

Interactive Technologies in the Educational Space of the Higher School

Irina I. Patsakula

Kaluzhsky State University Named After K. E. Tsiolkovsky

Elena I. Khachikyan

Kaluzhsky State University Named After K. E. Tsiolkovsky

Anastasia O. Konkina

Kaluzhsky State University Named After K. E. Tsiolkovsky

The relevance of the work is determined by the opportunity to use the case study method in the practice of clinical legal education using a strategy, which is based on a comprehensive analysis of individual cases of human interaction and solving problems through the application of professional methods. The nature of the method is interdisciplinary, which allows students to develop the ability to navigate issues that reflect professional orientation. The research aims to develop and implement interactive teaching methods to elaborate the fundamentally important qualities of future lawyers: (1) ability to understand interlocutors, their psychological characteristics, needs, motives, and personality states; (2) ability to change the communication style depending on the prevailing circumstances; and (3) ability to reach compromises, cooperation, and the development of agreements. The results of the application of the case study method have made it possible to provide psychological support for the program and practice of clinical legal education and contributed to the inclusion of psychological means of cognition in the legal sphere of knowledge.

Keywords: interactive technologies, practice-oriented principle, case study technology, psychological support, education modernization, psychological training

INTRODUCTION

The new education system reflects the problem of bridging the gap between the requirements for the professional activity of a lawyer in various spheres of social practice and the current system of legal education in Russia. The existing traditional teaching methods are no longer enough to develop and form professional competencies. The ongoing restructuring of the educational process requires the use of interactive technologies, which are case studies. According to A. Margolis and V. Rubtsov (2010), one of the main directions of education modernization is the development of new technologies of psychological education, which involves the mandatory inclusion of future specialists in the system of various practices and social communities. The use of the case study depends on the theoretical attitudes of researchers and the practical tasks assigned to them. R. Yin (1994) examines the case study from the point of view of the

natural research process. M. B. Miles and A. M. Huberman (1994) present cases from the point of view of their limitations to a specific situation and focus on its internal limitations. At the same time, W. Tellis (1999) defines this method by linking it with the prospects of a comprehensive study. In the scientific literature, a number of authors highlight some negative poles of the application of this technology (Malinina, 2010). First of all, it concerns the fact that working with the case study can simplify or exaggerate the significance of a particular situation. The use of the case study in the practice of preparing students for legal work clinically requires more than just analysis of the case study. In our opinion, it seems very relevant to involve senior psychology students in the practice of clinical legal education, which involves joint training in practice (within the framework of training and internship) by immersion in the future professional activities of second- and third-year law students. In this process, senior psychology students act as outside experts who can help law students mastering legal practice to use various psychological information, namely, adjustment to a client based on a probabilistic model of a person and building strategies and models of establishing contact with a client in specific circumstances, including those of a conflicting nature. Psychology students face the task of helping law students in establishing contact with a client, resolving possible problems in the misunderstanding in the *client-lawyer* dyad, and practicing this using the case study technology. Not only practicing psychologists but also senior psychology students studying at universities can accompany the program and work in a legal clinic. For psychology students, participation in this project is an opportunity for self-development and participation in the implementation of a practice-oriented teaching principle based on an interdisciplinary approach to solving social problems.

The main vector of psychological support for the program and practice of clinical legal education is the development of the following qualities in future lawyers: (1) ability to understand interlocutors and their psychological characteristics, needs, motives, and personality states; (2) ability to change the communication style depending on the prevailing circumstances; and (3) ability to reach compromises, cooperation, and the development of agreements.

MATERIALS AND METHODS

As a methodological guideline in our study, we have used the approach by A. G. Asmolov (2007), which focuses on the methodology of non-classical psychology, one of the main principles of which is conscious intervention in life. The study falls into the area of the subject-participatory approach, within which it is assumed to use specialized tools that allow combining ideal, real, theoretical, applied, and practical objects. The approach we propose is the possibility of psychological support for the practice within clinical legal education during the implementation of the professional competencies of future lawyers. The symbiosis of psychologists and lawyers is a practice-oriented union. It should be noted that the participation in modeling human behavior and the cognition of the psychological characteristics of the personality of all subjects (participants) in this process occur in this union. This seems important in connection with the current demand for the achievements of psychology and the improvement in the quality of legal education and legal practice.

The clinical course of the study includes the content and a system of methods and means by which the training of legal professionals is conducted. In this regard, the psychological support of this training is advisable to be carried out within the following modules:

- Psychology of communication;
- Psychological contact with a client;
- General rules for conducting interviews;
- Psychological typologies of personality (clients);
- Conducting interviews with various types of clients;
- Speaking in the debate;
- Interviewing witnesses;
- Negotiating with the help of a mediator (mediation);
- Alternative ways of resolving the conflict;

- Methods of psychological influence (suggestion, persuasion).

Means of education are as follows: psychological training, practice in a legal clinic (providing real legal assistance to citizens), mini-lectures, playing situations (case study method), role-playing games, work in small groups, and interviews.

Providing psychological support for the program and practice of clinical legal education contributes to psychologization in lawmaking and legal regulation and allows adapting and developing psychotechnical tools that can be used in solving specific problems in the legal sphere. In the methodological aspect, psychological support of specific areas of psycho-practice in law enforcement agencies is becoming important (Pozdnyakov, 2010).

The need to attract psychology specialists to the work of legal clinics is associated with the possibility of ensuring the psychological readiness of future law faculty graduates for practical activities and is also determined by improving the quality of training of young legal specialists and modernizing methods of teaching practical work skills (Voight, 2011).

The task of psychological support of the program and practice of a legal clinic is to (1) form students' skills and abilities to work effectively under the conditions of legal reality and (2) increase the level of psychological readiness for professional activity. The solution to this problem is also supported by studying the course of *legal psychology*. Within its framework, lawyers understand the social and psychological essence of legal regulation and the psychological characteristics of human behavior in relations regulated by law.

From our point of view, the case study acts as a method that is used in the context of the psychological education of lawyers in this project and implies the obligatory inclusion of future specialists in the system of various practices and social communities. This method focuses on studying phenomena (processes, states, etc.) in a real-life context. The object of the psychological case study is a person. Researchers translate the case study method into Russian in different ways. There are formulations that have the following meanings: study of a separate community, case-study, study of cases, method of studying individual cases, and monographic approach (Zherebtsov, 2004).

The case study is a particularly suitable form of research for us since we are interested in the process of teaching practical skills in mastering the practice of clinical legal education. In addition, we have chosen this method due to its uniqueness and the fact that it can tell us about a specific phenomenon that has occurred. R. Yin (1994) believes that a case study has a significant advantage only if it is necessary to answer descriptive questions (What happened?) and explanatory questions (How and why did it happen?). Investigating a specific case as a unique event is subject to be studied (Yin, 1994). Thus, the case study is not only a detailed description but also an analysis of a person, phenomenon, or social unit.

RESULTS

We have developed specific case studies, which were played, analyzed, and subjected to reflective analysis jointly by psychology and law students participating in the approbation of the course on preparing students for work in a legal clinic. The analysis of the results of using this technology was carried out by interviewing students after introducing the case study into the process of immersion in the program using a survey method. When analyzing the survey results of students and psychologists, we have found out that this format of interaction and learning in the process of active, creative work turned out to be an essential link in the educational process. Students note that this helped them emphasize the ability to express their thoughts – not only formulate a thought clearly but also think about the possible consequences of what is said. Subsequently, in a real-life situation, this helped them feel more confident when establishing communication with clinic clients (i. e., citizens who asked for help in resolving the problem). The respondents' emphasis has also shifted to the need to pay attention to speech: (1) speak eloquently, (2) control their voice, (3) pay attention to the emotional state of the speaker, and (4) use empathic listening skills (sympathize and experience people of the later period of life). We have proposed the following case studies to work with students on the psychological support program for the practice of clinical legal education.

Situation 1. Anna Vladimirovna M. (65–70 years old) applies for legal assistance to the legal clinic. The essence of legal advice is the initiation of a criminal case against a private prosecution.

Here is an excerpt from the explanation:

<...> Mr. P. and I have been living on the floor for five years. During this time, we have developed hostile relations with each other. On February 25, Mr. P. and I left our apartments at the same time. When we went down the stairs, Mr. P. was about two steps taller than me. He was holding some kind of black rectangular object. I was scared for my life and asked him what that was. Mr. P. did not answer me. Then I turned around and reached for this item to look at. After all, I was afraid that Mr. P. would hit me. Mr. P. raised his arms high with this object so that I had to jump. At that moment, Mr. P. pushed me, and I fell down the stairs. <...>

Request for help from Anna Vladimirovna M. is as follows:

<...> Write me a statement about bringing Mr. P. to criminal responsibility. <...> He should also be brought for harassment, as my skirt was lifted at the moment of the fall. <...> And also tell me what article is threatening for harassment. <...> A lawyer wrote me a statement. At first, it was examined by Judge V., then Judge G. And now it was returned to Court district No. 10. And no results. Consider my statement! Why hasn't he been prosecuted for four months?! The lawyer doesn't want to work either. I tell her one thing, but she writes another. And nobody wants to consider my statement. Why?

Questions for students to discuss:

1. Answer the questions Anna Vladimirovna formulated in her request.
2. What tactics of behavior will you choose when communicating with the client?
3. Make a psychological portrait of the client, taking into account her temperament, character traits, level of conflict, and communication features.
4. When communicating with the client, what will you pay attention to first of all (her behavior, personality traits, or the request itself)?
5. What does the client want to hear from you?
6. What is the client not ready to hear?
7. What should you say in this situation? What will you say to the client?

Situation 2. Vladimir Sergeevich (60–65 years old) applies for legal assistance. Waiting for his turn in the corridor, he was noisy, rude to visitors, and did not react to comments. The essence of legal advice is enforcement proceedings.

Here is an excerpt from the explanation:

<...> I don't know if you will answer my question. Before that, the girl did not answer. I was fined in court, and the bailiffs deduct half of my pension to pay it. <...>

Vladimir Sergeevich's question is as follows:

<...> Is it legal? <...> Do I have to live on 4000 rubles?! Pension is not income. I don't work!

Questions for students to discuss:

1. What tactics of behavior will you choose when communicating with the client?
2. What answer will you give Vladimir Sergeevich on the essence of the request, being a legal clinic consultant? What should you say in the current situation?
3. What will you say to the client?

4. Will your answer satisfy Vladimir Sergeevich?
5. What answer do you think can satisfy the client? What does the client want to hear from you?
6. Make a psychological portrait of the client, taking into account his temperament, character traits, level of conflict, and communication features.

Continuation of the situation:

Having received an answer that did not satisfy him, he began to shout at the consultant. In a rude form, he offered to learn the laws first and then teach him how to act and behave.

Questions for students to discuss:

1. How will you behave in this situation?
2. What arguments need to be involved for the client to be satisfied with his request and change his opinion on what he heard from the consultant?

Situation 3. Sergey Pavlovich (70 years old) applies for legal assistance. He has been attending a public law office for three years. In 1975, he received a work injury. During this time, he received certain cash payments. After retirement, he learned that the act of fixing the work injury was not drawn up correctly. His pension has not been indexed since 1990. He went to court with a demand to draw up a new act and index the pension.

Here is an excerpt from the explanation:

<...> I read a lot of books here. Soon I'll become a lawyer myself. It's only too late to get my diploma. Look, a reasoned decision on the Code of Civil Procedure of the Russian Federation must be drawn up within five days. And they prepared it for me for three weeks. It is a disorder. There are only mistakes in the protocol of the court session. Where can I complain? <...> I am the one who reads books. Here, look at all the statements on the comments to the Code of Civil Procedure. I am writing... But there is no sense! There are only swindlers around, and I will also write to the prosecutor's office. It turns out that, by a court decision, I worked at three companies in one day. How's that? And no one wants to draw up an act. <...> Oh, my grandson, the eldest, is also studying law. But I don't pester him with questions yet. Let him study. And the younger one only plays games on the computer. And the grandfather is the one who's left alone. But as soon as something happens, they say, "Grandfather, there is not enough for repairs, add some money!" Of course, a grandfather is a rich man! Well, okay, I'll go. Otherwise, I can tell you fables for a long time. Learn, guys. It's a useful business!

Questions for students to discuss:

1. What tactics of behavior will you choose when communicating with the client?
2. What answer will you give Sergey Pavlovich on the essence of the request, being a legal clinic consultant? What should you say in the current situation? What will you say to the client?
3. Make a psychological portrait of the client, taking into account his temperament, character traits, level of conflict, and communication features.
4. When communicating with the client, what will you pay attention to first of all (his behavior, personality traits, or the request itself)?
5. What does the client want to hear from you?

Situation 4. Olga Petrovna (45–50 years old) applies for legal assistance. The essence of legal advice is to file a private complaint against a court ruling.

Here is an excerpt from the explanation:

Consultant: "Hello, have a seat, please."

Client: "Thank you, I'll wait. I can see it better that way. You know, I've already visited with you in the summer. You wrote me a statement of claim. You know, it was written so badly that my lawyer had to redo everything. But my claim was satisfied."

Consultant: “Let me see the court decision.”

The client provides the court decision for review.

Consultant: “How did you change the statement if the claim and the grounds to which you refer remained the same and the court upheld them?”

Client: “Oh, okay, I’m not on this issue. Write me a private complaint. You yourselves are to blame, but you want to take money from me.”

Consultant: “If you are not satisfied with our services, maybe you had better turn to another lawyer?”

Client: “No, maybe you can help at least here.”

Questions for students to discuss:

1. What tactics of behavior will you choose when communicating with the client?
2. What answer will you give Olga Petrovna on the essence of the request, being a legal clinic consultant?
3. Are consultants in a legal clinic obliged to draw up such documents? Can consultants provide the form of this document in a legal clinic?
4. What should you say in the current situation?
5. Will you refuse the client to write a complaint in full or not?
6. Make a psychological portrait of the client, taking into account her temperament, character traits, level of conflict, and communication features.
7. What does the client want to hear from you?

Continuation of the situation: The consultant refuses to write the complaint in full, provides a sample, and explains how to write it within 15 minutes. At this moment, the next client enters the office and turns to the consultant with the same request. The dialogue between the consultant and the client ends with a plaintive prayer: “Write it to me, please!”

Questions for students to discuss:

1. How will you behave in this situation?

Situation 5. Yuri Georgievich (75 years old) applies for legal assistance. Here is an excerpt from the explanation:

My wife and I had an apartment in half. We have two daughters. Now, one is in Moscow, and the other is in Lithuania. My old wife and I got divorced. We live in different rooms in the same apartment. She walks to the balcony through my room. You see, she needs to breathe air! Why should I put up with her? <...> Can I make another entrance to the balcony and embed the lock in my room? <...> How could I sign this agreement? I didn't seem to drink, but everything is in a fog. I am sitting at the table, a piece of paper is in front of me, and there's a kind of cock drawing, a red dot in the center, and gold lace around it. And the pen is on the table. I took it, and the hand seemed to be glued to the sheet. As soon as I signed it, everything disappeared. There is a white sheet left. Then I realized that there was a donation agreement for my share in the apartment. Well, it's not a pity for my daughter. <...> And what to do now? I can't even dispose of my apartment. What if they evict me?

Note: The donation agreement was signed in 2011.

Questions for students to discuss:

1. Answer the questions Yuri Georgievich formulated in his request.
2. What tactics of behavior will you choose when communicating with the client?
3. Make a psychological portrait of the client, taking into account his temperament, character traits, level of conflict, and communication and age features.
4. When communicating with the client, what will you pay attention to first of all (his behavior, personality traits, or the request itself)?
5. What does the client want to hear from you?
6. What should you say in this situation? What will you say to the client? Where will you shift the conversation when communicating with the client?

It is necessary to pay attention to the role-playing games that use the resources of fairy tales to solve various problems in the program of clinical legal education.

Role-playing game 1 (with home preparation). The game aims to establish psychological contact, using various techniques and the plot of A. Pushkin's fairy tale *About the Priest and His Worker Balda*. Students are divided into two groups, each of which has a client, Balda, and a lawyer. Balda went to a lawyer to find out how legitimate the demand of a priest to collect rent from the devils, while Balda was hired as a cook, groom, and carpenter.

Observers had the task (1) to assess how much the lawyer was able to establish contact with Balda, (2) whether the lawyer used verbal and non-verbal means of encouragement, and (3) whether the lawyer found out all the evidence.

Interview time is up to ten minutes.

Observers' assessment time is up to seven minutes.

Role-playing game 2 (with home preparation). The game aims to establish psychological contact and develop the skills of interaction with clients of various types.

The game is based on the plot of the fairy tale *Hare's Hut*. Students are divided into groups – role performers and aquarium (observers and experts).

Role 1. The client is the hare, who came to a lawyer for help to correctly draw up the papers necessary when going to court to evict the fox from the house. The performer of the role of a hare *tries on* various masks (roles) of the client: passive (active) melancholic, alarmist, nihilist, skeptic, etc.

Role 2. The client is the fox, who came to a lawyer for help to correctly compile the papers necessary to legalize her right to live in the hut. In his role, the fox is cunning, active, energetic, and ready to solve the problem at any cost.

DISCUSSION

Thus, despite the fact that there is a serious discussion in the scientific community on the use of the case study technology, indicating the advantages and disadvantages of using this method, the application of this technology in accompanying the work of a legal clinic turned out to be not only a positive moment but also a demanded necessity. A survey among students participating in the work on this technology has shown that 80% of respondents note that such structuring of classes contributes to the subsequent development of the ability to structure speech and effectively use technologies to transmit the content of information and the sequence of its presentation (considering the age characteristics of clients, their emotional state, and the degree of conflict). Most respondents (77%) note that it has become important for them to pay attention to the characteristics of clients who asked for help. More than half of students (56%) note that they began to pay more attention to knowing the interests of the audience and adapting to the needs of customers. For 47% of respondents, knowledge of the peculiarities of social perception (perception of a person by a person) became a significant characteristic. Thus, it can be stated that improving the preparation of students largely depends on how well the materials are presented in an interesting format. The inclusion of students studying in different training profiles, such areas as jurisprudence and psychology, in the process has made it possible to shift the emphasis on important objects and processes and consider the interests and profiles of students, which makes the learning process exciting and close to real-life

situations and considering the needs and desires of a specific audience. In this sense, the case study technique is not just an interactive, dialogical interaction but also a semantic field of mutual influence of the student on the teacher and vice versa: it is a dialogue based on mutual growth and self-change.

CONCLUSION

The use of interactive forms of teaching implies that the role of the teacher is reduced to regulating the process of interaction of students, detailing the stages of the participants' work, and participating in the overall organization of the lesson. It is also important that in the process of work, students begin to turn to their social experience. They enter into communication and interaction with each other, solve the tasks assigned to them, find common points of contact, skillfully bypass conflicts, and compromise. It should be noted that at present, there has been a certain increase in interest in the use of qualitative methods in the humanities, which has determined the growth of scientific publications on the interactive method of cognition, in particular, the case study use in Russian science (Zherebtsov, 2004). In our opinion, the application of these technologies in practical, applied research deserves attention and support. The tasks of interactive forms of education are as follows: (1) actualization of interest in learning; (2) effective assimilation of educational material practice-oriented in nature; (3) active independent search by students for optimal ways to solve educational problems; and (4) development of teamwork skills (Winegardner, 1999; Miles & Huberman, 1994). The case study technologies considered in detail are not the only interactive option widely used in higher education today and undoubtedly contributing to the activation of students' cognitive activity and the improvement and modernization of the educational process.

REFERENCES

- Asmolov, A.G. (2007). *Psychology of personality: Cultural and historical understanding of human development*. Moscow, Russia: Smysl.
- Malinina, M. (2010). *Case study method in non-formal education*. Retrieved from http://adukatar.net/wpcontent/uploads/2009/12/Adukatar_2_Pages_2-8.pdf
- Margolis, A., & Rubtsov, V. (2010). A teacher for a new school: Modernization of teacher education. *Educational Policy*, 4(42), 42–52.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Pozdnyakov, V.M. (2010). Legal psychology: Genesis and prospects. *Applied Legal Psychology*, 2, 15–37.
- Tellis, W. (1999). Application of a case study methodology. *The Qualitative Report*, 3(3). doi:10.46743/2160-3715/1995.2015
- Voight, T.G. (2011). *The role of a psychologist in the work of a legal clinic*. Retrieved from https://law.bsu.by/pub/44/klinika_prawa_1.pdf
- Winegardner, K.E. (1999). *The case study method of scholarly research*. Minneapolis, MN: Capella University.
- Yin, R.K. (1994). Case study research: Design and methods. *Modern Language Journal*, 95(3), 474–475.
- Zherebtsov, M.V. (2004). *Case study method in applied political science research*. Retrieved from <https://cyberleninka.ru/article/n/metod-case-study-v-prikladnyh-politologicheskikh-issledovaniyah>