

Some aspects of using information technologies in teaching physics**S.Babaeva**Ganja State University
(Ganja, Azerbaijan)*Abstract*

The article argues that the constant development of the use of ICT in physics lessons is a historical necessity. A brief analysis of scientific and methodological literature on teaching physics with the help of ICT is given. Different directions of using computer technologies in the educational process are noted. The essence of the most frequently used modeling method in teaching physics is explained. It was pointed out that, unlike other exact sciences and the simulation model, it is partly difficult to describe the model of physical events and processes. An example from our own experience is used to describe the Stern model. It is noted here that such models are described using a 3D package. Listed are the principles that a teacher should follow when modeling. The conditions necessary for the development of the use of ICT in physics lessons are noted. Among them, special attention was paid to the content of problems in physics. Thus, it was noted that solving problems with game, contextual and research content is the most important tool for the development of students' creative thinking. The specificity of ICT tools used in teaching physics is noted.

Keywords: computer; information technology; modeling; laboratory work; contextual tasks; visualization.

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<https://doi.org/10.51889/2021-3.2077-6861.26>Zh.B.IVANOVA¹, A.O.KASSYMBEK*², G.N.MUKHAMADYEVA³¹*Komi republican academy of state service and management (Moscow, Russia),*²*Abai University, ³Al-Farabi University (Almaty, Kazakhstan)**mgb-pravo@yandex.ru, aliyakas@mail.ru*, mukhamadiyevagn@gmail.com***FORMS AND METHODS OF INFORMATION AND COMMUNICATION
TECHNOLOGIES USED IN LEGAL EDUCATION***Abstract*

The article is devoted to the application of forms and methods of information and communication technologies in the training of Bachelor of Law students. Information resources that are used in the process of teaching law students, forms and methods of their use in the educational process are considered. The main feature of modern information and communication technologies is their versatility and versatility. However, despite the wide range of possibilities, these technologies can only make human activities more efficient. The problem of using technological potential in the educational process is the main multi-faceted task of improving science and education based on information and communication technologies. Its successful solution will improve the quality and accessibility of education, integrate the education system into the world's scientific, industrial, social and cultural information infrastructure. In law schools, the analysis of the training session is rarely used. It is generally accepted that the reflection of the lesson is the responsibility of the teacher, not the students, while the students are the main participants in the educational process. It should be noted that the involvement of students in the analysis of the training session, extracurricular activities and other forms of training leads to rapid improvement and increase in the effectiveness of the educational process. During the reflection of the lesson, students can also express their criticism of the teacher and offer ideas for improving the effectiveness of the educational process. In our opinion, all this contributes to a respectful and professional relationship between teachers and students, since the activities of students and communication with the teacher are the main levers

of student learning. The fulfillment of the above conditions in the article will contribute to the achievement of the main goal of education-improving the quality of education, increasing the availability of education, meeting the needs of the harmonious development of the student's personality and the information society as a whole. Conclusions about the importance of these technologies for the development of classes in legal disciplines are formulated.

Keywords: information technologies; students; legal subjects; legal education; modernization; pedagogical communication.

Introduction. The modern period of information society development is characterized by the rapid growth of information and communications technology. As some educators and psychologists note, the pedagogical activity is formed by teachers' and students' joint efforts built by the laws of communication and bolster the pedagogical process [1-3].

Certainly, pedagogical communication is a unique form of communication because of its teaching, developing, and educating qualities. As the practice shows, at present, novel teaching and education technologies are integrated into higher education institutions only with pedagogically elaborate communication.

In the pedagogical activity, communication significantly affects students' formation and strengthening of active position, cognitive interests, creativity, independence, and knowledge acquisition. The modernization process of academics poses serious educational challenges for higher institutions. As a part of the academic process, education is a pedagogically purposeful communication and interaction between educator and students, aimed at physical and spiritual development and formation of subjects of education [4]. In practice, we, as educators, realize that communication fosters a culture of interpersonal relationships, provides a favorable and comfortable environment for academic and non-academic activity, allows the teacher and students to embrace their potential.

The methodological basis of the scientific article was made up of a number of general scientific, general, special and particular methods of scientific knowledge. In this article, methods were applied such as logical, dialectical, comparative legal, systemic, formal legal, historical. The pedagogical conversation is, above all, communication, i.e., the exchange of information between participants of the pedagogical process. Communication

accompanies the majority of educator's actions and depends on several conditions. It is crucial to provide positive motivation for the transfer of information and its understanding and acquisition by students on a lecture or practical task. It is also necessary to attract attention and interest to the topic of the study. It can be achieved by utilizing exciting facts, real-life cases, compelling solutions from the arbitrage practice, historical evidence, video or T.V. fragments, etc.

Thus, for example, studying the topic "Individuals as subjects of civil law" in a lecture, a teacher can use the example of Isaac Newton's poor academic performance at school. Once, a high-achieving from his class offended Newton, and he decided to take revenge. By improving his academic performance, he overtook the status of the exemplary student. This habit of achieving a goal became a unique characteristic of the great scientist [5].

Such a teaching method cultivates in students qualities of determined, enthusiastic, and creative individuals because the educator delivers the information that attracts students' attention, makes the process of learning more compelling and informative, and involves students in the creative process of learning legal disciplines.

Modernization of pedagogical art, communication technologies, and legal training and education aims to achieve efficiency, initiative, and discipline in the relationship between the teacher and students. Each training section should serve not only academic but also an educational function. The educational role of learning involves the formation of perseverance, perception of the world, morality, system of ideals, attitudes, methods, ethical behavior, and purpose in society [5]. The educational function is realized through the teacher's words, which are, according to V.A. Sukhomlinsky, "an

irreplaceable tool for influencing the soul of the student” [6].

Today, the demand to organically fit the systems of students’ moral and spiritual education into the academic process of law schools is higher than ever. Lately, pedagogical techniques in legal education have scarcely involved the spiritual development of students’ personality and the formation of aesthetic and moral standards. Therefore, one of the challenges of constructing a student’s character is the student’s spiritual development, including the further exploration of the national and international culture in the process of learning legal disciplines.

Aesthetic education represents the education of the ability to see the beauty in our world. The most crucial forms of this are exploring the different forms of art, literature, music, visual arts, architecture, and memorials, etc. Education of a student’s moral principles is based on the acquisition of the ethical values that comprise society’s modern ethics. These values are – liberty, democracy, dignity, honor, responsibility, conscience, kindness, environmental culture, faith, and will. The ways of solving the spiritual education problems can be realized during special learning and practical training where legal dialogues can be used.

Nowadays, team learning, communication skills development, cooperation characteristic of interaction that unites intellectual potential are in high demand. Learners get actively involved in discussions, which develops their practical skills and abilities. As Tacitus notes, “Exercises give rise to mastery” [7]. It is important to note that communication technology begins with setting the training session goals, tasks, and the students’ emotional attitude towards productive exercise and aesthetic education. A single goal setting is considered a powerful instrument for stimulating the students and cultivating interest, persistence, and success. According to M. Twain, a person who does not know where to go will be stunned when he ends up in the wrong place [8].

Determining the lesson objectives is necessary to provide students with the optimal intellectual development, conscious and

robust acquisition of the knowledge of legal disciplines, the ability to utilize the knowledge in practice, creatively employ the knowledge to solve novel issues, and ensure the student’s self-realization as an individual. Tasks of the training session reveal to students the importance of forthcoming creative activity and the purpose of the acquired knowledge; they pique students’ sense of duty, responsibility, and excitement about creative learning. Tasks that employ innovative communication technology create a positive emotional attitude and stimulate the sense of initiation to the culture.

From our perspective, the modernization process of education in law schools consists of integrating pedagogy and arts. It fosters the origination of observance and curiosity for law in students, connects different disciplines, and piques interest for creative individuals like A. S. Pushkin; it also develops students’ aesthetic tastes, interest in painting and literature, love of creativity, skills in oral and written speech, and consolidation of knowledge on the topics covered.

To improve students’ communication skills, their stubbornness, and will, the ability to overcome external and internal issues in collective interests, and get inspired by serving society, it is essential to assign students tasks that are difficult and unattractive but useful for other people. Choosing a similar studying option, the teacher brings the element of creativity into the process, intrigues students to seek novel independent conclusions, and focuses students’ attention on the study’s topic. Furthermore, such a teacher becomes an example to follow for students because, in constantly changing circumstances, he or she manages and interacts with students considering their expectations, while using not only innovative pedagogical technology and professional experience but also new progressive information and communications technology of studying. A vital skill of pedagogical communication is analysis – critical examination and discussion of the accomplished tasks. Learners do not always and instantly complete the tasks without flaws and mistakes. Therefore, educating the feelings of dissatisfaction with the result and

improving continuously is an indispensable part of academics and education.

In law schools, the analysis of the training session is rarely used. It is widely accepted that lesson reflection is the educator's responsibility and not the students, while the students are the main participants of the learning process. It is worth mentioning that attracting learners to an analysis of the training session, non-academic lessons, and other learning forms leads to rapid improvement and increased effectiveness of the academic and educational process. During lesson reflection, students can also express their criticism towards the teacher and suggest ideas for improving the learning process's efficiency. In our vision, all this promotes respectful and professional relationships between educators and students because learners' activity and communication with a teacher are the main levers of students' education.

The result of using communications technology to modernize educational work is that every practical task, training session, lecture, and non-academic activity should be aimed at achieving educational and personal development goals, the development of knowledge, skills, and abilities in the legal field.

Communications technology represents an essential channel for interaction between students and teachers. However, pedagogical communication can be educationally valuable and efficient only when it is informative. Informativeness is a critical part of a dialog between educators and students. Professional pedagogical communication is realized during the academic and educational process. Academic and non-academic programs and events determine the contents of this communication.

The elements of the pedagogical form of communication are:

- teacher's ability to use the contents of the conversation for pedagogical purposes, gaining the sympathy and trust of students by openness, simplicity, and interest;
- the aspiration towards spiritual enrichment
- ability to listen and not impose personal solutions
- perfecting the oral skills by utilizing reasoned explanation providing practical moral

help and support for the one defending the truth during discussions

- development of moral beauty in relationships based on the requirements and culture of behavior.

At the current stage, law schools are required to implement novel approaches to tuition that would guarantee the improvement of students' communicative, creative, and future skills based on the potential multi-variance of the contents of the academic and educational process. This integration would foster the modernization of the scholarly work using communication technologies. We considered the most challenging communication technology that is used in legal education. Its implementation requires the teacher to employ skills such as clearly expressing thoughts, formulating questions, explaining, proving, listening, approving, and motivating students to act. As a result of the educational and academic process, communication interaction has a significant educational value and promotes the development of interpersonal relationships [9].

The change of historical eras is determined by the shift in communication technologies [8]. This thesis, made by the famous researcher of mass communications Herbert Marshall McLuhan, is being confirmed by today's society. Information and communication technologies broaden the borders of fundamental concepts like knowledge and language. Information and communication were always present; however, nowadays, information and communication technologies are proliferating, and the opportunities they open are becoming unprecedented for the development of learners, practical educational impact on students, and solving pedagogical tasks. Only teachers who strive to possess the knowledge that allows them to thrive in a new information era can competently dispose of these opportunities [11].

Besides communication technologies in academics and education, information technologies are also used in pedagogical practice. Future lawyers should receive fundamental knowledge and skills in using modern information and communication technologies in the legal field and form

information competence during the learning process. For this reason, it is worth mentioning that to provide an efficient academic and educational process in law schools; it is pivotal to develop and actively implement didactic materials of the new generation, which emerge on a modern information technology basis. These materials are multimedia learning systems, control programs, and tests, training video cases, educational internet resources, multimedia lectures and presentations, training simulators for consolidating knowledge and skills, and online learning courses.

Specified materials differ from traditional forms by the following characteristics:

- opportunity to use sound, video, graphics, animation, and other multimedia in a single learning tool;

- interactivity – opportunity to maintain immediate feedback, adjust the learning process, receive additional information, choose working hours, move along chosen learning path;

- process significant amounts of information and issue information corresponding to a situation upon request;

- automation of the learning process (control, monitoring, etc.);

- developing academic resources by using learning tools in C.D.s, internet resources, maintaining communication between students and the learning tool, students themselves, and students and teachers [12].

Education in the 21st century is not only global but also individual. Nowadays, learners have the opportunity to choose the necessary information from a vast array of media. Therefore, information plays a vital role in the development of modern educational systems. It dramatically increases access to world information systems, where information received is, usually, audiovisual, operational, and descriptive.

Informatization of the teaching process in law schools requires educators' information and communication competencies, employing information technology. Literature analysis demonstrated that the unified approach to the definition of "information competence" does not exist. Instead, this concept is multifaceted.

However, we are close to the vision of N.A. Kochkina defines a teacher's information competence as the ability to navigate the information space, discover necessary information, and integrate it into the academic process to solve pedagogical problems [13].

The specificity of using information technology is that the teacher and students can create extraordinary academic materials, which attract students' interest, motivate and guide them to successful results. Thus, using the reference and legal system "Consultant Plus," law school students can investigate regulations and judicial practice and identify legal problems in the current legal system. Informatization of the education system implies sustaining a methodology, development practice, and optimal use of modern information and communication technologies dedicated to implementing psychological and pedagogical goals of training and education [14].

Information technology training is a pedagogical technology that uses unique methods, software, and hardware tools to work with information [15].

The use of information technologies sustains intensification and actualization of the educational process in legal education based on the solution of the following primary tasks [16]:

- identification and implementation of stimulating the cognitive activity of law schools students by using various information technologies depending on each student's personality type;

- expansion of interdisciplinary connections while defining and solving problems from different subjects by using modern tools of information processing;

- active involvement of students in designing and further actualizing its educational trajectory, which provides a personality-oriented approach in organizing the academic and educational process.

The use of information technology in legal education creates favorable conditions for students' comprehensive development and their preparation for effective independent activity at the present stage of development of the information society.

Integration of information technology into academic and educational process provides:

- improvement of reasonable and algorithmic thinking depending on unique characteristics of communication between student and computer, and work with special training programs;

- expansion of creative thinking by improving contents of teaching activity, completing innovative heuristic, research tasks with the help of intelligent training systems and simulation programs;

- improvement of learners' communication skills based on the implementation of joint projects and compelling games using information technologies;

- improvement of competence level in using information technologies necessary for the successful social and future professional adaptation of the student.

The goal of using information technologies is to develop students' information culture that is not limited to processing information but, rather, implies comprehensive development of law school students' personality.

Successful integration of information technologies into the academic and educational process is mostly defined by learners' motivation to utilize the technology.

At first, it may seem that there is no problem concerning the use of information and communication technologies, which are becoming generally accepted means of motivation for cognitive activity. Sometimes, learners have indifferent, and occasionally negative views to innovations, and the teacher should find a way that would allow to attract students' attention and make the use of information technologies organic and obligatory [11].

Teachers should be able to form students' motivation for cognitive activity through information technologies, persuading them that implementation of technologies along with training in legal disciplines allows them, to some extent, to satisfy their internal needs.

Solving this problem is strongly linked with pedagogical creativity and does not have universal answers. Teachers should be able to apply theoretical knowledge, practical experience, and intuition.

A teacher can see that students utilize information technologies pretty successfully to solve numerous tasks. But unusual problem setting or the necessity to take the initiative often cause complications. In this case, the use of programs that produce results only after completing the task is irrelevant. The most appropriate approach is polling with continuous feedback when students can see the intermediate result after completing a subproblem [11].

Training programs should be used to allow students to achieve success by putting in adequate efforts. To maintain this vision, a plan should be adjusted to a student's abilities, depending on the level of starting knowledge and psychological characteristics. As a result, a student will have realistic goals, which will make him or her use software that allows them to solve more complicated tasks consistently. Students need to have an incentive for further work to consolidate the achieved success.

Nowadays, information technologies are becoming an integral part of the academic and educational process. The goal of using technology is not to formalize the educational process, enhancing the role of computers, but to increase the quality of education. The use of information technologies in the academic and educational process allows the teachers to dedicate their free time to create additional opportunities for close interaction with students, who can be actively supported and guided while working with challenging material [11].

Elaborate cooperation between humans and computers allows making the learning process more efficient. This cooperation is hugely beneficial in the course of conducting interactive classes using multimedia learning technology.

Transfer of knowledge and development of students' skills and abilities will be much more effective if a teacher can use software tools of modern information technologies. One of the methods to achieve a high quality of both lectures and practical lessons is implementing software tools of contemporary information technologies to prepare and conduct the curriculum [17].

The contents of many legal disciplines change quite dynamically. This is caused by the process of regular changes to the current legislation [17]. For this reason, didactic materials on

both lectures and practical lessons should continuously be updated. The form of delivery of scientific material should be modern, using not only interactive teaching methods but also multimedia tools.

Multimedia equipment is used in the academic process to work with multidimensional information resources. Furthermore, it is compatible with Microsoft Office, MS PowerPoint, Microsoft Excel, and Microsoft Word [19].

Spending a minimum amount of time makes it possible to quickly compose slides with thesis statements, diagrams, tables, and algorithms and provide them with necessary illustrations. M.S. PowerPoint offers a wide range of functionality that allows using not only text information but also images, videos, diagrams, and tables. Multimedia equipment then will enable teachers to conduct a screen demonstration of the presentation [20].

Nowadays, no person can succeed without modern devices and information technology. The rapid growth of computer technologies involved all spheres in the contemporary world, including education. As a result, the P.C. became a powerful tool for learning [21].

However, this does not mean that computers' extended role will displace teachers from the educational process [22]. Rather, elaborate cooperation between a human and a P.C. can make the academic process more effective. The use of modern information technology software in both lectures and practical tasks will contribute to the development of students' interest in the discipline.

Working with an interactive whiteboard, a teacher uses existing educational software, improves them utilizing new opportunities, and creates educational applications for various purposes. If an interactive whiteboard has an internet connection, a teacher can utilize resources from various informational websites (inspections of the Federal Tax Service, courts of general jurisdiction, prosecutors, etc.) and work with educational resources in real-time.

An interactive whiteboard is an essential tool for expanding the clarity of the educational material. It allows the teacher to make the lesson compelling, demonstrate and accumulate information from different resources, simulate educational material according to its development, and accelerate learning.

Using an interactive whiteboard, students can:

- actively participate in classroom and individual tasks, develop social and communication skills;
- increase the attention and interest to the discipline, strengthen acquisition of educational material;
- spend less time on rewriting the information;
- quickly memorize the materials due to visual perception;
- demonstrate individuality and deliver a speech to the classroom more creatively, which increases a student's self-confidence.

The academic process's educational value using an interactive whiteboard is that implementation of the multimedia system develops visual and figurative thinking of the student. Independent work with an interactive whiteboard fosters a student's creative abilities, stimulates cognitive activity, increases individual action, and develops students' personal qualities.

Although all potential directions of information and communications technology development in legal education are already determined, it is worth mentioning that informatization in this sphere is developing quite inconsistently and requires a generalization of the existing experience in using information and communication technologies. For this reason, the problem can be solved through the involvement of all kinds of specialists from different countries and organizations, conducting significant scientific research connected with the development and employment of modern software to solve challenges in legal education [12].

Computers alone will not provide the communication between a teacher and students and make them more independent, literate, and sociable. The effectiveness of computers and information technologies depends on how they are applied, i.e., the ways and forms of using information and communication technologies, interaction between students themselves, and teachers. And if information and communication technologies make this interaction more effective, it will be possible to talk about their influence on the modernization of the learning and education processes.

The modernization of the academic and educational processes in law schools can be characterized by creating didactic systems, analysis and synthesis of didactic objects, development of new types of didactic methods at all levels and in all forms of education. Nowadays, a new paradigm of personality development based on the realities of the information society is developing in modern pedagogical science [23].

Proper administrative management at the university, initiativeness, and independence of teachers, and students' active involvement are implemented using new information and communication technologies of education.

Conclusion. Information and communication technologies used in legal education are the result of the modernization of the educational work. During the educational process using information and communication technologies, the process of educational influence and interaction between a teacher and students is dedicated to shaping students' personality, organizing and stimulating their vigorous activity, mastering social and spiritual experience, and values and relationships.

The main features of the future law student's professional career are legal regulation or normativity of behavior, imperious character, certifying and educational orientation of performance, extreme, unusual, creative, problematic nature, social responsibility, procedural independence, an abundance of professional risk factors, attribution of an accusatory orientation [24].

Using information and communication technologies in legal education, teacher piques in students the following essential qualities: high level of legal awareness, orientation to the commitment to moral and ethical norms, clear value-legal direction, a high degree of acquisition of the principles and requirements of the law, a conviction in their legitimacy, a high level of development of cognitive, organizational, and communication skills, mastery of a professional speech genre, creative imagination, intuition, reaction speed, mobility, dynamism, and watchfulness [24].

The modernization of educational work in a law school based on the implementation of information and communication technologies

will become more efficient and more meaningful if the following conditions are met:

- development of favorable conditions for training pedagogical personnel capable of taking an active part in the implementation of federal and regional programs of informatization of education;

- a significant increase in the level of professional and general humanitarian interaction between teachers and students by implementing joint projects, including telecommunication;

- the emergence of new conditions for expanding the capabilities of traditional libraries through access to electronic libraries, interactive audiences, scientific, educational, and other culturally and socially significant Internet resources;

- increasing the efficiency of students' independent work with traditional and electronic resources using developed systems for self-control and support of feedback from the teacher.

The implementation of continuous open education allows students to participate in organizing the learning process by choosing courses available on the Internet. Fulfillment of the listed conditions will contribute to achieving the primary goal of education - improving the quality of education, increasing the availability of education, and meeting the needs of the individual student's harmonious development and the information society as a whole.

The main feature of modern information and communication technologies are their versatility and multi-functionality. However, despite the wide range of opportunities, these technologies can only make human activities more efficient. The problem of embracing technology's potential for the academic and educational process is the main multifaceted challenge of improving academics and education based on information and communication technologies. Its successful solution will enhance the quality and accessibility of education and integrate the education system into the world community's scientific, industrial, social and cultural information infrastructure.

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**Құқықтық білім беруде қолданылатын ақпараттық-коммуникациялық
технологиялардың нысандары мен әдістері**

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(Алматы, Қазақстан)

Аңдатпа

Мақала заңтану бакалавры студенттерін оқытуда ақпараттық-коммуникациялық технологиялардың нысандары мен әдістерін қолдануға арналған. Заң жоғары оқу орындарының студенттерін оқыту процесінде қолданылатын ақпараттық ресурстар, оларды оқу процесінде қолдану формалары мен әдістері қарастырылған. Қазіргі заманғы ақпараттық-коммуникациялық технологиялардың басты ерекшелігі-олардың әмбебаптығы мен әмбебаптығы. Алайда, көптеген мүмкіндіктерге қарамастан, бұл технологиялар адамның іс-әрекетін тиімдірек ете алады. Оқу және білім беру процесінде технологиялық әлеуетті пайдалану проблемасы ақпараттық-коммуникациялық технологиялар негізінде ғылым мен білімді жетілдірудің көп қырлы негізгі міндеті болып табылады. Оның табысты шешімі білім берудің сапасы мен қолжетімділігін арттыруға, білім беру жүйесін әлемдік ғылыми-өндірістік, әлеуметтік және мәдени ақпараттық инфрақұрылымға интеграциялауға мүмкіндік береді. Заң университеттерінде оқу сабағын талдау сирек қолданылады. Сабақтың рефлексиясы оқушылардың емес, мұғалімнің міндеті екендігі жалпыға белгілі, ал студенттер оқу процесінің негізгі қатысушылары болып табылады. Білім алушыларды оқу сессиясын, аудиториядан тыс сабақтарды және оқытудың басқа да нысандарын талдауға тарту Оқу-тәрбие процесінің тез жетілуіне және тиімділігін арттыруға әкелетінін атап өткен жөн. Сабақтың рефлексиясы кезінде оқушылар мұғалімге қатысты өз сын-пікірлерін білдіре алады және оқу процесінің тиімділігін арттыру идеяларын ұсына алады. Біздің ойымызша, мұның бәрі оқытушылар мен студенттер арасындағы құрметті және кәсіби қарым-қатынасқа ықпал етеді, өйткені студенттердің қызметі мен оқытушымен қарым-қатынас студенттерді оқытудың негізгі тұқалары болып табылады. Мақалада көрсетілген шарттардың орындалуы білім берудің негізгі мақсатына - білім сапасын арттыруға, білімге қол жетімділікті арттыруға, оқушының жеке басының және тұтастай ақпараттық қоғамның үйлесімді даму қажеттіліктерін қанағаттандыруға ықпал етеді. Құқықтық пәндер бойынша сабақтарды әзірлеу үшін осы технологиялардың маңыздылығы туралы тұжырымдар жасалды.

Түйін сөздер: ақпараттық технологиялар; студенттер; құқықтық пәндер, құқықтық білім; модернизация; педагогикалық қарым-қатынас.

**Формы и методы информационно-коммуникационных технологий, применяемые
в юридическом образовании**

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Аннотация

Статья посвящена применению форм и методов информационно-коммуникационных технологий при обучении студентов-бакалавров юриспруденции. Рассмотрены информационные ресурсы, которые применяются в процессе обучения студентов юридических вузов, формы и методы их использования в учебном процессе. Главной особенностью современных информационно-коммуникационных технологий являются их универсальность и многофункциональность. Однако, несмотря на широкий спектр возможностей, эти технологии могут только сделать человеческую деятельность более эффективной. Проблема использования

технологического потенциала в учебном и образовательном процессе является основной многогранной задачей совершенствования науки и образования на основе информационно-коммуникационных технологий. Его успешное решение позволит повысить качество и доступность образования, интегрировать систему образования в мировую научно-производственную, социальную и культурную информационную инфраструктуру. В юридических вузах анализ учебного занятия используется редко. Общеизвестно, что рефлексия урока является обязанностью педагога, а не учащихся, в то время как учащиеся являются основными участниками учебного процесса. Следует отметить, что привлечение обучающихся к анализу учебной сессии, внеаудиторных занятий и других форм обучения приводит к быстрому совершенствованию и повышению эффективности учебно-воспитательного процесса. Во время рефлексии урока учащиеся также могут высказать свою критику в адрес учителя и предложить идеи по повышению эффективности учебного процесса. На наш взгляд, все это способствует уважительным и профессиональным отношениям между преподавателями и студентами, поскольку деятельность обучающихся и общение с преподавателем являются основными рычагами обучения студентов. Выполнение перечисленных условий в статье будет способствовать достижению основной цели образования - повышению качества образования, повышению доступности образования, удовлетворению потребностей гармоничного развития личности обучающегося и информационного общества в целом. Сформулированы выводы о значимости указанных технологий для разработки занятий по юридическим дисциплинам.

Ключевые слова: информационные технологии; студенты; юридические дисциплины, юридическое образование; модернизация; педагогическое общение.

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МОДУСЫ ЭФФЕКТИВНОГО ФИЗИЧЕСКОГО ВОСПИТАНИЯ СТУДЕНТОВ В УСЛОВИЯХ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

Аннотация

В статье рассматриваются основные направления повышения эффективности физического воспитания студентов. Уделяется внимание феномену эффективности в контексте преподавания физической культуры в высшем учебном заведении. Обозначаются социальные, организационные, управленческие, психологические предпосылки эффективного управления физическим воспитанием. Описываются приемы, методы и средства, влияющие на действенность занятий по физической культуре и спорту. К основным направлениям повышения эффективности физического воспитания авторы относят улучшение материально-технического обеспечения учебного процесса, проведение спортивных соревнований, организацию интегрированной физкультурно-спортивной среды, мотивирующую регламентацию, максимизацию развивающей нагрузки, организацию самостоятельных занятий, использование нетрадиционных видов физических упражнений, внедрение инновационных технологий. В статье приводятся примеры педагогических исследований для каждого из указанных направлений. Анализ научных публикаций основывается на работах ученых из ближнего зарубежья.

Ключевые слова: физическое воспитание; современное образование; студенты; вуз; эффективность физического воспитания; мотивация.