

*MYROSLAV KRYSHYANOVYCH, Doctor of Science
in Public Administration, Professor Professor of the
Department of Pedagogy and Innovative Education,
Institute of Law, Psychology and Innovative Education
National University "Lviv Polytechnic", Ukraine*

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF LAW TEACHER TRAINING IN ZVO

The article reveals the essence of organizational and pedagogical conditions for the implementation of the process of training law teachers. It was found that the varieties of pedagogical conditions depend on the peculiarities of the organization of the educational process in higher education institutions and reflect its functional dependence on internal and external factors. The optimal organizational and pedagogical conditions for teaching and training of law teachers have been determined: the direction of self-realization of the individual through the creation and support of innovations in the educational environment; implementation of methodological skills and abilities of future law teachers and ensuring the development of their professional qualities; motivation for educational activities and the development of their cognitive activity.

It is proven that the process of training future law teachers should be considered as a holistic pedagogical system, which is formed on the basis of the interaction of its structural and functional components, which ensure the quality of the formation of professional training of future law teachers.

The theoretical basis for the substantiation of the organizational and pedagogical conditions for the implementation of the training of the future law teacher at the Higher Education Institution has clearly defined target, substantive, procedural and effective approaches. The analysis of scientific and practical sources made it possible to determine the meaning and essence of the concept of "conditions and pedagogical conditions", which is carried out for the purpose of obtaining a certain profession or specialty by a student or employee and necessarily involves different levels of training.

It has been established that the organizational and pedagogical conditions that ensure the quality of training of the future law teacher in his ability to carry out specific practical scientific and pedagogical activities on legal grounds, in-depth knowledge of laws and regulations; in the ability to rely on the regulatory framework in the implementation of scientific and teaching activities; willingness and ability to introduce legal knowledge into educational activities.

In the philosophical dictionary, the term "condition" is considered as a factor (lat. factor - factor), that is, a driving force, the cause of any process. The concept of "condition" is a set of variable natural, social, external and internal influences that affect the physical, mental, and moral development of a person, his behavior; education and training, personality formation. Organizational and pedagogical conditions are a category for determining the totality (system) of forms, methods, material factors, circumstances, real situations that have objectively developed and are necessary to achieve a specific educational goal.

Organizational and pedagogical conditions in their essence represent a set of objective possibilities regarding the content, forms, methods, techniques and means of the teacher's pedagogical activity. According to the definition of scientists, organizational and pedagogical conditions are such conditions that are deliberately created in the educational process of a higher education institution, which carries out planned training of future teachers, in order to ensure the effective formation and flow of this process.

Among the pedagogical conditions that contribute to the improvement of the quality of training of future law teachers, experts single out the following: selection of educational material taking into account their needs and interests, formation and support of motivation to acquire new knowledge, skills and abilities, use of active learning methods and involvement in various types professional activity.

Therefore, the following can be attributed to the organizational and pedagogical conditions that ensure the quality of the training of a future law teacher:

- 1) the formation of value-motivational attitudes on the need for professional development;
- 2) organization of self-education to increase the level of their psychological and pedagogical competence;
- 3) self-education in him of professional

qualities for self-development and development of an individual style of teaching law; 4) self-training of the teacher for innovative pedagogical activity as a form of self-realization [30]. It is the process of pedagogical activity of the future teacher of law, without a doubt, that must show a personal attitude to his professional self-improvement.

It should be noted that the organizational and pedagogical conditions must meet certain requirements, namely: have a systemic nature; have a clearly defined structure and provide connections between the elements of this structure; take into account the peculiarities of the professional training of future law teachers in the context of their readiness for professional activity.

In general, the organizational and pedagogical conditions for the training of future law teachers are designed to form in them a whole complex of qualities, such as professional education, mastery, general and professional culture, the desire for self-improvement and self-development, that is, they must create conditions for the acquisition of professional competence.

The set of organizational and pedagogical conditions aimed at achieving a certain goal is determined, firstly, by the essence and content of specific tasks as a basis for choosing leading approaches, principles, means and methods and, secondly, by the specifics of the environment, organizational capabilities and characteristics of sub objects of educational activity of higher education institutions in which the educational process is carried out.

Key words: organizational and pedagogical conditions, student, law teacher, higher education institution, professional training, innovative technologies.