

## INTERACTIVE METHODOLOGY FOR TEACHING LEGAL DISCIPLINES: THEORY AND PRACTICE

**Konstantin Polovchenko**

Candidate of Juridical Sciences, Assistant Professor of the Department of Constitutional Law MGIMO University, Moscow, (Russia). E-mail: [kpolovchenko@gmail.com](mailto:kpolovchenko@gmail.com)

### Abstract

**Objective:** The article is devoted to topical problems of influence of interactive methods of teaching legal disciplines on the quality of higher legal education.

**Methods:** On the basis of comparison and synthesis of domestic and foreign pedagogical experience the author proposes the most effective interactive methods of teaching legal disciplines.

**Results:** Particular attention is paid to the method of modeling, which, as the author believes, is one of the most effective innovative methods in teaching. However, the concept of modeling is solved in the domestic and foreign science ambiguously.

**Conclusion:** Investigating the issues of legal lecture process improvement the author comes to the conclusion that interactive methods usage provides qualitative updating of teaching content and secures universality, effectiveness and quality of professional lawyers training. Suggestions are made about the prospects of application and development of interactive methods of teaching legal disciplines.

**Keywords:** interactive methods, advantage, legal disciplines, critical thinking, scientific approaches, modelling, interactive lecture, methodological innovation.

### INTRODUCTION

Given the global changes in the world education system, in which the role of a powerful catalyst was played by "covid isolation" the search for solutions to problems arising in the learning process and methodological assistance in adapting programmes to forms of online learning has acquired a new meaning. BRICS legal education systems are influenced by global educational trends in the world. The main aspect of legal education becomes: national educational policy, the level of perception of positive trends of foreign educational systems and its self-identification in the global educational space (Sergis et al., 2018). Interactive learning technologies have long been the subject of close attention of many domestic and foreign researchers. The Russian higher legal education system is focused on entering the global educational space and internationalization of higher education, as well as many other countries. At



the present stage of development of society, issues related to the use of interactive technologies in the learning process, seem to be one of the promising ways to enhance the personal position of the subjects of the educational process. The European Commission developed an action plan on digital education for 2021-2027, which outlines a call for active cooperation at the European level, drawing lessons from the COVID-19 crisis, during which technology was used on an unprecedented scale in education and learning, reorienting educational vectors towards the digital age (European Commission, 2020).

Lionel Astor Sheridan, Professor Emeritus of Law at Cardiff College, University of Wales (UK, 2020), in his research, confirms the fact that modern legal education has faced the challenge of reconciling the purpose of teaching law with the methodology of preparing students for the profession (Alford et al., 2023).

Thus, the relevance of the study presented is determined by

- The new requirements for university graduates and, consequently, for the university education process;
- The inability of traditional forms of learning to fully ensure that students have the ability to creatively apply their knowledge in practice in a meaningful and optimal way;
- The need to develop effective interactive exercises to develop the competences of a law school graduate;
- The need to develop new forms of interaction that would humanise legal education and focus the learning process on the self-development of the professional lawyer's personality and the optimisation of his/her interaction with society.

In the current circumstances, legal professional education should be formed with a view to social order and the requirements of consumers of legal services. That is why the development of the new generation of legal education standards envisages a significant strengthening of the elements of practical training of students. This applies not only to procedural, but also to other legal disciplines. Teachers of general theoretical legal disciplines, studied in the first years of law and other humanitarian faculties (for example, political, economic) should also pay more attention to preparing students for their future professional activity, connected with direct contact with the regulatory framework. In this case, an important scientific and methodological task becomes the search for modern and effective interactive teaching methods.



Interactive teaching methodology (from the English word "interact" - to interact, to be in interaction, to influence each other), should be understood as a special form of organization of cognitive and communicative activity of students by the teacher, ensuring their direct involvement in the process of acquiring knowledge, skills and values, and thus contributing to both an increased level of material learning and the discovery of each student's abilities. Founder of interactionism - American psychologist and sociologist George Mead.

At present, both Russian and foreign literature lacks an exhaustive list of all the techniques within the interactive teaching methodology. This is due to the fact that some interactive techniques are very similar to each other, others are a symbiosis of several of them, others are a product of dynamic development of one of the classic interactive techniques. The best known interactive techniques include: "demonstration", "Socratic method", "brainstorming", "role-playing", etc.

The aim of the research outlined in the article is to find effective interactive methodologies for teaching legal disciplines that affect the quality of learning in higher education.

The following research tasks will contribute to the achievement of this goal: definition of the essence of interactive methods in the context of pedagogy and psychology of teaching legal disciplines; comparative analysis of pedagogical practice of interactive methods of teaching legal disciplines in Russia and abroad; analysis of methods that stimulate students' sustained interest in legal issues; development of techniques and methods for students to acquire professional skills in the process of lecturing

## LITERATURE REVIEW

The analysis of the historiography allows us to distinguish three groups of studies touching on different sides of the problem stated in the article.

The first group is related to the discussion of interpretations of different aspects of modern higher education and the essence of the innovation process in domestic and foreign science. The works of O. N. Sergeeva and E. V. Andrienko (2016), M. Bond, V. I. Marin, K. Dolch, S. Redenlier, and O. Zawacki-Richter (2018), A. Sh. Mutalieva and S. K. Akhtanova (2020), M. Shutikova and S. Beshenkov (2020), G. Tulchinsky (2017) are devoted to the study and generalization of modern and effective teaching



methods in higher education. In general, the authors point out that the changes taking place in education correspond to the conditions of the changing world and require certain, internal readiness of all participants in the educational process, both teachers and students. The research, described in the paper by G.L. Tulchinsky, conducted at the Higher School of Economics (St. Petersburg, Russia), has shown that modern conditions of online education development raise the question about the status of a university diploma. The reforming vector of the entire education system is aimed at transforming a teacher from a transmitter of knowledge and skills into a navigator, who helps navigate the knowledge bases (Tulchinsky, 2017). M. Shutikova and S. Beshenkov continue the idea of significant transformation of educational tools in Russia. Beshenkov conclude in their paper that it is necessary to create a unified university model of digital educational environment (Shutikova & Beshenkov, 2020). Similar studies have been conducted in other countries, for example, based on Karl von Osiecki University in Oldenburg (Germany, 2018) revealed that both teachers and students use a limited number of digital technologies, accordingly the need to develop effective educational technologies for innovative teaching and learning in higher schools is formed (Bond et al., 2018). Research on contemporary aspects of education in the UK has led to the conclusion that Lifelong Learning is a basic and guiding principle. It is based on "three sociological models: 1) functionalism, 2) structuralism and 3) social interaction". The first model is linked to the notion of a particular function that an individual has to fulfil in society, hence the task of education to prepare him for it. The second model, given that there is a constant redistribution of power in the society, the modern education should become a tool in this process. The third model explains the influence of the individual himself on the educational system (Sergeeva & Andrienko, 2016). The situation in Kazakhstan differs in many respects from European countries. In researches teachers of Gumilyov ENU (Nur-Sultan, 2020) come to a conclusion that education system in many respects is not ready to innovations, for example, inefficient use of the resources directed on system of higher education is caused by absence of mechanisms for harmonization in the state (Mutalieva & Akhtanova, 2020).

The second group of scientific works is related to the study of general theoretical and scientific-practical problems of interactive paradigm in higher education, effective forms and technologies of training, experience and prospects of their application in



educational practice. In their research U. Turan, Y. Fidan, and C. Yildiran (2019), V. N. Zhadan (2018), T. A. Prudnikova and T. A. Poskakalova (2019), G. D. Sadovnikova (2017), B. Novković Cvetkovic and D. Stanojevic (2017), I. Bekh and Y. Pelech (2020), A. Ignatkina (2018), A. Hawlitschek, and S. Joeckel (2017), K. M. Y. Law, S. Geng, and T. Li (2019), M.-H. Lin, H.-C. Chen, and K.-S. Liu (2017), S. Sergis, D. G. Sampson, and L. Pelliccione (2018) actualize progressive teaching technologies and link learning innovations with the need to improve the traditional pedagogical process and fulfill the social order of contemporary society. They compare the understanding of new in the educational process with such characteristics as useful, progressive, positive, modern, advanced. In the context of rapidly changing priorities of the higher education system, the research of the representatives of Istanbul University of Commerce (Turkey, 2019) is of particular importance, as they propose the concept of critical thinking formation as a basis for professional decision-making (Turan et al., 2019). The representative of Kazan scientific school V.N. Zhadan (Russia, 2020) identifies the main educational task in training a lawyer - formation of skills of search and independent processing of information, creative approach in solving professional problems. Accordingly, the interactive method of teaching legal disciplines should take into account the social order of society and meet it (Zhadan, 2018). Based on the main foreign concepts of modernization of education representatives of the Moscow State University of Psychology and Pedagogy (Russia, 2019) come to the conclusion that in a global informatization of society all interactive technologies should be associated with the use of information and communication technologies. According to the authors, they represent a new reality in which not only social interaction takes place, but the motivation for professional learning in the conditions of new educational standards is actualized (Prudnikova & Poskakalova, 2019). B. Novković Cvetkovic and D. Stanojevic (2017), researchers at Nis University (Serbia, 2017) assessing education needs for innovative interventions uncover the problem of mismatch between scientific and technological advances in the labour market and the quality of the educational process. In their study, they conclude that innovations will accelerate the effectiveness of the educational process and propose proven didactic designs of classes. In a joint study, researchers from the University of Piraeus (Greece, 2018) and representatives of Curtin University (Austria, 2018) proposed the Flipped Classroom Model as an innovative methodology, the essence of which is the abandonment of classroom-based



learning to face-to-face meetings at the request of learners (Sergis et al., 2018).

The third group of studies concerns the problem of finding effective interactive methods of teaching law and related disciplines. Studies of this category of problems are presented by a wide range of both domestic and foreign authors: S. Luengvilai, N. Wongta, and P. Yodmongkol (2021), G. Gunawan, A. Harjono, M. Nisyah, M. Kusdiastuti, and L. Herayanti (2020), G. D. Sadovnikova (2017), W. P. Alford, M. A. Glendon, and L. A. Sheridan (2023), R. Neminska (2018). Researchers from Chiang Mai University (Thailand, 2021) S. Luengvilai, N. Wongta, P. Yodmongkol proposed a step-by-step guide for implementation of modular computer game for professional training of lawyers in higher education. It was experimentally found that teaching students in this format had a significant impact on the level of involvement in knowledge acquisition and increased the level of individual education (Luengvilai et al., 2021). Researchers at Matarama University (Indonesia, 2020) see the solution to the problem of improving the skills of professional lawyers in the development of individual learning model with the introduction of electronic organizer (Gunawan et al., 2020). In Russia, a considerable part of scientists agree that one of the main tasks of a modern university is to find the optimal ratio of traditional and innovative teaching methods. G.D. Sadovnikova (2017) notes that "teaching in modern conditions is not so much a process of information transfer as assistance to a student based on interactive interaction and based on critical analysis of jurisprudence" (p. 40). Research carried out at the Faculty of Pedagogy, University of Thrace in Bulgaria (Neminska, 2018) led to the conclusion that the didactic model of interactive lecture should be flexible and adaptable. The research resulted in a lecture model led by two educators, a professor and an associate professor, who lead a dialogue in front of the students in which the latter are also active participants (Neminska, 2018). Research from Harvard Law School is presented in their work by Mary Ann Glendon, William P. Alford and Mary Ann Glendon, identifying that the task of constructing an interactive class is not for students to memorize "the law" but rather for them to understand its basic concepts and methods. To this end, they suggest conducting interactive sessions with students in the law library, which will allow students not only to immerse themselves in theory, but also to do the necessary research on any legal issues (Vinnichenko & Gladun, 2018).

In general, the literature review of the current state of research shows their



multiplicity, but at the same time one-sided and superficial, and often descriptive approach that prevents the development of methodology and comparative research on the effectiveness of interactive methods of teaching legal disciplines. Based on this fact, it becomes obvious that the mentioned problems require further development, namely the issues of optimization and improvement of interactive methods, as well as identification of mechanisms of social interaction between consumers and providers of educational services in modern conditions.

## MATERIALS AND METHODS

The following approaches formed the methodological basis of the study:

1) systemic approach, the leading ideas and principles of which have been spread since the second half of the XX century and have not lost their relevance in modern studies (L. von Bertalanffy, N. Wiener, I. V. Blauberg, V. N. Sadovsky, Y. G. Yudin, etc.) allowed to consider the methodology of teaching legal disciplines as a holistic structure, and the introduction of interactive technologies as a subsystem of a holistic system of education in law schools. The authors of this study consider the methodology of teaching legal disciplines as a holistic structure, and introduction of interactive technologies in it as a subsystem of a holistic system of education in a law school;

2) humanistic-personal approach, which originated in the USA in the second half of the XX century (Sh.A. Amonashvili, E.V. Bondarevskaya, A. Maslow, C. Rogers, etc.) allowed us to consider modern educational practice in law schools as a special organization of meaningful learning by means of mastering learning material and elements of personal experience. ) made it possible to consider modern educational practice in a law school as a special organisation of meaningful learning, by mastering learning material as elements of personal experience;

3) competency-based approach (V.A. Adolf, A.A. Verbitsky, E.F. Seeer, B. Oskarsson J. G. Tatur, etc.) made it possible to define the goals and outcomes of students' professional training in the field of jurisprudence, which influenced the definition of the content of the interactive lecture layout;

4) Activity-based approach (L. S. Vygotsky, P. J. Halperin, A. Disterverg, I. J. Lerner S. L. Rubinstein, D. B. Elkonin, A. V. Khutorskoy, etc.) determined the priority



of active learning methods in the educational process with maximum independence of the learner.

Theories and concepts generally recognised in modern science formed the theoretical basis of the study:

- The general theory of learning (V.P. Bepalko, A.A. Verbitsky, I.Y. Lerner, M.I. Makhmutov, V.V. Kraevsky, A.V. Khutorskoy) allowed us to evaluate traditional teaching methods in the conditions of globalising legal education;

- the theory of symbolic interactionism (D.M. Baldwin, G. Bloomer, G. Simmel, C. Cooley, J.G. Mead), made it possible to identify the specifics of social order for training lawyers in modern conditions;

- the theory of personality-centered learning (N.A. Alekseev, E. V. Bondarevskaya, L.V. Zagrekova, V.V. Serikov, I.S. Yakimanskaya), helped identify the problem areas of forming responsibility and independence of the participants of the educational process in the conditions of distance learning;

- the theory of personal activation in learning (N.M. Zvereva, M.V. Klarin, I.Y. Lerner, E.N. Perevoshchikova, I.S. Yakimanskaya, etc.) determined the parameters of dynamism and activity in teacher-student interaction in solving problematic legal issues;

- theory of playful and interactive learning (I. G. Abramova, N. P. Anikeeva, B. C. Badmaev, I. V. Balitskaya, N. V. Borisova, A. A. Verbitsky, L. K. Geikhman, M. V. Klarin, A. M. Smolkin, V. V. Nikolina, T. L. Chepel et al. L. Chepel, etc.), made it possible to identify factors positively and negatively affecting the stage of memorisation and application of legal norms and rules of conduct by law students;

- the Longlife Learning concept (B. Dressler, B. Yeksley, C. V. Kiuru, E. Lindeman, N. Kokosalakis), identified the need to develop a single international bank of interactive educational models (original author's methods, interactive projects, digital educational tools and instruments, etc.), which will consequently facilitate the consistent education of professional participants of the educational process.

To solve the tasks set, a complex of interrelated theoretical research methods was used: psychological and pedagogical analysis, scientific and methodological analysis of the literature, theoretical and methodological analysis of the problem under study, modelling of the learning situation; and empirical research methods: pedagogical experiment, observation, description and discussion of the research





results.

The leading method of the research presented in the article is the modelling method (M. N. Baranov, L. A. Venger, V. V. Davydov, A. N. Leontiev, L. M. Friedman, V. A. Stoff, D. B. Elkonin and others) which allowed the author to develop an algorithm of interactive lecture construction. The experience of applying its interpretations and its role in the educational process is widely represented in the studies of Russian and foreign higher schools. A. Ignatkina and T. Zateeva propose to use the method of frame modelling in teaching and learning legal terminology. Its essence is to build the learning process on the understanding of legal terminology as a vast conceptual network of the subject area of law and a frame as an abstraction of this network (Ignatkina, 2018). The method of genesis-modelling is presented in the study of Y. Pelech, conducted at the Jan Długosz Academy in Česká, Czech Republic. Jan Długosz Academy in Częstochowa (Poland, 2020) and is intended to provide an educational strategy for continuing education of an individual. Its peculiarity is aiming at a strategy for optimal professional success (Bekh & Pelech, 2020). The game model in the learning process is proposed by scientists from Magdeburg-Stendal University of Applied Sciences (Germany, 2017). Their research shows that the implementation of such a learning design increases the students' mental investment, which has a direct impact on the learning outcome (Hawlitschek & Joeckel, 2017).

In conducting the research and developing the interactive lecture algorithm, the author used the experience of teaching the course "Jurisprudence (Constitutional Law of the Russian Federation)" (2017-2021) using interactive methodology in conditions of limited (16 hours) academic time allocated for classroom studies. This course was taught to the students of the Faculty of International Economic Relations (IER) of MGIMO MFA of Russia in the second academic semester of the first year. The interactive lecture was based on the lecture session "Constitution of the Russian Federation" from the above-mentioned training course.

## RESULTS AND DISCUSSION

The use of interactive teaching methods was actualized in the USA back in the 1980s by the National Training Center (Maryland). According to the researches the average percentage of assimilation of the educational material after listening to a



traditional lecture was not more than 5%. The reading of literature allows absorption of up to 10%, while the use of video/audio materials allows absorption of 20%. When the demonstration method is used, 30% is assimilated. When participating in discussion groups, the percentage of assimilation reaches 50%, and practice through action leads to assimilation of 75% (Vinnichenko & Gladun, 2018). The above data indicate that the activity-based approach to learning looks much more effective in terms of learner achievement. A logical question in this situation is: what is the basis for the sustained practical results of this teaching methodology? Thus, according to a number of well-known psychologists, the reasons for the above-mentioned results of learning material assimilation lie in the peculiarities of human perception of the information coming to him, its comprehension and "storage", transmission and use (Luengvilai et al., 2021). The research conducted at Tung-Fang Design Institute (Taiwan, 2017) showed that the effectiveness of designing learning activities using interactive methods in modern conditions also depends on the involvement of a wide range of technological tools, as well as the creation of conditions for digital learning (Lin et al., 2017).

The process of information transfer from a teacher to a student is based on intellectual mechanisms of perception, processing and storage of information coming to a person from the external world. It is known that information comes through one or more channels of information perception, the so-called sensory channels: visual (visual), auditory (auditory) and kinesthetic (active). At the same time, it has been experimentally proved that: first, the process of intellectual assimilation of information has its own peculiarities in different people (some people may have a prevailing visual, others an auditory, others a motor type of memory); second, depending on various factors, the trainee may have stronger or weaker perceptual channels. Therefore, if we want to increase the productivity of learning, we have to present the learning information in such a way that all perception channels can be activated. This approach ensures that the majority of learners are affected and that everyone receives the information using their currently active channel of perception, and if possible all at once, which will ensure the absolute result of learning. Unfortunately, modern psychology and pedagogy do not have clear interdisciplinary links which would allow the direct use of psychologists' achievements in teaching. Nevertheless, the advances in psychology described above are partly in line with pedagogical advances on this issue.



Modern pedagogy distinguishes three ways of cognitive activity and correspondingly the level of knowledge assimilation: the level of conscious perception and memorization, which is externally manifested in exact or close to the sample reproduction of the educational material; the level of application of knowledge and ways of activity by example or in a similar situation; the level of creative application of knowledge and ways of activity. Ideally, the learning process and, more precisely, teaching methods should provide all levels of knowledge acquisition.

Joint research conducted by scholars from Deakin University, City University of Hong Kong and Shenzhen University (PRC, 2019) revealed that the mediating effect of social, teaching and cognitive presence is learner motivation and performance. The ability of students to direct themselves in learning and use interactive technologies have an impact on the effectiveness of the individual's professional development (Law et al., 2019).

Interactive teaching methods are the result of theoretical developments in applied psychology and are related to the peculiarities of human perception, comprehension and "storage" of incoming information. The level of practical information assimilation by a person directly depends on the degree of participation of all three channels of information perception (sensory channels) in this process: visual, auditory and kinesthetic. Moreover, all three sensory channels are involved as much as possible when the subject independently uses the information he or she receives in practice.

However, modern psychology and pedagogy pay very little attention to the use in the educational process not only the consciousness of the person, but also his inner motivations, emotions, volitional qualities. Acquired knowledge and skills allow not only to solve practical legal problems, but also to acquire a number of qualities associated with an active lifestyle, a sense of social justice, civil responsibility, i.e. to become a citizen of the state in the full sense of the word. And the most important intellectual quality of a citizen, as mentioned above, is the presence of critical thinking, which is connected with the recognition of the multivariate solutions of social problems and choices based on the formed general civic values. Interactive methodology within the study of legal disciplines aims to: a) motivate the student and encourage him/her to act; b) mobilise his/her activity to comprehend the information he/she receives, the essence of the phenomenon, process, etc.; c) systematise and generalise the acquired



knowledge; d) test their application in practice; e) evaluate them in terms of fundamental human values.

T.E. Cyrs, an American educator, offers more than 150 types of interactive methods and exercises (Vinnichenko & Gladun, 2018), which should meet the rules and algorithm of their construction and implementation. According to A. N. Avdeeva (2020), a lecturer's perceptual abilities concerning psychological observation and understanding of the audience's mental state play a special role in interactive lecturer-student interaction, which will allow him/her to keep the rapid flow of interactive communication with the student audience.

The first point of the interactive lecture algorithm is planning learning outcomes: methods of motivation; criteria for evaluating learning outcomes; selection of interactive techniques; detailed plan of the interactive session. When planning learning outcomes, it should be noted that the subject is taught at a university preparing 'internationalists' and at the Faculty of International Economic Relations, i.e. not for lawyers, but for economists. In addition, all the hours allocated for the course are used for lectures (16 academic hours), while seminars are not envisaged, i.e. the consolidation and practical application of the material studied by students should be provided directly in lecture classes. Naturally, this imposes a certain specificity on the means and methods of teaching this course, and the lectures are interactive in nature as a result.

The pedagogical success of the teacher is expressed in the achievements of the students. In what aspects did the participant in the lecture succeed? Has he/she gained practically applicable knowledge? Is the student able to apply it independently? Does he or she do it based on the inner conviction that he or she is right? Or will we receive no positive answer to one of the questions asked? Then the objective or the relevant tasks of the lesson are not achieved! Generally speaking, for many teachers it is more usual to talk about the aims or objectives of the teacher in the classroom in isolation from the direct learning outcomes of the students. But the author insists on a formulation which says that the aim of any lesson is to achieve the results of a particular student. That is, the teacher's achievement of the goal of a lecture session is directly derived from the 'academic' success of the students in the broadest sense of the term. Perhaps, it is in this vein that modern teaching methodology should evolve to focus on the 'consumer' rather than on the 'provider'. And based on the technology of critical



thinking, the learning outcomes should be: acquired knowledge (the basis for the student's practical activities), skills (the ability to use knowledge in practice) and, most importantly, values (the student's moral and ethical attitude towards the legal reality being studied). And the latter is the most difficult to achieve. I.e. it is necessary to create such a system of presenting information and the atmosphere of its perception in which a student will not just memorise the normative material commented by a teacher, not just learn to perform legal and related factual actions, but will actually comprehend and predict social consequences of the latter (no legal action is performed for its own sake), develop an independent position regarding the legal phenomena, problems and solutions discussed in class and outside of it.

The intended outcomes of our lecture are:

1. Student's knowledge: will be able to characterise the place and role of the Russian Constitution in the legal system of Russia; will be able to identify and disclose the features, functions and legal properties of the Russian Constitution; will be able to describe the structural sequence and characterise the individual chapters of the Russian Constitution.

2. Skills of the student: Will be able to interpret the provisions of Article 15 of the Russian Constitution; will be able to give an opinion on how and by what procedure the Russian Constitution can be amended.

3. Student's values: will be able to independently formulate his/her position regarding the essence and purpose of the constitution in modern society; will be able to establish the scope and significance of the principle of constitutional legality in the activities of public authorities in the RF, based on the place and role of the RF Constitution in the hierarchy of normative acts in the RF.

The phrase "will be able to do" defines the intended learning outcomes. After all, the phrase 'will be able to do', as opposed to 'will do' or 'should do', indicates the probabilistic nature of the outcome. Achievement of the result by a particular student will largely depend on the student's abilities, and even more so on the student's willingness to participate in joint work with the teacher on mastering knowledge in his/her, the student's, interest. The teacher can only suggest that the student get involved in this work, but the final choice is up to the student, because it is quite common for the teacher to be confident that he has chosen a relevant, interesting and archiprofessional material for the student, a form of presentation, but the student



simply does not share this opinion of the teacher. Or maybe he/she should simply trust the opinion of the instructor as a more experienced colleague? Perhaps, but not the fact is not the most convincing argument. Therefore, the most important task of the lecturer is to motivate the student to accept the result planned by the lecturer as his personal goal and to start working towards it. So how can this be achieved?

Ways to motivate. Of course, a competent public speech, a monologue of an experienced orator by itself attracts the attention of the audience. At different stages of formation of modern jurisprudence, speeches of such lawyers as Cicero, Plevako, Castro, due to their eloquence, in themselves caused great interest of listeners. And yet, the professional task of the lawyer-educator is not only and not so much the demonstration of oratorical skills, but rather the achievement of an educational result. This result is the student's belief that the topic of the lecture is interesting for him, that the issues raised in it are important for him, and, finally, that the student practically needs to learn the essence of the learning problem in order to learn to solve it independently, based on his own world-view positions. It means that the first task of a lecturer is to motivate a student to "immerse" himself in the process of learning, which results in achieving the learning result indicated in point 1 of the interactive lecture algorithm. If the motivation achieves the goal, in our case the student should say to himself/herself: "I want to know what features, functions and legal properties of the Russian Constitution have caused and ensure its supreme legal force, direct action and application in the entire territory of the Russian Federation; I want to learn how to interpret the provisions of the Russian Constitution to protect my rights and protected interests; I realise that the Russian Constitution as a legal document reflects fundamental values for every Russian citizen".

Methods of such problem motivation can include: provocative questions, video fragments and demonstrations of visual aids, inviting an expert, role-playing, etc. In motivating the students the author most often applies the technique of parsing a concrete legal situation with the use of normative material or describes the background to the training problem considered during the lecture. In our case, at the beginning of the lecture on the Constitution of the Russian Federation, the author makes a short excursus to the history of the term and concept of the Constitution, which usually attracts students' attention, since this material, not presented in textbooks, is essential for understanding the origins of the Constitution. The teacher's cursory analysis of the



formation of the term and the concept leads the students to discuss the modern meaning of the constitution in the life of the state and the society, which seems ambiguous for the supporters of different ideological views of the essence of the constitution. The author introduces the views of contemporary political currents on these issues and moves on to the analysis of the normative material.

Criteria for evaluating learning outcomes. The shift away from imperative didactics and the need for continuous assessment of the effectiveness of lectures requires a qualitative revision of the procedure and criteria for evaluating their results. On the one hand, assessment in itself is a serious incentive for active student work; on the other hand, the assessment mechanism can significantly help to clarify learning outcomes.

In other words, if the student is able to do what is intended in the learning outcomes after the session, then the purpose of the interactive session has been achieved. In a well-run interactive session, the evaluation mechanism is built into the session itself. It is presumed that the student will be able to do after the session what he or she consciously managed to do in the session.

In our case, the author does not have hours for seminars, but gives students the opportunity to consolidate their knowledge and gain skills in working with legal material directly in lectures, which are interactive in nature. Among other things, it makes sense to allocate 5-7 minutes at the end of the lecture for questioning and discussion on the topic considered. Here we would like to note the following: if it is written in the learning outcomes, for example, that "the student will be able to interpret the provisions of Article 15 of the RF Constitution", it means that such attempts were successfully made by students during the lecture, and if the goal was not achieved, the learning outcome should be changed (clarified).

The choice of interactive techniques. Ideally, the choice of methodology depends directly on the criteria for evaluating the results of the session - what the teacher has planned as a result should become a part of the process. Naturally, the choice of interactive activities should be determined by a wide range of factors: the readiness of the students, the availability of technical and other resources, the complexity of the material, the time available for the presentation of the material and many others. In our case the possibility to apply some interactive methods in the lecture is very limited because of the very small amount of time given to the course and the large number of listeners in the audience, though these reasons, among others,



stimulate the use of particular interactive methods by the author.

Visual aids. So, in advance on a special "electronic box" on the Internet there are constantly updated diagrams on this topic, in which the author structurally sets out the material necessary for active student participation in an interactive lecture - prior familiarization with the schematically presented information allows students: on the one hand, to better navigate in the lecture material and, accordingly, more confident and active behavior in the class, and on the other hand, the teacher less time to dictate thesis and definitions (all they previ In our case these are diagrams with explanations of the topic "Constitution of the Russian Federation": "Classification of Constitutions on various grounds", "Amendment and review of the Constitution of the Russian Federation", "Legal properties of the Constitution of the Russian Federation", etc. In the course of the lecture, the author provides necessary explanations of the schemes, presenting them on the video projector screen.

"Brainstorming. After analyzing the process of formation of the term and concept of "constitution" and discussing its purpose in the life of modern Russian state and society, the author holds a brainstorming session "Functions of the Constitution of the Russian Federation". The author introduces the rules of brainstorming. The purpose of brainstorming in this particular case is: to structure a large volume of information, and most importantly, to involve students in generating new ideas and views on the role and significance of the Russian Constitution for the modern Russian society; and, of course, to familiarize students with the positions of their colleagues on this issue, different from their own, which ensures the development of a pluralistic, tolerant approach to the opinions of colleagues, partners and opponents of future "internationalists", allows them to overcome their own views and opinions. It is announced that the functions of the constitution are different manifestations of its purpose and influence on the life of society and the state. The question is posed: "List, in your opinion, the main functions of the Constitution of the Russian Federation".

After the students' answers to the question are recorded on the blackboard, the discussion, classification and selection of promising proposals follow. The discussion lasts for 5-7 minutes, at the end of which the teacher summarises the results of the brainstorming - clearly structures the functions of the Russian Constitution established during the brainstorming, and if some of them were still not stated, presents them to the audience with the relevant explanations. It should be noted that the author quite often





resorts to brainstorming at lectures, since the latter, on the one hand, mobilises the creative activity of students like no other, and on the other hand, is an excellent pedagogical tool. Due to the prohibition of criticism and commenting opinions during their expression and the opportunity to make even humorous suggestions, as a rule, almost all students in the audience are involved in the process - even weak students have an opportunity and often a desire to participate, relying on knowledge from various fields and their own experience, which allows students to assert themselves, overcoming the fear of being ridiculed, and not being afraid to express unpopular opinions out loud in the audience. In this case, the teacher gets the highest efficiency of collective work of a sufficiently large group of listeners.

"Socratic Dialogue. Further on in the course of the lecture, discussing the functions of the Russian Constitution, the teacher focuses the students' attention on the legal function of the Constitution by familiarising them with the content of Article 15 of the Russian Constitution. Focusing the students' attention on Article 15(4) of the Russian Constitution, which establishes the priority of international law norms over the provisions of domestic legislation, the teacher asks the question: "In case of a conflict, which source norms take precedence: the Russian Constitution or an international treaty of the Russian Federation?". Quite often the students give the wrong answer, and then the teacher applies a "Socratic dialogue" to reach the correct answer. A "Socratic dialogue" consists of the teacher developing a chain of questions leading the student to the correct conclusion. The rules of Socratic Dialogue imply that the teacher only asks questions all the time and the student (usually the one who gave the wrong answer, which is the reason for this interactive technique) only answers them. The aim of Socratic Dialogue is to clarify complicated lecture material by the teacher to the lecture audience with the active participation of a particular student in the process.

Author's example:

The student argues that, according to Article 15(4) of the Russian Constitution, an international treaty takes precedence over all laws of the Russian Federation, and as the Russian Constitution is also a law, so too is it. What follows is the "Socratic dialogue" itself:

Question of the teacher: "According to Article 15 (1) of the Constitution of the Russian Federation, the Constitution has supreme legal force, direct action and is applied in the whole territory of the Russian Federation? And laws and other legal acts



according to Article 15(2) of the Constitution of the Russian Federation should not contradict the Constitution of the Russian Federation"?

The student's answer: "Yes!"

Question from the trainer: "Is the procedure for reviewing and amending the Russian Constitution different from the procedure for adopting and amending other laws?"

The student's answer: "Yes!"

Question from the teacher: "Does this mean that the Russian Constitution is a special law?" Student's answer: "Yes!".

Question from the teacher: "Is the Russian Constitution the legal act that establishes the priority of international law over domestic Russian law?"

The student's answer: "Yes!"

Question from the teacher: "So the Russian Constitution is a special act of the constituent power that establishes the general legal order in the state, the violation of which undermines the principle of constitutional legality?"

The student's answer: "Yes!"

Question from the teacher: "Does this mean that all legal provisions in force in the state must comply with the Constitution of the Russian Federation, whose provisions take precedence?"

The student's answer: "Yes!"

Which is exactly what I needed to prove!

It is clear that these simple logical constructs somewhat simplify the real complexity of understanding the constitutional text. But, in the author's opinion, they help the student to see the systemic nature, the strict hierarchy of all the structural components of the Russian legal system.

It is especially useful for a teacher to use Socratic Dialogue in the initial courses, because with the help of this interactive technique the student learns to ask questions correctly and precisely, to plan the course of a business conversation and possible answers, to develop a system of logical arguments, etc. The modern lawyer, entrepreneur, and not only a lawyer, but also a businessman need all these qualities. As a rule, while using the above-mentioned interactive methods the student gets really interested in studying the problem in question. That is, what in pedagogy is called problem motivation, the result of which is the inner voice of the student: I want to know,



understand ... (thirst for knowledge), I want to learn to do ... (desire to acquire skills), I care ... (formation of the value approach to legal reality. And very well, if the material offered by the teacher meets the desires and expectations of the student, then it is safe to say that the learning outcome described above is quite achievable.

Model "Interactive Debate". When describing Chapter 9 of the Russian Constitution "Constitutional amendments and constitutional revision", we point out that the absolute majority of the provisions of Chapters 3-8 of the Russian Constitution are organically related to the provisions of Chapters 1 and 2, which can be amended only through the review of the Russian Constitution with the active participation of the Constitutional Assembly in this process. As is known, the FCL "On the Constitutional Assembly of the Russian Federation" is the only constitutional law that has not yet been adopted. As a result, Russian constitutionalists and foreign experts are of the opinion that amending the Constitution of the Russian Federation (except for Article 65) is practically impossible today. At the same time, the constitutional amendments of 2008 and 2014, as well as the ongoing constitutional reform of 2020 have not only served as a direct refutation of this position, but also caused criticism on the part of some experts, who insisted on the untouchability of the constitutional text (Polovchenko, 2022). After briefly presenting the positions of the different political forces on this issue, the teacher offers the audience a short interactive discussion for 5-7 minutes on the topic "Does the constitution's excessive rigidity contribute to its stability, reality". The purpose of the discussion: first, to check the comprehension of the material presented during the lecture; second, to provide the students with the skills to directly use the legal material in practice to solve a specific constitutional legal issue; third, to enable the students to really understand the social value of the constitution as the basis for the entire legal system of the state (Polovchenko, 2023).

The development of a detailed syllabus for an interactive session and the practical application of the syllabus. It seems sensible to hold such discussions at the end of any interactive lecture, especially if seminars are not foreseen in the course, to control the planned learning outcomes in the lesson plan and to make the student feel like a participant, not a listener, of the interactive lecture until the end. And if the results of the discussion are unsatisfactory, then it makes sense to revise the planned learning outcomes, and with them the detailed lecture syllabus itself. A thematic plan should be distinguished from a detailed interactive lecture curriculum, which includes a minute-



by-minute description of all the teacher's actions during a lecture (from the motivation to the interactive methods used). Modelling an interactive lecture requires the teacher to continuously shape, develop and direct the thought process of the entire audience and the individual student in particular.

## CONCLUSIONS

In determining the essence of interactive methods in the context of pedagogy and psychology of teaching legal disciplines, one should remember that learning motivation is directly related to the learning outcomes. Accordingly, a teacher should not only know a variety of educational interactive techniques, but also really assess the social order of society for training professional lawyers.

Domestic and foreign experience of applying interactive methods in teaching legal disciplines should be evaluated in the context of modernisation and improvement of the quality of higher legal education in the context of globalisation of all spheres of social life. These processes require the creation of innovative educational environment in higher education institutions, the search for an effective practice-oriented combination of teaching-methodological and research works.

The creation of an international bank of interactive educational models (original author's methods, interactive projects, digital educational tools, etc.) could significantly support teachers in choosing modern and effective means of teaching, leading to high educational results, which would undoubtedly facilitate the exchange of experience between scientific schools and higher education institutions of the country and the world.

A factor in the effectiveness of interactive technologies in the process of training legal professionals is also the availability of advanced technological solutions such as online education, blended and mobile learning, implemented in a unified digital learning environment in the educational institution.

In the algorithm of interactive lecture class development presented in the article, the author demonstrates the position that a modern teacher should depart from imperative didactics in the issues of lecture class preparation and delivery. The approaches for presentation, reinforcement, and learning assessment should be qualitatively differentiated depending on the complexity of materials, lecture duration, and, finally, 'profile' interest of a student in the acquired knowledge on a particular



topic. One thing that should not change, however: when planning learning outcomes, it should be understood that the pedagogical success of the teacher is about the achievement of the students. In what aspects has the professional level of the participants increased? What are the actual results of the class - did the student only memorise the normative material commented by the teacher or did he/she learn to perform legal and related factual acts, really comprehend and predict the social consequences of the latter, develop an independent position regarding the legal phenomena, problems and solutions discussed in the class and beyond it? It is by answering this question that a specific interactive session should be planned, and an analysis of the results of its effectiveness will make the necessary adjustments for the future.

The problem of applying the interactive method of teaching legal disciplines requires careful study by experts before being applied in practice in the form of a specific teaching model. For future research in this area, we suggest exploring the specifics of the modelling method as a universal method that has enormous potential through a combination of scientific and practical components. In fact, the ship of modern higher education has to manoeuvre between the Scylla of scientific and technological progress, which imposes ever new requirements, and the Charybdis, which takes away a lot of useful time from students. A teacher, therefore, has to manoeuvre like a "competent pilot" in a sea of educational methods and practical advice on his way to the cherished goal of restoring the high standards of modern higher education.

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