Didactics In Law Teaching: Brief Reflections On Innovation In Practical Classes In Law Schools

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Abstract

This article contains a reflective section that was developed in a doctoral research thesis, which seeks as a general objective to analyze the changes in the teaching of law, with the inclusion of the research component in the curricula of law programs; taking as central axis of analysis the role played by teachers to strengthen the research training of their students, for which it is supported by the concept of didactics and how this confronts the traditional forms of teaching law. Finally, the perspective of the practical class is approached, and a review of the theatrical proposal is proposed as a source of creative inspiration for the structure of learning components by competence in the contemporary educational training of future lawyers.

Keywords Communication, Didactics, Law, Education, Theater.

Introduction

As the world evolves and new educational models are destroyed and constructed, the social sciences are rethinking the methods and objectives of knowledge creation and communication. Likewise, the very construction of knowledge through communicative practices provides the most analogous reference for understanding and improving educational practices and concepts, which, in turn, form creative teams that transform decisions that respond to social and personal challenges of various causes in diverse educational subjects.

Therefore, the most important activity of educational communication is developed from the sociolinguistic context. It is where knowledge and communication practices are created, since each group of communities builds its own culture and with it its mode of interaction. Communication from that central linguistic axis is thus a product of the community, creating a deep understanding of each participant and ensuring its place within the same group, due to the lack of characterization and interpretation are bidirectional and reciprocal.

Communication theory provides the most appropriate way of knowing and reacting among participants for this to occur, as their cooperation cannot occur without an act of communication. An act of communication is an interaction between people who want to exchange ideas, problems, ways of perceiving reality, etc. absorbed. Education is not only a communicative act, but also a deliberate and transformative act, dedicated to creating the most valuable human and intercultural environments, regulating, and enhancing academic knowledge and the most representative values of our classrooms and centers through optimal methods of intellectual development and attitudes greater professional commitment of students and teachers.

The educational task requires knowledge of several communication theories, whose constructive axes are reflection and empathy. Still, beyond this requirement, it is necessary to understand educational practice as a complex and intentional development that guides and

supports the values of the new culture. The theory of social communication education aims to understand and develop educational practice as a contextualized communication activity, fit to shape and open ecological interpretations of many interactions. Thus, teachers and students achieve optimal results of beneficial, autonomous, and collaborative professional and personal learning.

Social education studies behavior-based best educational practices to build more empathetic and supportive classroom environments in favor of current work, quality of discourse, social relationship systems, and interactive environments, contributing to a broader vision. The approach - a formative exchange between students and teachers, involving the realization of an educational symbiosis, in which the actors - students and teachers - give life to the proposal, addressing the issues that give life to this research raised. Communication theory describes and explains the keys to building intentional and experiential discourses of values best represented in innovative schools and communities open to global improvement Participants and Communities A representation of, close and virtual A vision of education that creates life and transforms knowledge must be supported by a social perspective that positively values the diverse vision of schools and involves schools in a culture of cooperation and commitment, participation in development projects, communities and the civic environment. This instructing in the classroom shapes social ecosystems by respecting the individuality and unique identity of each participant and their culture, and by providing a discourse that promotes openness. a universal meaning that matches the humanity of the curious Global Village style and promotional program.

Teaching is understood as an interaction-producing activity because it promotes social intelligence and personal attitudes, creates values of cooperation and community, tolerance, and mutual effort, and influences patterns of behavior related to adaptive speech, underpinned by a meaningful organizational style and the

full participation of all. This approach to education is one of sociable and empathetic practice, encouraging open interaction, authentic lifestyle responsibility, appreciation and progress in the community, and expansion of educational styles. Teaching in a more engaged way, creating knowledge, and recognizing the diversity of people and communities. The multicultural character of our school.

This approach encourages teachers to work with other cultures and values and to rethink cultural ecosystems and identities in the face of the need to provide new and transformative responses to cross-cultural problems and challenges, putting in a new vision and an open mind; this goes back to our mission to instill the true value of "multifaceted and multifaceted communication" in communities of reflection and co-responsibility. Social communication theory facilitates the knowledge and practice of teaching and learning processes, but its development is particularly important in the digital age. Many authors point out the value of reflective dialogue and the potential of the media as information channels in the knowledge society (Medina, 2009).

Theory of didactics.

The author Felix Gonzalez Jimenez explains in his article, that the teaching and learning process requires research as an activity that shapes and practices the teaching profession. Such communication constitutes a means by which appropriate didactic methods can be applied to improve the process of knowledge construction. In addition to human qualities, students maintain personalities that create roles and authority in the classroom. In this sense, the dynamics in higher education are no different.

The uniqueness of each student's learning creates a transcendent dimension through the act of communication. Diversity arises from the internal realms in which individuals are constructed and controlled. A person who observes, perceives, and understands

multiple forms of his own reality, as well as of the knowledge learned (Macias, 2001).

In proposing improvements to the structure under which legal training at the University of Cartagena is currently sustained, one of its main pillars, Pedagogy, understood as the source of things and preparing for the classroom, cannot be overlooked. In fact, pedagogy is the teacher's knowledge based on the learning done by the students. This knowledge can be organized scientifically, according to what we call science. In this sense, didactic science can be constructed, and scientific knowledge about education and what education is can be constructed. Science is man-made construction and humans must build them (Donner, 1987).

Comenius, the founder of modern teaching, saw nature, with its typical Stoic and Christian underpinnings, as a world of things and animals subject to innate divine laws. It becomes a dual model of what to teach (textbook materials) and how to teach (doctrinal methods). It should be taught naturally, that is, in the order in which it is naturally found. Teaching is a means or a technique. But it is an artifact that follows the order of nature. The art of teaching is the skillful placement of time, purpose, and method (Daros, 1987).

The scientific-technological perspective of didactics

One of the activities that characterizes the scientific community is to build and synthesize knowledge about human beings and their real problems and essential aspects, to delve into the causes and discover the effects of these causes. Science is the proven knowledge of the facts we want to know, which we try to explain and improve by applying the most appropriate methods to the unknown realities. Therefore, this model of didactic research has been integrated into current research, and we need to know its specificities, such as the evolution of the right to university education, for a better scientific vision. Cartagena by research, more specifically, what educational processes foster formative learning and

attitudes that represent an integral improvement in people and the ecosystems in which we work?

Finding and exploring solutions to complex human problems, such as improving teaching and learning processes, and shaping cultures and values in such situations, has been practiced in a variety of ways by the rice field communities of educators and teachers. Identify key patterns and work styles in constant dialogue. Science requires the discovery of well-founded laws and concepts about the appropriateness and justification of teaching and learning processes. Developed applied technology to perform "optimization and systematization of reality". This technology provides a specific formative value, organizing behavior as a logical process, adapting to different realities, and achieving efficient and effective practices that respond to different needs. (Medina, 2009).

On the other hand, (Manning, Taborda, and Garay, 2016) argue that technological progress itself brings improvements in various social domains and, because of its 'utilitarian' character, gives these advances an essential link, he said. However, the introduction of technical tools as resources in the educational sector has some disadvantages due to several factors, but one of the most important is the lack of ability to use the tools.

Active-situated model of didactics

Medina, (2009), represents a classical view of the role and subject of the teacher, where schools and learning processes are positioned as positive models to recover the creative and transformative role of the learner as the protagonist of the project and its key reality increases.

Then, positive models emerge as remedies and alternatives to the so-called established traditions, among the characteristics of change, the predominance of students as true protagonists, their learning, their interests, their uniqueness, and the study of the problem, acceptance, is that individual autonomy and freedom should be promoted and respected, based on what has so far been an emphasis on subjectivity. Positive models characterize students as autonomous and responsible

organisms, who make the decisions and tasks that best suit their own life circumstances and take advantage of the formative situations in which they participate, the school experience, and extracurricular activities.

Thus, the operational model is based on the principles of work and task formation, which is the most appropriate process for the realization of this principle. Teachers demonstrate student cooperation and autonomy by involving students in the design, implementation, and evaluation of activities and exercises that take place in the teaching and learning process. They recognize that the more each student participates in the process and participates systematically, the more he/she grows and matures (Medina, 2009).

The Teaching of Law - Didactics for the formation of Lawyers

The teaching of law according to the traditional model has always been framed in the process of imparting knowledge about the external economic, political, and social conditions in which law develops. As a field based on social relations and human behavior.

According to the definition of law Luis Recanses (2003), it can be concluded that law is a cultural part of society and reflects the social life of its members. Therefore, the law must function incessantly in the face of human existence itself, since it maintains an inseparable and unbreakable relationship with reality, it can change and change.

In education and legal education, rather than simply viewing the concept of discipline as a set of legal rules, we need to develop new concepts that make it comprehensible in different aspects of social life. Indeed, similarly training a new generation of lawyers from their own curricula and syllabi should prepare students to be at the forefront of whatever changes come their way. The Program Education Project - PEP, part of the University of Cartagena Law School, outlines the training process for future lawyers:

Rights, which are dynamic objects, require the sequential nature of the process of their formation, reflection, and transmission to be fully possessed. Interdisciplinary and co-curricular competence to respond promptly to social, political, or economic changes that lead to changes in law and relations with the legal community (6 pages). On the other hand, Gonzalez & Quintero (1996) describe the curriculum reform and the training process as follows. With the above, the authors of the paper demonstrate the importance of training teachers in research skills that will help future lawyers to do research.

Considering education as a fundamental right that states demand its development and protection, education must be provided equally to all citizens. As a legitimate and fundamental policy of the State, education is limited by the autonomy of universities or educational institutions at any level, which represents a major effort to achieve an optimal structure.

Professor Eduardo Novoa Monreal (1975) suggests that modern law must be adapted, elaborated, or innovated according to the needs of the public in a changing world. This Law must be taught in accordance with the demands that, already since the middle of the twentieth century, the referred Professor pointed out, thus:

"while modern life in our countries has an extremely mobile course, determined by scientific and technological progress, by economic and industrial growth, by the influence of new social and political conceptions and by cultural modifications, Law tends to conserve forms that, for the most part, originate in the eighteenth and nineteenth centuries, if not in the Law of Ancient Rome, thus proving entirely incapable of efficiently adapting to the normative aspirations of present-day society.... Can Law continue to be studied as something static, reduced to a backward normative order, which with its considerable obsolescence legitimizes such a situation? Has not the time come for jurists to put an end to their theoretical ramblings within the closed sphere of their discipline, carefully isolated by themselves from other

social sciences, without caring about the effectiveness or the result that those have with respect to social realities?"

On the other hand, Ralph Tyler (1986), mentions the three sources at the time of designing a curriculum, he mentions among them the students, the society and the requirements of the content, the previous elements plan that at least four basic questions must be answered, according to the vision of the curriculum: a) What ends does the school wish to achieve? b) Of all the educational experiences that can be provided, which offer greater chances of achieving these ends? c) How can these experiences be organized effectively? How can we check whether the proposed objectives have been achieved?"

In consideration of these questions, it is evident that the current research training of the law career is oriented to the faculty, the systematic study of students by classroom teachers, to the systematic study of contemporary life in society, and to the analysis of topics conducted by experts for their field of application.

On the other hand, María Teresa Flórez (S.f.) provides a frame of reference for organizing an educational plan, a problem that, according to some authors, links phases, domains (or specific types of learning outcomes) based on the activity of doing and its learning conditions. The same author mentions four elements that should be included in the educational objectives: public (law students), conduct or performance (research), qualifications (doctrine), and grades or degrees (at least two years of seniority).

Research, therefore, prepares tomorrow's teachers and professionals. In this sense, an analysis of research conducted within the framework of European higher education considers research as an essential pillar for education and its individual practice, to contribute to the development of society. Here we reveal the broad categories that underpin not only the selection of research teachers but also training and practice, which are the engine of this educational revolution that should

train the jurists of tomorrow (Gonzalez, 2010). Thus, in the learning process, motivation is framed as a decisive factor in education, "leading students not only to succeed but to study hard." (Tapia, 2011)

In this sense, the teaching work is of great importance because it should not only be a person who transmits knowledge around a specific knowledge, in the words of Piragauta, Prieto, & Barrero (2013) it is necessary to advance, inquire, and investigate to, in this way, acquire new knowledge that allows enriching and advancing towards the construction of learning.

As a correct position, the authors give two important aspects for the use of didactics in the teaching of law:
- The teacher's actions should transform the students' perspective, improve their intellectual capacities, and achieve a better projection of future lawyers in society so that they can open a space for themselves in different national and international scenarios.
- The innovation used in the method of teaching law will allow the full achievement of the objectives desired by the Higher Education Institutions.

The Argentine lawyer Nancy Cardinaux, Ph.D. in Law from the University of Buenos Aires, in her paper entitled "The articulation between teaching and research in Law", said that the philosopher Karl Popper did not welcome the critical interventions of his disciples and established that this could be a contradiction in which some teachers often incur, thus creating the possibility of teaching doubt as Rudolf Steiner concluded. It would be like asking whether Popperian epistemology could be used as an appropriate pedagogy to train researchers in different areas.

She raises obstacles, such as the fact that doubt is "trapped" in the need to always know a little bit more before raising one of those doubts that give rise to the genuine process of research. He proposes among the arguments in favor of the insertion of research in the teaching of law: the realist argument, the professionalism

argument, the institutional argument, the integrationist argument, and the vocational argument. Each of them correlated with the integral formation that the contemporary lawyer should have.

The author begins her discourse by basing the first of the arguments on a realistic definition of Law that demands the implementation of research techniques suitable to determine it. Thus, a teaching linked to the critical investigation of the traditional teaching based on the legal doctrine is imposed, with which, the facts become the center of a judicial controversy and the Law itself that emerges from the judges and magistrates to solve that dispute would become a mere behavior.

A suitable legal education is one that leads us to anticipate what the judges will decide, to achieve this prediction will be important the knowledge that comes from the social sciences, will allow us to determine the psychological, economic, and cultural factors that influence the decision of the judges.

As for the professional arguments, it is based on the similarities between the work of the lawyer and that of the researcher in the natural sciences. These approaches suggest that future lawyers will have the same knowledge and skills as scientists.

On the other hand, the institutional argument is that the role played by universities requires them to generate scientific knowledge in all areas of knowledge for which it is necessary to recognize that university students are potential scientists, instead of being perceived as passive subjects in the learning process.

The integrationist argument emphasizes, as its name indicates, the integration of Law with the other social sciences and with the rest of the production of scientific knowledge in general. This is because Law is considered as another Social Science and therefore the formative

basis of a lawyer is the same as that of any other social scientist.

According to the vocationalist argument, the profession of law has multiple attributions, among which we mention that of scientific researchers, and therefore, it must provide basic tools so that all these vocations can be expanded. Most public law schools and programs in Latin America have a generalist profile of the graduate, which allows the graduate to choose the market to which to offer his or her services, among which is scientific research.

Today, in the classroom, teachers make use of legal didactics, including in each class various means and resources through which knowledge about law is transmitted, but where is the research?

Proposal of a didactic model for the teaching of law: The practical class based on theater competencies in the teaching of law.

The practical teaching method is expounded by Professor Cavanagh (2011), who understands it as a mixture of a teaching style called main class applied through instruction. This means, that knowledge is shared between the teachers and the students themselves, in line with interactive educational dynamics, subject content is provided in a systematic way, but control over classroom teaching is equitable. Thus, the practical course includes a variety of activities that change frequently to keep you interested and motivated at the expected points.

This provides an open space for discussion among peers and between peers and teachers and allows for audiovisual presentations, case studies, or experiments. In this model, teachers facilitate 'cooperative learning' in which students can think in relation to the teacher's views on a particular topic.

Hands-on courses are novel in the sense of three main aspects of the traditional lecture teaching method: the proposed subject matter, the purpose of the course, and the actors teaching the course. Students are seen as equal and hierarchical interlocutors, engaged in synthesizing new perspectives and constructive criticism aimed at finding confidence in reliable knowledge.

This enables students to understand the basic contents necessary for professional training in the legal profession. In short, practical courses encourage students to take a leadership role in their education, enhance their thinking and training skills, and lay the foundation for their future in the marketplace. social issues within their professional responsibilities. However, the short memories that were required in the past are no longer required in the 21st-century teaching and learning process, so the requirements are referred to as tools to achieve practical classroom objectives.

Likewise, new information technologies are part of this educational model, allowing students to apply what they have learned directly in nature (Bernal, 2013). To fully reinforce the objectives of the workshop, students must be actively involved and encouraged to participate in the acquisition of knowledge, and teachers must be the driving force of learning. Produced or derived from the educational experience. The concepts expressed by the students must be duly directed by teachers who seek the ideal teaching environment to provide the student with a minimum of confidence, coupled with values such as tolerance and humility.

Taking law as a humanistic discipline, some authors such as professors José Parra Vega, Angélica María Delghans Pabón, and Carlos Julio Agudelo Gómez of the Sergio Arboleda University of Santa Marta, Colombia, propose the implementation of didactic strategies, from the dramatic art, as an effective method for the formation of the legal professional and his oral communicative and argumentative competences.

Understanding law as a social science related to humans, we denote that such are the values and ethical principles that distinguish us from irrational animals. Therefore, we also understand that a lawyer needs to be aware of and apply the rational and human side that characterizes him. Sensitivity and the capacity to be moved by pain are aptitudes proper to a human lawyer during his professional life. The organs of the senses, in the fullness of their functions, enhance apprehension and good judgment, special elements for the practice of law. Therefore, when we proceed to list the basic qualities of an actor, we are also mentioning skills that every jurist should have (Agudelo Gómez, Delghans Pabón, & Parra Vega, 2015).

In the process of formation and self-knowledge, human beings elaborate our identity. This becomes the pillar and creative principle of an act, its evolution, change, and perfection, which nurtures the subjective content of a subject or actor. The variety of characters to be interpreted demands that different ways of seeing oneself be conceived. What allows us to be changeable, we manage to perceive ourselves in different ways, in which we create different characters.

By applying the rules, the law is exercised and the person who executes it can assimilate what has been studied, using his experiences to offer alternative solutions. In the inquiry of personal criteria, it is essential for an ethical lawyer, the form values, and principles, with which he evaluates his daily work. Only those who facilitate the process of humanization of the behaviors of society will be able to give a correct application of the law in an upright, fair, and truthful manner, adjusting their assessment with the rights of an exemplary human being, which are intrinsic to each person, from birth to death.

According to the authors, in the communication exercise presented in the theatrical practice, where an actor transmits a message to the spectators, the sender-

receiver function is fulfilled reciprocally. This interaction confirms the presence of the semiology of theater in the professional daily life of any discipline, in our case, law. Therefore, it is necessary to examine how information is sent and how it will be received, to nurture the dramatic art and ultimately achieve the fulfillment of its essential purpose, that is, that the spectators experience the same sensations that the character of a play suffers or enjoys.

In the same way, communication alludes to the exercise of law and its main actors, namely: the lawyer, the judge, the defendant, and other legal subjects and institutions that are always considered reciprocal senders and receivers. The legal professional expects the judge to give credit for what he says, he must prepare his arguments to defend his client; the judge, for his part, issues a ruling based on the sources of law and the arguments of the parties in the process. Thus, we cannot conceive law without communication.

Conclusions.
According to what was proposed by the referred scholars, the primordial elements of didactics in theatrical art lead to three pillars: the theme, the stage, and the character. In the staging, the development of the representation of the theme by the actor delves into the literary story, to then recreate, being the mediator between the text and the reality he faces.
Law schools in Colombia adopt the specific competencies emerging from the agreements reached between governmental institutions and teaching associations, which, in turn, are supported by the Ministry of National Education. These competencies are Disciplinary cognitive competence; legal research competence; legal communication; conflict prevention and intervention; and ethical competence.

The first is understood as the ability to understand the basic principles and concepts of law and the legal system and their application in argumentation and decision-making. For this, students must know how to appropriate

the social, political, economic, or cultural phenomena with an impact on the legal, in search of the construction of new concepts that respond to these changes.

Secondly, legal research competence is understood as the virtue of envisioning the process of scientific research in the field of law for the solution of problems of a legal and socio-legal nature. Providing that the student understands the epistemological foundations of law; achieves the application of research to obtain new knowledge, from the identification of problems; formulates research proposals within the framework of the different theories of law; contributes to the process of social development by sharing and implementing the results of their work.

The third competence, legal communication, is understood as the ability to write and argue in a coherent, clear, and precise manner. This requires the student to present his ideas synthetically and objectively; to identify main ideas in specific contexts; to argue in public in a logical, eloquent, persuasive, and confident manner; to identify legal causes and consequences of problem areas; to interpret and carry out legal integration in the face of eventual gaps and normative deficiencies; ability in the practice of interrogations.

The fourth competence refers to the ability to prevent, manage, and resolve legal conflicts through the use of alternative and jurisdictional mechanisms. It requires that the student diligently advises, in such a way that conflicts are prevented; knows how to make efficient use of negotiation methods, manages the conflict in an ethical, critical, and supportive sense, within the framework of the social rule of law; intervening as mediator with impartiality and empathy, contributing to the development of a culture of peace.

The fifth and last competence is ethics and professional responsibility, taken as the loyal, diligent, and transparent exercise of the profession. The student is expected to

promote human dignity identify behaviors that constitute disciplinary offenses and strive for a better professional performance that generates public trust.

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