

вміти використовувати можливості Інтернету у своїй професійній діяльності.

Відомо, що кінцевою метою навчання будь-якої мови є вільне орієнтування в іншомовному середовищі і умінню адекватно реагувати в різних ситуаціях, тобто в спілкуванні. Навчаючи іноземної мови, Інтернет допомагає у формуванні вмінь і навичок розмовної мови, а також у навчанні лексики і граматиці, забезпечуючи справжню зацікавленість і, отже, ефективність. Більше того, Інтернет розвиває і інші важливі навички.. Це, насамперед, пов'язане з розумовими операціями: аналізу, синтезу, абстрагування, ідентифікації, порівняння, зіставлення, вербального прогнозування та інше. Таким чином, навички і уміння, сформовані за допомогою Інтернет-технологій, виходять за межі тільки мовного аспекту. Інтернет розвиває соціальні і психологічні якості, зростає впевненість і розуміння своєї здатності на ті чи інші дії.

Отже, потенційні переваги інформаційних технологій очевидні це і модульні, легко адаптовані до потреб конкретного користувача програми навчання, незалежність від місця та часу навчання, можливість швидкого оновлення своїх знань. Використання інформаційних технологій дозволяє зробити навчання більш ефективним та індивідуалізованим.

Kotlyarov S. A.,
cadet of the 3rd year of
the Faculty of Economic and Legal
Security,
Dnipropetrovsk State University of Internal
Affairs

Sanakoev D. B.,
Candidate of Law, Associate Professor,
Head of the Financial and Economic
Security Department, Dnipropetrovsk State
University of Internal Affairs

THE ROLE OF CONTENTS OF TRAINING IN THE TRAINING SYSTEM OF MODERN LAWYERS

The problems of innovative technologies and teaching aids in the restructuring system of national education are undeniably relevant. However, to train a highly qualified specialist who is competitive in the

domestic and foreign labor markets, a discussion on the problems of the content of training could be no less important. Scientific development and discussions on the problems of the content of training require new socio-economic conditions for Ukraine, characteristic of permanent crisis situations, globalization processes, the interdependence of all countries of the world, as well as the problems of identifying possible achievements and risks associated with the integration of Ukraine into world economic processes. Without diminishing the role of innovative technologies and teaching aids in the system of modernization of domestic education, it should be noted that it is innovative transformations of the content of training that can significantly affect the solution of the problem of training a modern specialist, adapted to the competitive conditions of the life of society, individually active, able to participate in the international division of labor, resist social, economic, environmental, political and other negative challenges. As is known, in May 2005, it signed the Bologna Declaration to resolve the aforementioned and a number of other social, economic, and personnel problems, and undertook commitments by 2010 to modernize its education system [1, p. 40-49].

In this context, the intentions of our country to adhere to such principles of the Bologna Declaration as:

- the abolition of the age limit for training;
- promoting the mobility of students and teachers;
- recognition of a single system of scientific degrees;
- transition to two educational qualification levels of the educational

process;

- introduction of new tools and a credit-modular training system;
- providing the educational process with a research nature;
- adaptation of domestic legislation with the principles of the

Bologna Declaration, the needs of harmonization of our education and science systems in international educational and scientific systems, changes in the domestic and world labor markets. [2, p. 44-47]

Based on the foregoing, it is obvious that the Bologna process has not only an educational, scientific, cultural or enlightening goal, but also economic, legal, political, social, organizational, communicative and many other goals, the achievement of which requires the implementation of two main directions of reform. The first is a change in educational qualification levels, criteria and standards of the education system. The second area of reform is the modernization of the content, forms and means of training. In the first area of reform - changes in the technical criteria for standardizing national education systems, reflected in the first five principles of the Bologna Declaration mentioned above, they are already being implemented,

however, with some deviations characteristic of the formal-market approach to reform. We note, for example, deviations from the principles of the Bologna Declaration regarding the introduction of four instead of the declared two educational qualification levels of education in Ukraine, as well as regarding Ukraine's commitments to adapt the domestic system of academic degrees to the European one, other deviations of a technical nature are quite obvious, their implementation requires rather political will than in-depth research. [3, p. 66-75]

And vice versa - the second direction of reforms: the problems of the formation of the content of training in the context of adapting domestic legislation with the principles of the Bologna Declaration, the needs of harmonizing our system of law, education and science in socio-economic changes in the domestic and world labor markets, a number of other problems related to the transformation of content training programs for the training of modern lawyers, economists, other humanities – is more complex and requires deep, methodologically weighted scientific research. This is evidenced not so much by discussions in the scientific literature as by real economic, legal and social problems that have arisen and deepened in the reform process. Their solution requires the training of a specialist researcher who is able to identify and eliminate crisis manifestations in the management sphere, find out the reasons for the permanent manifestations of the socio-economic crisis, eliminate the factors of the formation of a deviant model of human behavior, the causes and conditions of the widespread spread of economic crime, corruption, and a number of other, new, previously unknown criminogenic manifestations. In the context of our scientific interests, we are primarily interested in the depth and limits of reforming the content of such academic disciplines as criminology, criminal law and other legal disciplines, the formation of which cannot be influenced by individual formal market studies, where the generally recognized principles of law are often ignored.

References

1. Vereshha RV The subject of criminal action under the criminal law of the violated Powers. *Criminal Law of Ukraine*. 2006. № 3. P.40-49.
2. Grishchuk V.K., Krasnitsky I.V. General principles of authenticity of legal entities under criminal law France. *Bulletin of the Lviv Institute of Internal Affairs*. 2003. № 3. P. 44-47.
3. Romanyuk O. Institute of Criminal Security of Legal Persons: Myth or Reality? *Bulletin of the Prosecutor's Office*. 2003. №12. P. 66-75.