

## The Effectiveness of the Use of Innovative Methods in the Professional Training of Law Students

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**Abstract:** In this article highlights of educational innovation, analyzes innovative methods of teaching in higher education system. Special attention is paid to innovative teaching technologies at law faculties. So in the article examines the need to intensify the educational process of law students through the introduction of innovative teaching methods that optimize the learning process and improve its quality.

**Keywords:** quality of lesson, innovation, educational innovation, innovative teaching methods, modern education, development, higher legal education, law students.

One of the main features of modern society is its development based on innovation. This process is fully implemented in the field of education, in particular in higher education, since it is this area that largely determines the progressive movement of the economy of each state. The innovative orientation of the higher education system, which is implemented through increasing the level of computerization of educational institutions, enhancing research activities, and the formation of innovative structures at universities, is one of Russia's strategic priorities. The traditional education system, aimed at passively obtaining and reproducing knowledge, lags behind the real requirements of the labor market today. The demand for the transition to innovative education is conditioned by the challenges of our time. Now higher education institutions are faced with the task of constantly improving the quality of education, modernizing its content, developing and implementing educational innovations and information technologies. Innovation in education is the process of creating, implementing and disseminating in educational activities new approaches, ideas, methods and techniques, technologies aimed at updating, modernizing, and transforming the educational process in accordance with the requirements of the time.

In particular, the formation of a systematic approach to the analysis of professional tasks, strategic thinking, the ability to social mobility, the desire for self-study, self-education and self-improvement throughout an active working life should be decisive for higher education. Modern methods of teaching legal sciences, as well as many other humanities disciplines for lawyers, have a rich arsenal of various methods, techniques and teaching tools, both general didactic (which can be used in teaching any academic subjects) and specialized didactic (which reflect the specifics of a particular academic discipline or a number of related disciplines).

The extremely high efficiency of the educational process at the Faculty of Law of a higher educational institution is ensured by the use of such methods, forms and techniques of educational work as: error analysis, collisions, incidents; audiovisual teaching method; brainstorming ("brainstorming"); Socrates dialogue; discussion with the invitation of specialists; business (role) game (students are in the role of a legislator, expert, legal adviser, notary, client,

judge, prosecutor, lawyer, investigator); master classes; problematic (problem-search) method; public speaking; work in small groups; individual and group trainings (both individual and complex skills) and others. Let's consider the most effective innovative methods of teaching disciplines for lawyers.

The method of specific situations or the case method. The method is based on the principle of precedent, or case, which takes place in Anglo-Saxon law and serves as a weighty criterion for making a decision in a court case in the absence of various codes. The value of this method, introduced into the educational process first by Harvard Law School and later by Harvard Business School, lies in its applied orientation, when a student learns to make professional decisions in a university classroom. Business (role-playing) game is one of the most popular types of academic work among students, because it is built on creativity, competitiveness, and collective cooperation. But the effectiveness of this method is determined by the quality of the teacher's and students' preliminary training.

The main goal of any business game is to create a situation as close as possible to the real one, in which a law student must perform the necessary professional actions, correctly apply the knowledge gained, identify skills in working with clients, colleagues, as well as the ability to work with regulatory documents. This method is advisable to use in the process of teaching many professional disciplines. The game scenario is usually prepared by the teacher himself, but under certain conditions it can be developed by a student or several students (for example, it can be a special project). The main components of the preparation and conduct of the game are: creating a plot (a specific life or life-like situation); working out the plot; working with regulatory documents; assigning roles; drafting documents, for example, a statement of claim or other statement; collection of materials of the court case; verification of the execution of laws; actions of the participants of the game; analysis and summing up.

Law students can perform the roles of not only participants in the court session, but also civil servants, heads of various levels, deputies, experts, law enforcement officials, etc. The game enhances the motivation of students to study, because it allows them to visually see or feel gaps in knowledge (their own and other actors). It is advisable to appoint special expert analysts who monitor the progress of the game and give it a comprehensive assessment. The audiovisual teaching method is primarily intended to popularize knowledge and attract a wide audience to learning. The concept of the method is implemented in the form of audio-visual courses, electronic textbooks, computer test tasks, trainings and practical manuals for individual and distance learning, video recordings of various forms of learning in order to analyze and discuss the actions of participants in the educational process. The widespread introduction of technical training tools in the professional training of lawyers, the use of the Internet, work with electronic legislative bases, the use of television, video, photo, audio and other materials in the educational process enhances the cognitive activity of students, allows to achieve maximum time savings for the assimilation of educational material in significant volumes.

The effectiveness of the method is determined not only by the minimum cost of study time, but also by saving the efforts of students and teachers during the classroom. When presenting materials of academic disciplines in the form of educational films, presentations on each topic of the course, and knowledge control using computer technology, the learning process significantly benefits both in quantitative terms. The audiovisual method has huge potential for application in teaching almost all disciplines. To realize the possibilities of this method, professionals from technical and other related fields will be increasingly involved. Now it is widely used for learning foreign languages by law students.

The project method implements differentiated, personal-creative and active-activity approaches to learning. The project can be exploratory, creative (creative), predictive, analytical and playful in nature. The basis of the project method is based on the interests and wishes of the participants. The author of the project as a special educational task can be both a teacher and a student. Since the project is planned and implemented by a student independently or by a group of students, this

method provides favorable conditions for activating their responsibility, forming partnerships between the project performers and the teacher. An example of a project assignment may be monitoring, analytical review, implementation of legal or judicial expertise, release of a collection of documents, preparation of a role-playing game, organization of discussions, judicial debates and their video recording, etc. In addition to the above-mentioned methods, techniques and forms of classroom and extracurricular work, discussions with the invitation of experts, public speeches on a specific topic (improvisation), trainings, the ability to reproduce the course of events by interrogating an eyewitness (reconstruction), targeted observation of a certain process in order to determine compliance with the desired result or set parameters (monitoring, analysis and diagnosis of the situation). On their basis, forecasting, interpretation, commenting on legal norms, events, etc. are carried out.

The formation of legal professional skills and abilities of a future specialist is facilitated by his participation in the work of experimental innovative creative laboratories, research centers, public organizations, associations of young lawyers, legal clinics, etc. Various professional competitions and competitions (for example, a competition for law experts, a legal brain ring, rhetorical competitions, etc.) also contribute to the deepening of professional education. The use of innovative methods in the educational process forces the teacher to master new means of teaching - visual, technical, computer technology. It is necessary to study and test new forms and types of work, involving students in this.

Innovative activities of law schools should be aimed primarily at improving the quality of education, creating new educational technologies, educational equipment, and improving the professional level of teachers. We believe that innovative education can be provided only by those universities in which teachers themselves are actively engaged in innovative activities.

Unfortunately, traditional methods of training law students lag behind current requirements, and therefore it is necessary to develop new technologies and teaching methods. This does not mean at all that it is necessary to abandon established teaching methods. Maintaining the traditions of education, it is necessary to master the best that has developed in world practice, to build a new system of educational institutions focused on the needs of modern society.

In our opinion, interactive teaching methods should be used in the educational process of law schools in conjunction with classical reading of lecture material and conducting seminars. With the transition to a new level of education, there has been an increase in the number of hours allocated to practical classes, which provides an opportunity for a wider application of active learning methods. If previously such processes could be carried out once a semester, now with an increase in the number of hours much more often. By conducting role-playing games, students acquire not only knowledge of the norms of current legislation, but also practical skills, the ability to draw up procedural documents (statement of claim, complaint, court ruling, court decisions, etc.), legal advice, the skill of interrogation in court, participation in court debates, and many others. Working with modern information and legal systems containing electronic texts of normative acts of government and regional legislation, as well as documents of international law and norms of foreign legislation, students can trace the process of changing normative legal acts, actively use documents in preparation for classes. A future lawyer should be ready to respond correctly and in a timely manner to the demands of modern society, master the methods and techniques of working with changing legislation, extensive documentation, and published literature. In this regard, we believe it is necessary for students to become active participants in the educational process based on the partnership of a teacher and a student, establishing constant feedback, i.e. not only providing material, but also advising on its search and work with it. It is necessary to find ways to stimulate the student's learning process, assist him in orienting himself in the flow of information, teach the student to independently control the level of assimilation of the material. In this case, the student can test his innovative abilities, namely, apply any new approaches to problem solving, the ability to solve non-standard tasks, identify the main contradictions in the discipline being studied, formulate new tasks and problems. Independent

work as a form of educational activity. The time allocated in universities for the organization of independent work of students has increased, which means that increasing the effectiveness of independent work will significantly affect the quality of training of future specialists. The increasing role of independent work of students involves: optimization of teaching methods, introduction of new learning technologies into the educational process, active use of information technologies that allow the student to master educational material at a convenient time for him; widespread introduction of computerized testing. Despite the high requirements for the technical equipment of the educational process and the emphasis on the independent work of students, in today's conditions the role of the teacher in the formation of a highly qualified specialist is becoming more significant.

Currently, in almost all law schools, active innovative teaching methods are used in practical and seminar classes, such as role-playing games, trainings, master classes, testing, brainstorming method, work with regulatory legal acts, etc.

Interactive technologies are an indispensable condition for the functioning of a highly effective learning model, the main purpose of which is the active involvement of each student in the educational and research process. The positive results of the application of innovative technologies in the field of higher education are already visible. New approaches to teaching are being formed in universities, modern forms of education are being introduced. In the process of training lawyers, many universities use information technology, interactive teaching methods are used. However, there are certain problems that arise in the process of teaching students. This is, firstly, the disinterest of the teachers themselves in the qualitative presentation of the material, the use of passive teaching methods, and secondly, the lack of innovative technologies and methods in teaching. We believe it is necessary to apply the method of active and interactive learning, which form students' skills to analyze specific practical situations and make appropriate decisions. Thus, the use of computer technology improves the teacher's work better, creating a more exciting and accessible learning process for students.

However, in some universities there are problems associated with a limited material and technical base, as well as the lack of training of some teachers to use computer technologies in the learning process. The introduction of modern learning technologies into educational activities requires new approaches to equipping the university with technical means.

Summing up the above, we came to the conclusion that in order to arouse students' interest in educational activities, it is necessary to apply a variety of methods and techniques of active learning in universities. The use of innovative teaching methods is a prerequisite for the training of highly qualified lawyers, and also makes it possible to optimize the educational process, making it interesting and eventful.

So, the improvement and reform of the modern system of professional training of lawyers in higher educational institutions of Uzbekistan is an extremely important scientific and educational problem. It can only be solved comprehensively, taking into account all the requirements for creating an effective system of legal education, taking into account the best domestic and foreign educational experience, the development and application of the most effective methods and forms of education in higher legal education.

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