Development of the Theory of Professional Education on Based On Problem-Based Learning In the Educational System for Teachers of Law

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Abstract

The article examines the main factors in the growth of problem-based learning in the modern system of training a law teacher, issues of designing the content of training and organizing productive independent work of students, a modern system for monitoring and evaluating the results of problem-based learning.

Keywords: problem-based learning, learning theory, productive independent work of students, control and evaluation of learning outcomes

Introduction

Education and pedagogical science are going through a period of profound and broad transformations brought about by the era of digitization, globalization, technology and pragmatism. The defining characteristics of the modern world are growing uncertainty, unpredictability, complexity and turbulence, affecting all spheres of human life and activity. Under these conditions, the requirements for the professional activity of any specialist, including the future teacher of legal disciplines, are significantly changing. The main vector of new requirements is readiness for activity and decision-making based on a permanent study of changes taking place in the professional and social sphere. Research culture is now becoming an attribute property of any teacher, and the problem-oriented core of the process of education is one of the trends in the development of education [5; 7].

What is the main cause of this? What elements bring to life this trajectory of development of training in the professional education system?

Methodology

In the course of the study, empirical methods of studying pedagogical experience, observations, conversations with students and teachers, questionnairese, and testing were used. Empirical methods were used in combination with theoretical research methods: analysis and synthesis, modeling, generalization, extrapolation, analogy, transfer, etc.

Results and Discussion

With regard to factors external to the education system, we should like to highlight one characteristic that practically all specialists refer to: today's world has gotten into a new period of its growth, name the information, knowledge society, post-industrial, and so forth. Not considering of what they refer to that modern era, a lot of people concur that it stemmed from groundbreaking transformations in the arena of informational advances, the emergence of the global Internet, which in turn resulted in significant changes in the life of society, the state, the system of education as the fundamental social organizations and, in essence, each person. The rate of change has risen dramatically, making uncertainty features of the times. Uncertainty, Instability and other alike features of time result in the reality that in social and professional activities an individual is growingly encountered with conditions, the way out of which is vague, and often uncertain.

The next objective circumstance is the requirements of state educational standards for educational results formulated in the competence format. The competence paradigm focuses on the activity-based results of education, stated in the readiness and ability of graduates to resolve particular issues (organizational, communicative, intellectual, and value-based, etc.).

Another outer element related to the advent of new communication tools, communication and study of students. In the prevailing era, it seems rather unlikely to discover a course or subject that is not available on the Internet, just as scarce students don't have a smartphone or tablet with them. From the perspective the training necessities of a modern law teacher, this means that the learning process should be focused on developing the student's creative potential, forming his experience in solving pedagogical and methodological problems. A key element of this experience is formed problem thinking.

In Russian didactics, there is a fairly solid baggage of scientifically based learning technologies: contextual (A. A. Verbitsky), design (G. L. Ilyin, A. M. Novikov et al.), problem-modular (M. A. Choshanov), concentrated (G. I. Ibragimov), interactive (E. S. Polat et al.), personality-oriented (E. V. Bondarevskaya, V. V. Serikov, etc.) and others. Each technology varies in its predominant target orientation, particular methods and forms of teaching, but it has one common characteristic for all of them-namely, *problem-solving*. The principle problem is implemented in almost all modern theories and technologies of training: in one case it is related to the scheme of the educational materials content in the form of problems and tasks (problem-task learning; problem-modular, domain-model, etc.), and the second to the system engineering organization forms of active learning (context, concentrated training), the third with the use of methods and techniques of interaction of educational process participants aimed at solving the problem of practice-oriented situations (interactive learning in different versions) etc.

Therefore, it can be concluded that the contemporary approach of training a teacher of legal disciplines objectively needs *a pattern of problem-based development training* as a kind of training, the chief aim of which is to form students' innovative skills and develop their personality overall. M. I. Makhmutov wrote about this in 1975 in his famous monograph: "Problem-based learning ought to have a substantial role in the arsenal of all social approaches for educating an mentally active individual [6].

However, the purposeful implementation of the ideas of problem-based and developmental education in the system of training a modern law teacher is hindered, first of all, by the fact that teachers are not provided with appropriate scientific and methodological materials. There *is a contradiction* between the objective demand for the theory and technology of problem-oriented teaching in the modern system of training a law teacher and the difficulties that teachers face due to the lack of development of the relevant scientific and methodological and educational tools and conditions.

Hence *the problem of research:* what is the structure, content, means and conditions of methodological and scientific assistance for the implementation of the ideas of problem-oriented learning in the system of training a modern teacher of legal disciplines?

The aim of the study is to substantiate and introduce into the educational practice of training a modern teacher of legal disciplines the content, forms, methods and means of training and control that ensure the implementation of the main ideas of problem-based and developmental training.

Research objectives: to identify the status of the practice and theory of problem-based education in the contemporary system of training of the teacher of the scholar; develop, justify and implement in practice the training of the modern teacher of the jurist, the structure and content of the problem-modular textbook for the course "Theory of learning"; identify and justify the didactic framework and methodology of the organization of productive independent work of students as the primary means of implementing the ideas of problem-based learning and the development of research culture of students; to develop the concept and technology of a comprehensive monitoring and evaluation of learning outcomes and education meets the requirements of competence and problem approaches.

Leading idea: effective scientific and methodological support of the ideas of problem-based and developmental learning as a means of training a modern law teacher is possible if the development of the content of educational material, forms, models and technologies for independent productive learning activities of students is carried out on the basis of convergence of the requirements of the problem-based principle with the requirements of modern principles of interactive, contextual, concentrated and digital learning.

Empirical base of the study: Department of Theory and Methods of Teaching Law at the Faculty of Law of Kazan (Volga Region) Federal University, Department of Pedagogy of the Higher School of the Institute of Psychology and Education of Kazan (Volga Region) Federal University, Department of Pedagogy of Yelubu branch of Kazan (Volga Region) Federal University, general education organizations of Kazan and the Republic of Tatarstan.

Summary

Let us briefly describe the main content of our comprehensive study.

In the course of solving *the first task*-to identify the state of the practice and theory of problem-oriented learning in the modern system of training a law teacher, it is established that in recent years (2000-2020) several dissertation studies have been conducted that reveal particular problems of problem-based learning. The investigation of the problem demonstrated that the dominant concentration is on the utilization of problem-based learning as a tool of shaping the professional merit of prospective specialists, enhancing their innovative potential, research competence, and critical and creative thinking. A certain number of factors of problem-based learning are at the stage of growth, whereas others are alternating remarkably, and new structural compounds are coming to life.

The initial trend is owing to the exponential growth of computer tools and information and their assimilation into the system of education. As employed to problem-based learning, that is demonstrated in the active growth of problem-based interactive learning technologies, which are on the basis of the communication of at least 3 fundamental technologies – computer-based, problem-based, and interactive learning. Here, there exists an alteration in the essence of information interaction among the student, teachers, and the interactive sources of educational information resources thanks to the reality that the educational and information environment turns into a full-fledged "participant" in learning.

The next trend is associated to one of the major problem concepts – based learning-problem situations. Creating problem situations in the learning process in order to form various kinds of competencies in modern education is becoming one of the main didactic means. And let's pay attention to the reality that this is the training case, with no

regard to what training technologies are executed in a specific case. As a consequence, in case it is employed as the leading personality-oriented learning technology, problem conditions are generated that actualize individual learning aspects; in the contextual learning technology, conditions are generated that set social and professional contexts and need students to create new information and understanding (cognitive activities), brand-new means of communication (communicative activity), and so forth.

The final trend is associated with the integration process in didactics. Firstly, there is a process of integration of forms of organization of training: lecture-game, seminar-research, slide-lecture, lecture-debate, computer workshop, seminar-discussion, and so forth. Additionally, there is a blend of professional and general knowledge, practice and theory, learning and content processes. There is a clear trend towards integrating problem-based learning with other technologies. It manifests itself in the growth of such fields as: problem-modular, problem-situational, problemtraining, problem-activity, problem-project, problem-game, problem-target, problem-integrative, problem-model training, problem-concentrated, etc. [4].

Solving *the second task*-to develop, justify and implement the structure and content of a problem-based modular textbook on the course "Theory of Learning" in the practice of training a modern law teacher, it is established that the search for new ways to effectively develop the research culture of students encourages scientists to develop innovative approaches to structuring textbooks and manuals.

Traditionally, textbooks and manuals covering a particular topic are limited to three or four items, including: the main text, self-test questions, tasks for independent work, and a list of recommended literature. From the point of view of modern training requirements, this is no longer enough.

First, today the concept of what education is, which is considered as a set of abilities to communicate, learn, analyze, design, choose and create, has changed significantly. Education is considered as a means of self-realization of a person in life, as a personal asset, as a means and condition for building a successful career. Consequently, the learning process is also changing, which should have the same features as the culture that is being mastered in the learning process, namely, intensity, information saturation, and creativity in solving problems.

Secondly, in the age of universal internalization and digitalization of education, the textbook should be focused not only on performing an informational function, but also help students to master various kinds of social experience (creative, value-semantic, etc.), accompanied with subject skills and knowledge, key competencies are shaped. The structure of a modern textbook should be designed in such a way that it helps the student to learn, supports his motivation to learn, presents a chance to resolve the history of the issue, deepen knowledge on the topic, self-check and reflection, forms creativity, creativity, critical thinking.

Based on these positions, we have justified and implemented a new structure and content of the textbook on the training course "Theory of Teaching" in the educational practice of training a modern law teacher [1]. Structurally, it includes fourteen chapters that reveal the subject and tasks of didactics, regularities and principles, goals, content, forms, methods and means of teaching. A number of chapters cover issues of competence-based and technological approaches in teaching, as well as innovative processes in education.

As a result of solving *the third task*-to identify and justify the didactic foundations and methods of organizing productive independent work of students as the main means of implementing the ideas of problem-oriented learning and developing the research culture of students, we came to the following conclusions.

The transfer of the educational process in the open information and educational environment, large amounts of scientific and other information that is necessary to learn outside the classroom, the development of remote and external forms of earning education leads to what in modern professional school there is a significant transformation of the educational process, which becomes a multi-purpose, nonlinear, multidimensional, and in which priority is an independent educational activity, support of initiatives, interests and motivation of students.

Therefore, within the walls of a college or technical school, it is necessary to create all conditions for the development of a future law teacher's need to learn during life, the formation of skills and abilities of selfeducational activities, readiness for creative implementation of the knowledge and skills acquired in the course of training. Accordingly, the role of the function associated with the organization of effective independent work of students objectively increases in the teacher's activity.

Generalization of the experience of organizing students 'independent work accumulated by theory and modern practice allowed us to distinguish, depending on the degree of students' activity, three main models of organizing students' independent work: informational and performing (algorithmic); "inverted learning" is a project-based research model of independent work, which is based on the integration of ideas from project-based and problembased approaches in teaching. Design research model of organization of independent work involves support on three parallel lines in the organization of independent work of students: 1) the decision of the traditional learning tasks – operating – as mini-projects educational activities relevant situational activity; 2) solution of the educational problems of the second level – tactical, relevant activity – the larger educational project, where students can do to set goals for its activities, to actively apply their knowledge in various subjects in the practice, to communicate with each other, etc.; 3) solution of the educational problems of the third, a creative level, appropriate creative activity of the individual strategic learning tasks major educational projects [3; 8].

In the course of solving the fourth task, the directions for improving the point-rating system for evaluating learning outcomes were identified: first, it is a search for records in the course of control not only knowledge, but also activity (the ability to isolate and solve problems) and personal components of the learning outcomes; second, the expansion

of range of applicable controls: use tests understanding; case-meters – the real production situation, reflecting the practical problem, and requiring for its solution of a set of professional knowledge; virtual, the simulators, the simulators in the discipline; protection projects; individual diagnostic card; web quests; e - portfolio, etc.

An algorithm for monitoring and evaluating cultural and general professional competences has been developed and proposed: 1) based on the analysis of the basic educational program, curriculum is a matrix of correspondence between the formed competencies and years of training; 2) determined the total number and composition of the disciplines and practices involved in the formation of a particular competence; 3) for each competence is allocated discipline (module) or practice, which is the last. The last discipline (module) or practice will be the final point at which you can monitor the formation of the relevant competence [2].

Conclusion
The study has developed and substantiated: trends of development of problem-oriented learning in the conditions of the emergence of the bio digital age; new structure and content of the textbook (on the example of the textbook «Learning theory»), based on the principles of convergence of reproductive and creative, Instructional and extrainstructional project research activities of students; objectives, structure and content of modern models of organization of productive independent work of students: informational-performing, models of «inverted learning», project-research model; The main directions of the development of a productive system of monitoring and evaluation of the results of education, with the implementation of a competency-based approach in the system of training of a modern teacher of law.

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