"Молодой исследователь"
Организовано в масштабах Содружества Независимых Государств (СНГ)
международный научно-практический конкурс

IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES WITH TEACHING CRIMINAL LAW DISCIPLINES

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Abstract. *The article discusses the importance of information, communication and distance learning technologies in the process of teaching legal disciplines to students of educational institutions, with the subsequent assignment of qualifications as a lawyer.*

Key words: *informatization, legal disciplines, information and communication technologies, modern technologies, didactic tools.*

Informatization today is one of the key tasks in raising the level of the modern educational process based on the use of new information and communication technologies and technical means. This is due to the digitalization of society. The main guidelines are information data and the ability to process it efficiently. It follows from this that one of the main tasks of the modern education system is the development of educational methods and programs using modern information technologies.

Digitalization should be considered as one of the important goals of modern education. It solves a number of sequential problems, such as technical equipment, the creation of didactic tools, the creation of electronic communication tools, and the development of new teaching technologies. The modern information community requires not only new skills from graduates of professional institutions, but also a third-party approach to organizing the training itself.

The use of ICT in the process of teaching legal disciplines stimulates the educational activities of students in distance learning, which allows the use of technology focused on the individuality of the student in the interactive study of legal disciplines. Information and communication technologies enable the student to independently work with information, highlight the main points, and, most importantly, provide the opportunity to search for information. And subsequently they provide the opportunity for an individual and creative approach in answers.

The modern intensive development of the education system, including higher education, requires the teacher to have knowledge, desire and ability to use new pedagogical technologies in developing relevant competencies in students. These technologies are very diverse. These include, for example: communication-dialogue technologies, problem-search technologies, simulation-game technologies, art technologies and others. All of them should act as "tools" of the teacher, taking into account the meaning of the term "teach", i.e. "to teach, report, transmit systematic information on any academic subject."

One of the innovative technologies in the field of teaching has become information and communication technologies, the development of which is as intensive as the informatization

of society itself. The essence of these technologies seems to come down to two significant points: information and communication. The term information is derived from Lat. Informatio – explanation, presentation, represents information that is the object of storage, processing and transmission; and communication is in the lane. from lat. Communicare – to make common, to associate, the communication of information by one person to another person or persons.

The combination of these two terms in the practical field has provided the opportunity to improve the quality of both education and self-education, including in the study of law disciplines. To a greater extent, the technologies under consideration are currently in demand when organizing distance learning and independent student work. But their great importance is also obvious when organizing other forms of education in the study of such disciplines as, for example, criminal law and criminology. The effectiveness of these technologies in this case is ensured, first of all, by the quality of systematization, storage and accessibility of the necessary information.

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In this case, the teacher is assigned a large share of responsibility for the materials they have created for students: presentations, stock lectures, dictionaries of terms, etc. For legal disciplines in this case, the degree of updating of the information provided is important.

In addition, a student qualifying as a lawyer must not only know, but also correctly apply the legislation of the relevant branch of law, which is no less important for the teacher himself.

For criminal law this becomes even more important, because This branch of law is repressive in nature. That is why working with information and legal resources is extremely important.

Thus, in order to form a competent specialist, it is necessary to improve the level of legal culture of the student, develop skills in the chosen specialty and, in general, pay great attention to legal education.

Legal education is aimed at systematically informing the population about all kinds of changes in the legislative framework of the state.

In addition, when training legal specialists, it is necessary to convey to them the idea that their future activities should be based on the protection of human rights and freedoms.

The use of ICT will contribute to:

• systematic development of knowledge of legal disciplines, their consolidation, as well as the development of skills in analysis, assessment and resolution of legal problems in the field of professional activity;

• studying issues of legal regulation taking into account modern conditions and trends developing against their background;

• analysis of the formation and development of the relationship between the spheres of state and non-state management;

• identification of problems in the use of methods of persuasion and coercion, features of the legal status of subjects of law and process;

• studying the relationship and differentiation of concepts such as legal regulation of professional relations and management;

• identifying the specifics of legal relations in various areas of Russian law.

To summarize, it should be noted that information and communication technologies should be classified as productive technologies that stimulate students to active cognitive activity, acquisition and application of new knowledge, to the realization of their creative potential and the formation of the required competencies. However, they cannot be considered from the point of view of exclusivity and replacement of other types of pedagogical technologies that provide direct dialogue between the teacher and the student.

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