educational process. Nevertheless, the practice of using educational games in teaching at the law faculty is rare at the time when domestic and foreign pedagogy indicate that active learning technologies, including educational games, contribute to the formation of cognitive and professional motives and interests of trainees.

#### Keywords:

Technologies of the education, playing method, educational game, business activity, innovation method.

#### RESUMEN

En la actualidad, las universidades de Rusia han acumulado una vasta experiencia en la enseñanza de diversas disciplinas. Sin embargo, esta experiencia a menudo no está más allá de las instituciones y departamentos educativos separados. Y muchos profesores jóvenes carecen de las lecciones científicas y metódicas y de la necesidad de acumular experiencia metodológica. El propósito de la actividad educativa consiste tanto en la asimilación del conocimiento seleccionado, la experiencia que la humanidad ha desarrollado y en la mejora de los conocimientos, las habilidades y los hábitos. Con el fin de racionalizar los métodos de la actividad educativa, para encontrar las mejores formas de resolver los problemas educativos, se desarrollaron métodos innovadores de enseñanza. El juego educativo es uno de los métodos de aprendizaje activo y se usa ampliamente en el proceso educativo. Sin embargo, la práctica de utilizar juegos educativos en la facultad de derecho es rara en el momento en que la pedagogía doméstica y extranjera indica que las tecnologías de aprendizaje activo, incluidos los juegos educativos, contribuyen a la formación de motivos cognitivos y profesionales y los intereses de los alumnos.

#### Palabras clave:

tecnologías de la educación, método de juego, juego educativo, actividad empresarial, método de innovación.

## INTRODUCTION

Of course, the beginning of informatization of the society could not by pass the system of education. Education is now becoming a leading factor in the development of society, its productive forces. Modern society, in which knowledge becomes the most important strategic resource and the determining component of the economy, can not but impose new demands on both general and professional education. With confidence, we can say that education in Russia in the coming years should become much different. The new, "information" society no longer requires the old system of education. In this connection, the conceptual issues of the strategy and tactics of the development of education that adequately reflect the needs of the Russian society in the conditions of socioeconomic transformations, its transition to the information stage of its development acquire a special poignancy.

The system of education in our country has entered a period of fundamental changes characterized by a new understanding of the goals and values of education, awareness of the need to move to continuous education, new conceptual approaches to the development and use of teaching technologies, etc. Realization of many of the tasks facing the education system at the present stage of tasks is impossible without the use of methods and means of informatization. On the other hand, the very formulation of such tasks (the transition to continuous education, the realization of the personality-oriented model of learning, etc.) creates the conditions for the most complete and effective disclosure of the potential possibilities of the informatization of education.

## DEVELOPMENT

For maximum effectiveness, it is necessary to create, both at the stage of preparation and at the stage of the educational game, conditions as close as possible to real situations related to the conduct of the court session.

It is possible to achieve this in several ways:

1. To conduct an analysis of training video films made in real halls of the court session, the State Duma, etc.
2. View the video archive of educational games;
3. To study the real procedural documents that are in the archive of the department;
4. To study civil cases prepared by students and prepare procedural documents in a special room (in the legal clinic "Themis");
5. To hold consultations with students studying at a legal clinic and visit together with them real court hearings

and, of course, to create an atmosphere of the courtroom during educational game.

Practical skills related to participation in the court session are achieved by students by conducting trainings and educational games while conducting classes in a legal clinic, where students have a real opportunity to participate in the current court process related to the protection of the interests of clients of the legal clinic.

The courtroom allows you to bring the learning process closer to real life situations, which enables students to gain real skills in participating in litigation and more responsibly treat the learning process.

The analysis allows us to state that when studying procedural courses students not only participate in didactic games in the imitated courtroom and watch educational films shot in real courtrooms, but also have the opportunity to provide legal assistance on their own.

Thus, the use of an imitation or real hall of the court session enables students to acquire practical skills in dealing with legal situations in conditions closest to their future practical activities.

Immediately before the application of educational games at the seminars in higher education, the instructor should familiarize himself with the algorithm of conducting educational games.

At the preparatory stage, the following operations can be distinguished:

1. Select the topic and diagnose the initial situation. The topic can be almost any section of the training course. It is desirable that the training material has a practical outlet for professional activity or for a special academic discipline.
2. Formation of goals and objectives. Goals and objectives are formed not only taking into account the topic, but also the initial situation. In one situation, but with different goals, you can build a game differently. To do this, it is necessary to arrange accents and formulate goals at each stage or operation.
3. Definition of the structure. The structure is determined taking into account the goals, objectives, theme, composition of participants.
4. Diagnostics of participants in educational game. Conducting classes in game forms will be more effective if the actions of the teacher are not addressed to an abstract student, but to a "specific" person or a deeply studied group of people. Optimization of training requires intensive work of the teacher at the stage of preparation for the lesson, the choice of teaching methods and their organization.

5. Diagnosis of objective circumstances. In this case, we consider the question of where, how, when, under what conditions and with what subjects will the educational game take place, i.e. its external attributes are evaluated.

Borisova prefer that the educational game can be considered as a “branch of pedagogy” and as a “branch of simulation”. This duality defines the advantages of educational game as a “tool” for learning. The fact is that, like any game, educational game puts the listener in an imaginary or conditional situation, set by the simulation model, and requires the implementation of imaginary (game) actions. But at the same time, the trainee remains in the situation of the real educational process, performs quite realistic actions, in terms of their substantive content, not differing from those carried out in the framework of other forms of the educational process (analyzing, selecting data, posing and solving problems, etc.) located in a very real relationship with other partners in the game.

When preparing for gaming activities, it is necessary to comply with such methodological requirements:

1. The game should be a logical continuation and completion of a particular theoretical topic (section) of the academic discipline, a practical addition to the topic (section) or the completion of the study of the discipline as a whole.
2. Maximum closeness to real production conditions.
3. Creating an atmosphere of search and ease.
4. Thorough preparation of educational and methodological documentation.
5. Clearly formulated tasks, conditions and rules of the game.
6. Identification of options for possible solutions to this problem.
7. Availability of necessary equipment.

At the main stage, the teacher conducts educational game of the appropriate subject, taking into account all requirements, rules, techniques and algorithms.

## CONCLUSIONS

At the final stage, the analysis of the data obtained as a result of the educational game is conducted. Studying the attitude of students to the seminar, the need to use knowledge from other areas of law, the possibility of using additional literature and equipment, as well as the possibility of further use of educational games in the discipline “Theory of State and Law” is projected.

In conclusion, we note that compliance with all stages will allow us to analyze the features of the use of educational

games to improve the progress of students in the process of teaching.

Educational games are a method of teaching that is closest to the actual professional activity of students. The advantage of educational games is that, while being a model of a real organization, they simultaneously enable you to significantly reduce the operational cycle and thereby demonstrate to participants what the final results will result in their decisions and actions. In the conditions of educational games, extremely favorable opportunities are created for the creative and emotional inclusion of participants in relations similar to actual relations in production. In the game there is a rapid replenishment of knowledge, supplementing them to the necessary minimum, practical mastering of the skills of conducting experiments and making decisions in conditions of real interaction with partners.

Educational games are one of the recognized methods of collective learning. They are research, production and training. The main purpose and meaning of the latter is the training of specialists, their training, development of professional skills and skills to the highest possible level.

## BIBLIOGRAPHIC REFERENCES

- Borisova, N.V. (2011). Pedagogical conditions necessary for application of training games in the course of preparation of heads of supernumerary rescue formations. Moscow.
- Neverskovich, S.D. (1995). Game Methods of Training: Textbook. Moscow.