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ORIENTAÇÕES PARA APRIMORAR O ENSINO JURÍDICO: TÉCNICAS INTERATIVAS

DIRECTIONS FOR IMPROVING LEGAL EDUCATION: INTERACTIVE TECHNIQUES

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ABSTRACT

Objective: The article investigates the impact of interactive teaching methods on traditional legal education. The primary goal is to assess how these techniques improve students' mastery of educational material and increase cognitive interest in legal disciplines that are often perceived as challenging or monotonous.

Methods: The study is based on a comprehensive pedagogical experiment conducted over five years, from 2012 to 2017, at the Moscow State Institute of International Relations (MGIMO). The experiment involved the integration of interactive techniques, such as brainstorming, the Socratic method, and expert guest lectures, into traditional legal lectures. The effectiveness of these methods was evaluated through student surveys, testing, and qualitative feedback from fellow educators.

Results: The results demonstrated a significant improvement in the mastery of legal material when interactive techniques were incorporated into the traditional lecture format. Students showed enhanced critical thinking skills, increased engagement, and improved practical application of theoretical knowledge. The interactive methods not only made the learning process more dynamic but also helped students develop professional skills necessary for legal practice.

Conclusion: The study concludes that interactive teaching methods are highly effective in legal education. They encourage student participation, foster critical thinking, and improve the practical application of legal knowledge. The findings suggest that combining traditional and interactive teaching methods creates a more engaging and effective educational environment, better preparing students for professional legal careers.

Keywords: Legal education; Interactive methodology; Critical thinking; Kinesthetic channel; Psycho-emotional sphere.

RESUMO

Objetivo: O artigo investiga o impacto dos métodos de ensino interativos no ensino jurídico tradicional. O principal objetivo é avaliar como essas técnicas melhoram o domínio do material educacional pelos alunos e aumentam o interesse cognitivo em disciplinas jurídicas que frequentemente são vistas como desafiadoras ou monótonas.

Métodos: O estudo baseia-se em um experimento pedagógico abrangente conduzido ao longo de cinco anos, de 2012 a 2017, no Instituto Estatal de Relações Internacionais de Moscou (MGIMO). O experimento envolveu a integração de técnicas interativas, como

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brainstorming, o método socrático e palestras de especialistas convidados, nas aulas tradicionais de direito. A eficácia desses métodos foi avaliada por meio de pesquisas com alunos, testes e feedback qualitativo de colegas educadores.

Resultados: Os resultados demonstraram uma melhoria significativa no domínio do material jurídico quando as técnicas interativas foram incorporadas ao formato tradicional de palestras. Os alunos mostraram habilidades aprimoradas de pensamento crítico, maior envolvimento e melhor aplicação prática do conhecimento teórico. Os métodos interativos não apenas tornaram o processo de aprendizado mais dinâmico, mas também ajudaram os alunos a desenvolver as habilidades profissionais necessárias para a prática jurídica.

Conclusão: O estudo conclui que os métodos de ensino interativos são altamente eficazes no ensino jurídico. Eles incentivam a participação dos alunos, promovem o pensamento crítico e melhoram a aplicação prática do conhecimento jurídico. As descobertas sugerem que a combinação de métodos de ensino tradicionais e interativos cria um ambiente educacional mais envolvente e eficaz, preparando melhor os alunos para carreiras profissionais no campo jurídico.

Palavras-chave: Ensino jurídico; Metodologia interativa; Pensamento crítico; Canal cinestésico; Esfera psicoemocional.

1 INTRODUCTION

The requirements imposed on a modern university graduate imply that their qualifications are based on knowledge and the ability to apply the studied material in practice and to master new knowledge based on the information and skills acquired at university. These are characteristics that only a socially responsible and harmoniously developed individual can master. This means that the formation of a value-based, civic approach to everything should become an integral part of the educational process. This is a completely new level of requirements for the student in the matrix of the innovative model of the economy and society.

The adoption of a state educational standard cannot be the only, once and for all, solution to these tasks. No matter how perfect this standard is or how often it is revised, it is impossible to keep up with the rapidly developing areas of public life. Thus, a graduate educated according to this standard will be awarded a diploma in 5-6 years. During this time, life will move forward.

That is why it is necessary to change approaches to the educational process. It is essential to move from factual pedagogy to methodological pedagogy. Now it is not hard for a student to find information from any field of knowledge due to the accessibility of information flows. It is more difficult to choose the right information from this abundance to solve a specific task. Therefore, the emphasis should be placed on

developing personal qualities and abilities and equipping the student with a methodology for information processing and practical application, allowing them to navigate new conditions and solve tasks easily.

As applied to higher legal education, this means that, on the one hand, it is necessary to supplement general theoretical disciplines with special courses aimed at forming a mature legal awareness and the ability to understand socio-political processes like the basics of scientific analysis and legal ethics. On the other hand, it is necessary to link fundamental theoretical knowledge with the skills of their application in practice and the ability to receive special new knowledge independently and solve specific problems. The improvement of the quality of higher education can already be ensured by activating the means of education, providing for an optimal combination of traditional and new teaching methods. This paper presents methods to improve the educational process in higher education by introducing an interactive methodology. The theoretical substantiation and features of these methods are presented in the paper.

2 METHODS

The research focused on the method of a comprehensive pedagogical experiment, which included the joint integrated use of pedagogical observation, conversation, survey, testing, etc. The main goal of the experiment was the verification of the assumption of a significant increase in the mastery of educational material on jurisprudence when elements of interactive methods were included in the traditional teaching methodology (Polovchenko, 2012). Thus, according to a study conducted in the 1980s by the National Training Center (Maryland, USA), the average percentage of learning material mastered after listening to a traditional lecture is no more than 5%. Reading literature allows one to master up to 10% of the educational material, and using video or audio materials up to 20%. When using the demonstration method, 30% of knowledge can be mastered. When participating in discussion groups, the percentage of mastered material already reaches 50%, and practice through action leads to the mastery of 75% (Draves, 1981; Draves, 1995; James & Offill, 1979; Eble, 1998). According to the source, the highest percentage of mastery is provided by teaching others or the immediate application of training (Smith & Associates, 1990; Nadler, 1970). Although our experience gave slightly higher rates of mastery of

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educational material in traditional lectures and seminars, we decided to experiment with interactive techniques in the classical educational process. The experiment was conducted for 5 years (from 2012 to 2017). During this time, we actively introduced interactive methodology into the educational process when teaching the academic course "Jurisprudence (Constitutional Law of the Russian Federation)", which was allocated 16 academic hours. This course was taught to first-year students of the Faculty of International Economic Relations (MEO) of Moscow State Institute of International Relations (MGIMO) run by the Russian Ministry of Foreign Affairs (MID) in the second academic semester. Thus, the academic course was taught to future international economists, not lawyers. The hours allotted for the course were used for lectures (16 academic hours), and seminar classes were not provided, i.e., the consolidation and practical application of the studied material had to be performed directly in lectures. At the time when this paper was written, the course had been allocated 32 academic hours in the curriculum (16 hours of lectures and 16 hours of seminars), which greatly simplified the task of consolidating the material presented at the lectures.

Thus, to intensify the process of teaching the course, starting in 2012, we began an experiment of introducing interactive techniques into the traditional method of lecturing, presented in the paper.

3 RESULTS AND DISCUSSION

3. 1 THEORETICAL FOUNDATIONS OF USING INTERACTIVE TECHNIQUES IN THE EDUCATIONAL PROCESS

In modern pedagogy, the most popular classification of teaching methods was proposed by M.N. Skatkin and I.Ya. Lerner (1973; 1981). It is based on the nature of the cognitive activity aimed at mastery of the studied material. According to this classification, the following teaching methods are distinguished: explanatory and illustrative, reproductive, problem presentation, heuristic learning, and research (Pidkasisty, 1998; Polovchenko, 2021). The analysis of modern means and methods of teaching gives reason to say that in the teaching of most legal subjects, the explanatory and illustrative method of teaching is the main one. The lecturer gives

prepared information to students. Students perceive, realize, and remember it using only auditory sensory channels (auditory perception of the lecturer's speech at the lecture) and partly visual sensory channels (when the lecturer uses visual learning tools). The disadvantage of this method is the lack of opportunity to form the ability and skills to use the acquired legal knowledge.

Lectures, as a rule, take up more than half of the training course. Some seminar sessions turn into a continuation of the lecture. Partly, such a wide application of the explanatory and illustrative teaching method is due to the simplicity and pattern of teacher preparation for the upcoming classes, which is convenient for teachers, and partly because this method is one of the most economical ways of transmitting information, which is convenient for educational institutions.

With all its disadvantages, this method works well in the hands of a skilled and experienced teacher, especially if students already have clear goals and are ready to acquire practical skills in using the knowledge gained at lectures independently under the slogan "real education begins with self-education".

At seminars on legal subjects, students, solving problems from case studies, are involved in the educational process using the heuristic method. The application of this method assumes that the teacher divides the task into separate problems, and students take sequential steps to solve them. The educational process at a traditional seminar uses the kinesthetic channel only partially and only in problematic discussions. Questions to tasks in seminars are often formulated in such a way that the student first finds answers about the compliance with the legislation of individual procedural actions of the parties or the court, and only the last question, as a rule, is posed more broadly, for example, "the place and role of the institution of constitutional complaint in the protection of citizens' rights". Thus, solving problems from separate sections of the course at best, students do not have the opportunity to learn a holistic solution to a complex problem, although in legal practice, they will most often have to solve complex problems.

The research teaching method is used only when students write analytical reports, abstracts, term papers, or theses. Written works are aimed at developing students' research-thinking skills. Here the kinesthetic channel is used to the greatest extent in traditional teaching methods, while the other two channels practically do not work. However, due to the lack of methodological knowledge and little experience, students are usually not familiar with the techniques and methods of searching,

processing, and analyzing legal information when they perform written legal assignments and acquire the skills to work with this kind of information at best by the end of their studies, often without a scientific basis. Besides, written work is performed by students not in all legal disciplines, but only in those that have this kind of task in the curricula.

Thus, these facts allow us to conclude that the "classical" teaching methods used in legal disciplines allow us to achieve the first two of the three above levels of cognition, i.e., conscious perception and memorization and practical application of knowledge and methods of their implementation in real life according to the model. The mastery of knowledge at the level of its creative application using three sensory (auditory, visual, and kinesthetic) channels, the development of skills for quickly understanding the essence of a specific legal situation and its non-standard resolution in a new field for a student, as a rule, remains unattainable. However, this is exactly the essence of the requirements that are most often now imposed on a job seeker of a legal profile (and some other profiles).

That is why modern pedagogical practice should move to the active use of the achievements of the theory of pedagogy, which are largely derived from the achievements of the Russian psychological school. Thus, the problem of the effectiveness of the learning process was reviewed in the works of L. Vygotsky (1982a; 1982b; 1983; 2007), M. Galperin (1966; 1967; 2000), N. Dairi (1973; 1987), and many other leading Russian educators, methodologists, and psychologists. These works were separate fundamental studies, which, unfortunately, have not undergone systematization or wide experimental application in the Russian educational process. Therefore, turning to the rich national experience in solving the problem of intensification of the education process and its modernization to meet modern requirements seems very promising.

In the USA and some Western European countries, interactive methods based on achievements of psychology (including Russian psychology) and pedagogy have been actively introduced into the educational process as part of the professional training of managers and practicing lawyers since the 80s. These methods are primarily aimed at mastering the skills of practical application of the acquired knowledge (Dairi, 1987; McCrate, 1992).

Since the late 1990s, several law schools in Russia have begun to use foreign experience in creating so-called "legal clinics". These are kinds of workshops where students, under the guidance of teachers with significant experience in legal practice,

master the skills of professional legal practice (Organization and management in a legal clinic, 2003). Here the interactive methods of teaching students were tested and received positive feedback. At the present stage, the accumulated experience allows us to raise the question of the possibility and necessity of their application in the traditional academic educational process.

Under the interactive teaching methodology, we understand a special form of organization of students' cognitive and communicative activities by the teacher ensuring their direct involvement in the process of acquiring knowledge, skills, and values, and thereby contributing to both an increase in the level of mastery of the material and the self-actualization of each student.

Unlike traditional forms of teaching (passive, when the student acts as an object of learning (lectures) and passive/active when the student becomes more of a subject of learning (seminars)), the interactive techniques used in lectures and seminars ensure joint knowledge acquisition (learning in collaboration). In this case, both the teacher and the student are active subjects of the educational process, which significantly increases the level of mastery of the material and intensifies the process of acquiring professional knowledge, contributing to the formation of civic values of the student. In this case, the teacher acts less as an educator and more as an organizer of the learning process and mentor, and the student transforms from a passive listener into a self-learner under the guidance of an experienced mentor, socially responsible, ready to solve problems of varying degrees of complexity.

Currently, Russian and foreign literature does not contain an exhaustive list of all techniques within the framework of interactive teaching methods. This is because some interactive techniques are similar, others are a symbiosis of several of them, and yet others are the product of the dynamic development of one of the classic interactive techniques. The most commonly used techniques include non-traditional forms of lecturing (provocative lecture, combined lecture, visualization lecture), demonstration, Socratic method, brainstorming, working in small groups, role-playing games, round table, active inclusion (Donahue method), business games, expert assessment, problem situation analysis, etc. (Gutnikov, 2001; Yuridicheskaya klinika, 1999).

These above interactive techniques are experimentally compatible with teaching methods according to the Skatkin and Lerner classification, i.e., explanatory and illustrative, reproductive, problematic presentation, heuristic, and research methods can be implemented within the framework of the classical educational

process using the above interactive techniques. For example, during a lecture, it seems inappropriate to use role-playing games or a round table due to the incompatibility of the tasks of the lecture session and the nature of the application of these interactive techniques. Brainstorming is applicable during the lecture. It allows the lecturer to switch students to a different way of perceiving information, to involve them in working with new forces. With the help of brainstorming, students' attention is focused on a specific problem.

3.2. TYPES OF INTERACTIVE TECHNIQUES USED IN THE FRAMEWORK OF INTERACTIVE LECTURES ON LEGAL DISCIPLINES

Now we deem it necessary to give a brief description of the interactive techniques used in the framework of a lecture training session.

4 DEMONSTRATION

Demonstration is one of the interactive techniques that implies using diagrams, drawings, tables, figures, photographs, videos, and any objects related to the topic of the lecture. The principle "It is better to see once than to hear a hundred times" applies here. However, audio recordings can also act as visual aids.

Although such educational material can be prepared in various ways, we prefer to use the MS PowerPoint software. This special application for Microsoft Office allows one to create slides with the talking points in the shortest possible time with minimal time and material costs, arrange them beautifully, and accompany them with the necessary illustrations.

The presence of a video projector in the lecture hall allows for a screen demonstration of the presentation. The presentation is structurally a system of guided slides, on which one can place texts, tables, various types of graphs and diagrams, and audio and video clips.

The slide text can be made up of fragments of files with already existing lecture text, diagrams, or drawings used in the lecture. This allows one to significantly reduce the time spent on preparing a presentation. Of course, it is impractical to copy the lecture text completely onto a slide, if such a complete lecture text exists at all. It is

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optimal, in our opinion, to present on the screen the outline of one's lecture, key points, fragments of documents, and individual concepts. This will serve as a kind of hint to the lecturer when presenting the material, save time on its presentation, and at the same time strengthen contact with the audience as they will follow up with the lecturer on the implementation of the lecture lesson plan. We prefer to present the material reviewed in the lecture in diagrams. The diagrams demonstrate the presented material very systematically and clearly and actively influence the visual channel of the student: one can always look at the projector screen to find the lost thread of the lecturer's speech. Thus, the lecturer's speech, while remaining the main way of transmitting information, is complemented by the display of diagrams, a kind of supporting structure of the lecture. The presence of a graphic reflection of what is being spoken allows the teacher to synchronize the impact on the audio and visual channels of students and focus their attention and helps them to successfully take notes.

It is necessary to consider the usefulness and timeliness of demonstrating each of the diagrams and the possible reaction of the audience, so that, on the one hand, listeners do not imagine themselves as participants in a show or an advertising campaign where the presenter entertains them or imposes something at the same time, and on the other hand, so that they do not get carried away with unplanned rewriting of texts from the diagrams, not allowing the teacher to continue a lecture. Thus, we post the diagrams online in advance, explaining that they are freely available to students. First, the audience is familiar with the content of the lecture in advance and, as a rule, comes prepared enough, which allows the lecturer to complicate the structure of the presentation of the lecture material and not be distracted by the simple things, focusing on the complex ones. Second, a lot of lecture time is saved as the lecturer does not need to slowly dictate definitions of concepts or the content of normative material because all this is in the diagrams.

We would like to pay special attention to the use of video recordings. Videos can serve as a kind of visual aid. Today there is an opportunity to use educational and journalistic films, for example, about the work of the Constitutional Court of the Russian Federation, the jury court, and the Commissioner for Human Rights.

Feature films are no less effective. The demonstration of film fragments can serve as motivation at the beginning of the lesson, the input of information (demonstration of successful techniques or mistakes), and the subject of study, analysis, and criticism in the interactive part. The demonstration of some films with

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stops (freeze frame) and discussions along the way may be of particular interest for lectures on procedural subjects. Furthermore, a video clip inserted into the lecture slide allows one to make the material being presented more relevant for students. Of course, the video should be initially suitable for use in the MS PowerPoint system.

However, from our personal experience, we would like to note that there is no need to "overload" the lecture session with many visual aids. One should not overburden it with unnecessary drawings, photographs, diagrams, or videos. A simple rule should be followed: the interactive demonstration technique should work for the lecture and not vice versa.

4.1 INVITING EXPERTS

A very close to demonstration, but much more effective interactive technique is the invitation of experts, namely representatives of various professions related to the topics of classes. These are judges, prosecutors, employees of other law enforcement agencies, lawyers, forensic scientists, state and municipal employees, legal scholars, etc. Citizens who have previously applied for legal assistance or directly participated in judicial and administrative proceedings, including former jurors, former defendants, and convicts, can also act as particular experts (to the extent that this is permissible for ethical reasons). It is also very interesting for students and useful for the educational process to invite as guests deputies, members of the public chamber or public organizations, including human rights organizations, legal scientific, and professional communities.

Invited experts can become active participants in any classes, both lectures and seminars, since they can participate in the implementation of such interactive techniques as interactive presentation, discussion, case analysis, role-playing games, etc.

The usefulness of inviting an expert to an interactive lecture is undeniable: who better than a practitioner will be able to motivate a student to study the material by sharing their experience of mastering specific knowledge in a particular field, its relevance in direct practice, show ways to develop professional skills, and finally, represent the future of a student who decides to link their life with the relevant field of legal practice. However, inviting an expert requires special training from the lecturer.

The teacher must familiarize the expert in advance with the curriculum of the lecture session and the planned educational results. Their actions should be coordinated: perhaps, for example, two speakers can give a lecture in turn, or one can comment on the other's presentation. Therefore, it is better if the lecturer and the invited expert know each other well and can quickly and easily find common ground not only with the audience but also with each other. Moreover, from our personal experience, it follows that it is better to notify the audience in advance about the participation of an expert to prepare students, let them think of questions for the expert in advance, and introduce them to the invited person. At the same time, such techniques should not be repeated quite often, so that the lecturer does not lose the pedagogical rapport with students, and the educational process does not turn into a free hearing. If under certain circumstances it is impossible to invite an expert or it is undesirable to do so for pedagogical reasons, one can use a video recording of their speech in whole or in fragments. In this case, one should obtain the permission of the person in question.

5 BRAINSTORMING

Brainstorming is an operational method of solving a problem based on stimulating creative activity, where participants in the discussion are invited to express any solutions, including the most unexpected ones, and then the most successful ones that can be used in practice are selected from the total number of ideas. While in "traditional" classes conducted by the "question-answer" method followed by a teacher's comment on the correctness or inaccuracy of the answer, teachers mainly use explanatory, illustrative, and reproductive teaching methods, which contributes to the development of students' reflective and reproducing abilities, in classes using the interactive brainstorming technique, the heuristic method and the research method are mainly used (Pidkasisty, 1998), developing reflective and creative abilities. Here, it should be borne in mind that in technical and business practice this method is aimed at solving specific technical or entrepreneurial tasks, in cases where there is a fixation on well-trodden paths and it is necessary to find an unexpected and at the same time acceptable solution. In the educational process, the use of brainstorming is aimed at:

1. systematic and holistic perception of information related to a single block;

2. structuring a large amount of information;

3. involving all the attending students in the class and activating their mental process;

4. generating ideas for solving a theoretical or practical problem;

5. the development of dialectical perception of reality (there are different approaches to the same phenomena and processes and different methods of their regulation);

6. checking students' knowledge;

7. developing the skills to constructively criticize and respond to criticism;

8. unconventional thinking based on a specific life situation,

9. the search and application of legal norms following their content.

Brainstorming is a universal interactive learning method. It can be used both in lectures and seminars, given the above arsenal of possibilities for its application. Thus, at seminars, taking into account their focus on consolidating, clarifying, and putting into practice the knowledge acquired at lectures, the greatest possibilities of brainstorming are primarily associated with the formulation and resolution of complex theoretical or practical problems, i.e., in a fairly short period, the joint efforts of students explore many options for the solution of a problem. Here, the emphasis is primarily on testing students' knowledge, on developing the student's ability to constructively criticize and respond to criticism, and, of course, on solving a practical problem.

Unlike seminars, in lectures, the teacher, as a rule, lacks time to describe the topic of the lecture and discuss complex theoretical and practical issues. Therefore, in lectures, brainstorming is used in many ways for other purposes. In particular, the brainstorming technique allows one to simultaneously test students' knowledge, structure a large amount of information, thereby reducing the time of its presentation, and at the same time activate students' mental activity, focusing their attention on a specific educational problem, which can become the subject of further research both in the classroom and extracurricular classes.

From our own experience, we offer several recommendations for raising the question to be brainstormed:

1. the question should be clear and concise;

2. a question that requires a single affirmative answer is not submitted for

brainstorming;

3. when asking a question, it is necessary to take into account the level of training and awareness of the audience;

4. it makes sense to predict how the results of the brainstorming session can be used later in the lecture.

The stage of the lecture at which it is held has an important influence on the choice of the question to be brainstormed.

For example, to attract students to constructive work during the lecture and at the same time "activate" the previously acquired knowledge necessary to understand the educational material of the lesson, at the beginning of the lecture "Sources of Law of the Russian Federation", the lecturer may ask the audience the following question: "Name the characteristic features of the legal systems of states belonging to the Romano-Germanic legal family."

After writing down students' answers on a blackboard or poster, the teacher can remove the wrong opinions from the answers (or invite students to find the errors themselves) and explain why a particular answer was wrong. As a summary of the brainstorming session, the teacher can point out that, along with other signs, the recognition of a normative act as the main source of law is one of the most important characteristics of the legal system of the Russian Federation, which allows us to talk about Russia as a state with a continental legal system. After that, one can proceed to the consideration of the characteristic features of normative acts, their classification, and their relationship with other sources of law in the Russian legal system. At the same time, one can constantly refer to the notes already compiled on the blackboard, which will provide students with the opportunity to see the direct connection of the sources of national law with other phenomena of legal reality characterizing the legal system of the Russian Federation. This will stimulate the mental activity of students, as it will force them to constantly refer to existing knowledge, systematize it, and investigate legal problems comprehensively.

In the middle of the lecture session, a brainstorming session can be held for the active recreation of students, changing the type of academic load, and attracting students' attention (which begins to decrease by the second half of the lecture) to further work in the classroom. The purpose of brainstorming in the middle of the lecture is not only active recreation but also an attempt to provide students with the opportunity to structure the material already outlined by the lecturer and apply new knowledge to

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solve a specific legal problem. Thus, for example, when presenting the lecture "Sources of Law" from the course "Jurisprudence (Constitutional Law of the Russian Federation)" after describing all sources of law in various legal families (which takes about 45-50 minutes), one can conduct a brainstorming session on the official sources of law in the Russian Federation. The algorithm for applying this technique in the middle of the lecture is as follows: first, the teacher records on the blackboard all students' answers, whether they are correct or not. Then, analyzing each answer, the teacher excludes repetitions and incorrect answers, explaining at the same time why the relevant source of law is not official in the Russian Federation, focusing on highlighting controversial points and answering questions that arise from students along the way. A huge advantage of this technique here is the obvious saving of time: later in the lecture, one can immediately proceed to a detailed description of individual sources of law of the Russian Federation, focusing on the most important aspects of this topic. Furthermore, such an interactive technique allows students to develop their analytical thinking by actively applying the research method and a comparative approach.

It is quite advisable to use this interactive technique at the end of the lecture, to sum up, repeat, and systematize the information. For example, after a lecture on the topic "Branches of the law of the Russian Federation", brainstorming can be used to consolidate information about which normative acts (primarily codified ones) can familiarize one with the basic principles and tools of the relevant branch of law. This information is especially useful for consolidating lecture material in extracurricular projects (for example, in a library where there is access to the Consultant Plus reference information system) and will become a good base for further study of special legal disciplines.

Conducting a brainstorming session on this topic, we, for example, turn off the diagram of the "branches of the law of the Russian Federation" on the video projector board and ask students to close their notebooks. This procedure is also useful for the teacher because they get the opportunity to evaluate the effectiveness of their lecture, and the level of mastery of the material by students, as well as to see their own shortcomings in presenting the material and take into account the results for the future. For example, if, in addition to lectures, seminar classes are provided within the framework of the training course, then already at the seminar the teacher can elaborate

on the material that has not fully been mastered by students during the lecture. For more information about this, see Chapter 2 of the methodological manual.

Concluding the description of the brainstorming, we would like to share with colleagues some recommendations regarding the technology of introducing this interactive technique into the educational process in lecture classes. First of all, one should not abuse the use of this technique: it should be used no more than twice in one lecture. Otherwise, it turns into a routine and the effect of interactivity fades.

In addition, one should not brainstorm for more than 15 minutes. After this time, students become tired of intellectual stress.

One needs to prepare carefully for the use of brainstorming and think over all the nuances. This is the rare case when improvisation is not always beneficial.

A special effect is caused by the use of brainstorming with other interactive techniques. Often, we initiate a short discussion after brainstorming in lectures to discuss the most interesting or controversial students' answers using the Socratic dialogue.

6 THE SOCRATIC DIALOGUE

This interactive technique is actively used both in teaching legal disciplines and in professional development programs for Western lawyers. The purpose of the Socratic dialogue is to develop a chain of questions that lead the respondent to a logical conclusion, which provides the teacher with a fairly easy and understandable way to explain the lecture material. Thus, its purpose is somewhat different from those dialogues conducted by the author of this technique himself (Socrates), who invariably led the interlocutor to a contradiction by posing closed questions, to which the interlocutor was forced to answer positively. In lectures, the teacher, of course, doesn't want to catch anyone in a logical trap. On the contrary, this technique is often used by examiners to help a student who is confused when presenting the answer at an oral exam.

7 PROBLEM SITUATION ANALYSIS

Another interactive technique actively used by us in lectures is the problem situation analysis. The point is that part of the lecture material can be presented within the framework of the proceedings of a specific case or the resolution of a specific problematic legal situation. This technique is especially effective when the lecturer has practical experience and can present the material in a problematic presentation, guided by knowledge and skills from personal practice. From our personal experience, it can be argued that this method of presentation increases the level of mastery of the material by students since the research method of teaching is directly applied, which has a positive effect on memorization, since the associative type of memory works.

For example, in the lecture "Legislative Process", the full procedure for the adoption of a specific federal or regional law, in the development, preparation, or adoption of which the lecturer participated, can be considered. Or, for example, in the lecture "Guarantees of individual rights and freedoms in the Russian Federation", one can present material related to the institution of a constitutional complaint in the framework of the proceedings of a specific constitutional complaint in the Constitutional Court of the Russian Federation. At the same time, it must always be remembered that the material used for this interactive technique must be "processed" to eliminate unnecessary and accidental information from the example, and to make its presentation accessible to the audience. In addition, the analysis of the problematic situation at the lecture should leave time for the presentation of the rest of the planned material. Repeating this interactive technique in a seminar session will allow almost all students to learn a topic that can be difficult to understand and remember.

Of course, the list of interactive techniques used in lectures can be continued. Actively developing, the education system in Russia, as in other countries with high social dynamics, requires new means of intensifying the educational process, constantly searching for new non-standard creative approaches to learning. For example, one can include dialogue elements in a lecture by asking the audience questions and drawing students' attention to the discussion of the problem. Students' answers, even the most unexpected ones, should be used accordingly to demonstrate a variety of opinions on the problem, to confirm the validity of the lecturer's position, and, finally, to proceed to the consideration of the next item in the lecture plan or to adjust the course of the presentation. Moreover, some of students' answers can be commented on immediately, and others further along the course of the presentation of the lecture material. One can conduct a small role-playing game at the lecture,

resorting to the help of listeners. With the help of this interactive technique, one can more clearly and intelligibly illustrate the content of the lecture material, demonstrating the evidence of one's arguments. At the same time, the lecturer must imagine the planned result of using an appropriate interactive technique, assuming that sometimes the result is quite unexpected and requires additional analysis.

The last remark applies to some extent to almost all interactive techniques. The unexpected results make the interactive techniques effective but at the same time more complex. However, as practice shows, having mastered them, the teacher uses the traditional scheme of teaching students less and less often, and teaching in an interactive mode becomes the norm for them and at the same time turns into a pleasant and most importantly useful educational method for students.

7 CONCLUSIONS

Having completed the five-year experiment on the introduction of interactive methods into the traditional educational process, we came to confirm our assumption that the intensification of teacher/student interaction and the turn of the educational process into a practical one using interactive teaching techniques lead to a significant increase in the mastery of educational material. We made this conclusion based on several criteria for evaluating the results of the experiment, in particular, our observations, conversations with fellow teachers invited to classes using interactive techniques, tests and other control tasks to check the level of knowledge of the audience, and student survey after they passed the differentiated test for the course. As a result, at present, as a lecturer in several general theoretical legal disciplines, we actively use interactive methods in all disciplines and courses taught by us.

After analyzing our experience of using interactive techniques, we came to the following conclusions.

First, the addition of traditional methods of teaching legal disciplines with interactive pedagogical techniques contributes to solving one of the main tasks facing a modern teacher: to involve the student in the educational process. Using these techniques can significantly increase the cognitive interest of students in the study of often bland legal disciplines.

Second, interactive techniques provide a unique opportunity to direct the learning process towards a creative combination of consolidating the knowledge students have just acquired with the opportunity to use it directly to solve a specific educational task based on the principle "show in practice what you have learned". This approach to learning also qualitatively changes the material presented in class as it becomes more practical and specific, and information from real practice is used.

Third, using interactive techniques, the teacher gets the opportunity for feedback: they can check how fully and correctly students have mastered the educational material, identify gaps in knowledge, and give additional explanations or new tasks to fill in the identified gaps. Dialogue techniques allow one to consolidate students' knowledge, teach them oral presentations, form the skills of conducting a discussion, provide argumentation of their position, and show respect for other people's opinions.

We emphasize that by using interactive techniques, the teacher often refuses the role of an educator and puts themselves in the position of a colleague in search of an answer to a question that does not have an unambiguous answer or works as a counterparty or a procedural opponent when solving a legal educational problem. Such educational and legal practice largely contains elements of legal creativity, it is usually not scripted, and the result thus arises during the assignment, which increases students' interest in the educational process.

Finally, interactive teaching opens up space for pedagogical creativity, and the teacher can select a new composition of interactive techniques with students so that the class is not only interesting and exciting but also gives real practical results of students mastering professional skills.

The choice of teaching means and methods should be determined by the planned result. The effectiveness of interactive techniques primarily depends on the atmosphere in the classroom and the professional culture of the teacher and students. One rule remains immutable: in no case should an interactive technique be used for its own sake, and students should be prepared to master the basic skills of working with this technique. Developing these skills requires result-oriented, daily, and not always easy work. In this situation, a lot depends on the teacher. If students simultaneously face difficult-to-learn material and an unusual form of work, then, as practice shows, they may reject interactive learning and the academic discipline.

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