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Peculiarities of Teaching the Students of the Specialty International Relations, Law and History Professional Disciplines

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Abstract---The paper highlights the peculiarities of teaching the students of the specialty International Relations, Law and History professionally oriented disciplines when the attention is paid to the study of professional disciplines. After mastering the core materials of the discipline, the students should know all the components of these disciplines and be able to apply their knowledge in practice. We have confirmed by our research that for the modern student to be able to master all knowledge and skills, modern lecturers at their lectures and seminars should change the teaching methods, tending more to the use of interactive methods, which, compared to the traditional ones, are much more efficient for providing the educational process. Among the modern interactive teaching methods, such methods as Circle of Ideas, Aquarium, Microphone, and Role Play, Imitation deserve special attention, and their use promotes students' cognitive abilities, creative thinking, quick decision making, work in groups, thus stimulating the development of communication skills, and mainly the interest of the student in learning. In the conditions of a pandemic (2020-2021), as the experiment showed, it is also possible for teachers to use interactive methods in teaching professional disciplines for students of the above specialties.

Keywords---history, interactive teaching methods, international relations, low, peculiarities of teaching, student.

Introduction

In the context of higher education in Ukraine modernization, the awareness of the lecturer of the higher education institution of the essence and goals of innovative education, and going beyond traditional performing activity, with its reorientation to problem-seeking and reflexive-analytical one, become more important. It means that the priority in the work of the lecturer with the students of the specialty International Relations, Law and History is given to dialogue methods of communication, a joint search for the truth, various creative activities. All of them are applied using interactive teaching methods, which in comparison with the traditional ones are oriented towards wider interaction of students not only with the lecturer but also with each other and the dominance of students' activity in the educational process.

Among modern interactive teaching methods, such methods as Circle of Ideas, Aquarium, Microphone, and Role Play, Imitation deserve special attention. Today we have many scientific papers, speeches at conferences on the types and importance of using interactive methods in teaching both in school and in higher education. However, despite this, there are not enough works to substantiate the practicality of these methods and their application in the teaching of professional disciplines for students majoring in International Relations, Law and History. Thus, the goals of this paper are 1) to substantiate the expediency of using modern interactive methods by university lecturers in teaching the students of the specialty International Relations, Law and History professionally oriented disciplines; 2) taking into account the experimental experience of the authors, to show practical aspects of implementing these methods in the application of professional disciplines ([Halaievska, 2019](#); [Ishkov & Leontiev, 2015](#)).

Method

For the first time, experimental research was conducted during the 2013-2014 academic year and 40 third-year students of International Relations Petro Mohyla Black Sea National University took part in it. Having received high results of the level of interest and knowledge of those students in the discipline Diplomatic Protocol and Etiquette, the decision was made to continue the experiment in the following 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019 academic years. As a result, over 200 students were involved in the experiment. The authors used a qualitative-quantitative method of content analysis to understand the efficiency of applying interactive teaching methods while training the students of the specialty International Relations, Law, and History. It is precisely the method that helps to determine the expectations of the students themselves and indicates their real knowledge level. Questionnaires and informal interviews were used to collect the data for the research. The questionnaire comprised 7 closed questions with an introductory section to determine the participant's age and year of study. To provide anonymity, no other personal information was required. Also, the questionnaire contained a few blank lines for the student to express his / her

own opinion and suggestions. All questions were created in such a way that the answers could provide information about the student's interest in the professional disciplines, his/her knowledge and attitude (Weiss, 2005; Barnett et al., 2017).

To form a complete picture of the research, the authors used the results of students writing complex control works on two disciplines (the same level of difficulty): one of which was taught using the interactive methods, and the other using the traditional methods. The main goal in that case was to find out the real positive impact of interactive methods on students' level of knowledge. The obtained results were analyzed on the basis of systematic and comparative approaches. A practical method was very important as well and lay in assessing students' knowledge during the so-called Diplomatic Game. Discussing the issue with the lecturers of higher educational establishments in Ukraine, Poland, Romania, where there is a specialty International Relations we found out that nobody had used such method in the proposed interpretation.

Participants

Over the past five years, more than 300 students participated in the research, 99% of which were Ukrainians and 1% was full-time foreign students. Those were students aged 18-24 who studied on the specialty International Relations, Law and History. The research was conducted during the first and second terms of the academic year. First of all, 3 young teachers of the Department of International Relations and Foreign Policy and the Department of History of the Petro Mohyla Black Sea National University took part in the experiment. To confirm the maximum effectiveness of these methods, in early 2019 it was decided to involve colleagues from the Kyiv National Economic University named after Vadym Hetman and Dmytro Motorny Tavriya State Agrotechnological University.

Tools and procedures

The research was conducted in several stages. Information on students' attitudes was collected through observation of their activities at lectures and practical classes, informal interviews, and student surveys. The observation of the participants' work directly in the classrooms with the lecturers of the Department of International Relations and Foreign Policy was included in the research process since the authors consider the activity level at classes as an important factor showing the students' motivation to learn the disciplines (Bobyreva, 2015; Emelyanova, 2017). As for the questionnaire, its purpose and structure were explained to students before their work with it. The questionnaire was given on paper in two languages: Ukrainian and English.

Results and Discussion

The goal of the research experiment was to test and confirm the efficiency and benefits of using modern interactive research methods for teaching the students of the specialty International Relations, Law and History the professionally oriented disciplines. The need for such kind of research was caused by the realization of the fact that the modern student, having free access to any information, is almost not interested in the lecture courses given by the lecturer

who uses mainly traditional teaching methods, which in our opinion, today cause the temporary memorizing of the required material by the student needed for the exam or credit (final test), at the same time losing understanding of the importance of the gained experience for the future profession (Suryasa et al., 2019; Mantra, 2017).

Thus, having become acquainted with the essence of the interactive methods, the primary decision to apply them in teaching the students of the specialty International Relations the core discipline Diplomatic Protocol and Etiquette was taken. Having mastered the discipline, the future specialist should be able to execute the main types of diplomatic correspondence, taking into account protocol requirements; to draw up summary documents on the results of diplomatic talks; to model the arrangement schemes of various kinds of representative events; to develop visit programs; to work out seating plans for meetings, negotiations, summits, conferences, diplomatic receptions, and the vehicles; to understand the specifics of diplomatic receptions and their protocol characteristics, to know the basic features of diplomatic etiquette, etc (Vovchuk, 2015).

Later, after obtaining good results, these methods were used in the teaching of professional disciplines for students majoring in Law and History. Therefore, as we understand, the training of highly qualified specialists in international relations, law and history is one of the priority spheres in the modern activity of our state to gain authority in the international arena. The essence of interactivity in teaching can easily be explained by the saying used in the works of L. Vasilieva:

*I forget what I hear;
What I see and hear – I remember a little;
What I hear, see and discuss – I begin to understand;
When I hear, see, discuss and do – I get skills;
When I impart knowledge to others, I become a professional.*

Confirmation of this is a study of American scholars, according to which during the lecture the student learns only about 5% of the material, while reading – 10%, work with video/audio materials – 20%, during the demonstration – 30%, during the discussion – 50%, during practice – 75%, and when a student teaches others or immediately applies knowledge – 90%. The special value of interactive teaching is that students learn to work effectively in a team. Unfortunately, even undergraduates often lack such skills (Makurina et al., 2019). The importance and necessity of introducing interactive methods into the educational process are now being discussed by both Ukrainian and foreign scholars (Westwood, 2008; Stupina, 2009; Tkachova & Tur, 2017; Petruța, 2013; Yakovleva & Yakovlev, 2014; Orekhov & Orekhova, 2015; Kutbiddinova & Eromasova, 2016; Kurbanova, 2016; Giorgdze & Dgebuadze, 2017; Eltanskaya et al., 2017; Usmanaliev, 2018; Kravchyna, 2018), since interactive teaching techniques make the educational process more interesting and efficient. And this concerns both schools and universities (Polonska, 2016).

At the same time, there are many interactive teaching methods, and their classification is a problem today (Kravchyna, 2018). In our opinion, the

classification of O. Golubkov and I. Kefeli, based on the communicative functions of interactive methods, is rather thorough. The authors distinguish three groups of such methods: discussion methods (dialogue, group discussion, examining and analysis of life situations), game methods (didactic games, creative games, including business, role-playing games, organizational-active games, counter-games), psychological group of interactive methods (sensitive and communicative training, empathy).

Interactive methods include a large number of innovative ideas for conducting thematic creative classes. These classes may include some personality-centered approaches for face-to-face and group-based implementation. In this case, the student becomes a full member of the educational process, and his/her experience is the main source of educational cognition (Datta et al., 2015; Yinger, 1986). The lecturer does not provide ready knowledge, but encourages the participants to self-searching and performs the function of the advisor in the educational process. Among the modern interactive teaching methods, such methods as Circle of Ideas, Aquarium, Microphone, and Role Play, Imitation deserve special attention while teaching the discipline Diplomatic Protocol and Etiquette.

Circle of Ideas: The purpose of the technique is to draw everyone into the discussion of the problem. Procedure: the lecturer puts a debatable question and proposes to discuss it in small groups; after the time for discussion is over, each group presents only one aspect of the problem discussed; groups present their ideas in turn until all possible answers are given; a list of these ideas are being written on the board during the discussion; when all ideas for solving a problem are expressed, it's time to discuss the problem in general. After that, the results are summarized. The next is Aquarium, the method that helps to improve small group work skills. After the lecturer has grouped the students into two or four groups and a task and the necessary information is given, one of the groups sits in the center of the room and forms a small circle. Students in this group begin to discuss the problem. A working group needs to read aloud the situation and discuss it in the group using the discussion method to accomplish the task. All other students should only listen. After 3-5 minutes, the members of the small group take their seats and the entire group discuss whether the suggestions were well-reasoned (Slipchuk et al., 2021; Kane, 2020).

The microphone enables each student to express his/her personal opinion. The students are speaking sequentially or chaotically (decision of the lecturer) on a particular issue or situation. Such tasks form a students' ability to speak laconically and not be afraid to express their point of view while solving important issues, especially important for students of the specialty International Relations. Also, Role Play, Imitation, which allows learning the material in practice. Acting out various situations encourages the student to determine his or her attitude to particular life situations, and to gain experience of behavior in such situations through the game (Bashkir, 2018).

A good example of this method implementation is arranged by the students of International Relations of Petro Mohyla Black Sea National University a certain kind of diplomatic reception, based on the learned materials under protocol

requirements, and this has been actively practicing by the Department of International Relations and Foreign Policy of the Black Sea National University named after Petro Mohyla for the last five years.

The procedure for this event is as follows:

- The students chose the theme of the event and the kind of diplomatic reception; usually, it is one of the daytime receptions: First Breakfast, Second Breakfast, Glass of Wine or Glass of Champagne.
- The group is subdivided into subgroups, each of which is responsible for carrying out certain tasks. Thus, the first subgroup deals with organizational issues and preparation of the materials for the event: preparation of business cards, invitation cards, place cards, badges, certificates for journalists, reception programs, etc. In the second subgroup are the students who play the role of foreign diplomatic representatives and their interpreters, whose responsibilities include preparation of the speech and toasts, answering questions of the press (using the language of the country they represent). The next group includes students representing the protocol department, and the last one is the service staff. In this situation, the lecturer acts as an advisor in the event if the students have questions about the arranging procedure.
- The diplomatic game takes place and each student begins to play his or her role, showing in practice the knowledge he has gained.

As it turned out, these methods are well suited for the study of professional disciplines by students majoring in Law and History. We were convinced of this by proposing to students of the specialty Law to make a reconstruction of the court session, and to students-historians - a meeting of the Congress of Vienna (1814-1815). These methods are also good for learning and improving a foreign language. We got added evidence in this when we give lectures and conduct seminars in English. As our observations show, most students, despite having low speaking skills, and making mistakes, at last, overcome the psychological language barrier of expressing their own opinions on a particular issue. It is one of the important factors in learning foreign languages ([Delgado et al., 2019](#); [Susanty et al., 2021](#)).

In addition, it is quite important when teaching Diplomatic Protocol and Etiquette to use visual methods, which are known to be the universal means of education and training reflecting the diversity of specific phenomena, and objects of the world around; organize student's perception and observation of reality; significantly affect the sensory sphere of the student, develop his/her power of observation, thinking, imagination; stimulate cognitive and creative activity, help to develop interest and improve the quality of learning, etc. (Naichni zasoby navchannia and yikh klasyfikatsiia). In our case, we think, it is expedient to use visual aids when students can see the originals of the letters of credence, diplomatic business cards, place cards, invitations, different samples of diplomatic correspondence, etc.; students of Law - all kinds of legal documentation; students-historians - relevant artifacts, etc.

Whereby the students' understanding and preception are being formed on the basis of direct access to practical study materials. Equally important are the technical means of information (television, video, sound recording), through which students can acquaint, for example, with the protocol characteristics of diplomatic receptions, their arranging in real life, etc. To increase students' interest in their future specialization, the University organizes the visits to the institutions specialized in the field of international relations, low, history: the Diplomatic Academy of Ukraine at the Ministry of Foreign Affairs of Ukraine (2015, 2016, 2017, 2018), Ministry of Foreign Affairs of Ukraine (2015), foreign embassies (Kazakhstan, Sweden, Poland) (2018), National Bank of Ukraine (2017, 2018), meetings with foreign diplomatic representatives (started from 2015), representatives of international organizations (meeting with the representative of the European Parliament, March 26, 2019), museums, archives, notaries, courts, etc.

Through this, the students can understand how it works in the realities of life, and when communicating with relevant specialists, get some of their work experience and practice the foreign language as well. Therefore, according to the survey, the following results were gained. To the question: Do you like how the professionally-oriented disciplines of the specialty International Relations and Translation are taught?, we got the following results (Figure 1):

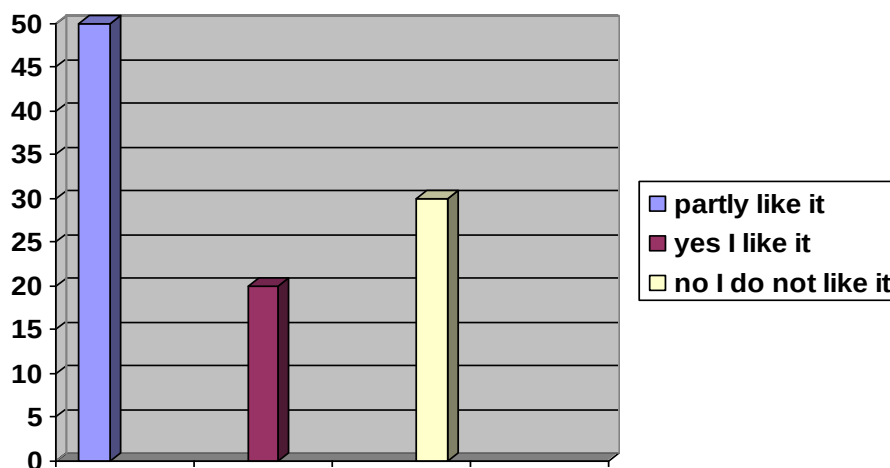


Figure 1. The result of do you like how the professionally-oriented disciplines of the specialty international relations and translation are taught?

So, as we can see, most students (50%) answered that they partly like it, 20% said yes I like it, and 30% said no, I do not like it. The next question was about the teaching of which professionally oriented discipline is more interesting and useful. As a result, we found out that 60% of the students prefer such discipline as Diplomatic Protocol and Etiquette, explaining that the lecturer gives lectures and interestingly conducts seminars. The fourth and fifth questions were: What are the non-traditional methods used in teaching the course Diplomatic Protocol and Etiquette (the term interactive was purposely not used because students may

not know what it is) you like most? and Do you consider it expedient to apply these methods to teaching your specialty all other professionally oriented disciplines? The answers to these questions confirmed the expected results.

After all, 80% of students selected such methods as Role Play, Imitation and Microphone, stating that they wished such teaching methods to be applied while teaching other professionally oriented disciplines. The last two questions were devoted to the expediency of using visual aids and the organization of visits to the institutions of Ukraine specialized in the field of international relations; 90% of students gave a positive answer. After conducting informal interviews on the use of traditional and interactive methods in teaching, we got the following answers to the question Do you like when the lecturers use traditional methods during the lectures and seminars? (Figure 2):

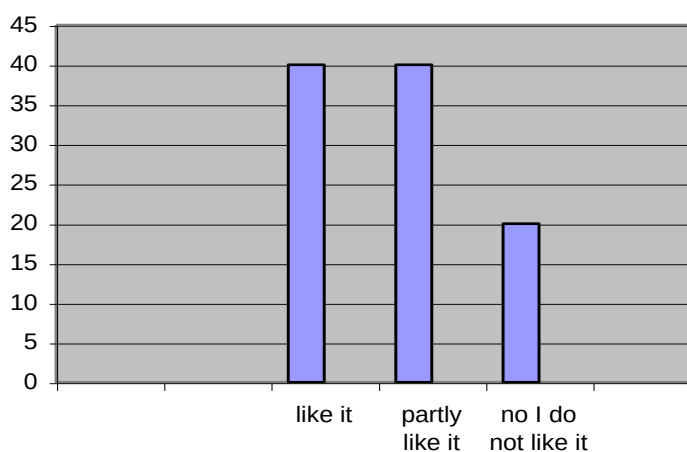


Figure 2. The result of do you like when the lecturers use traditional methods during the lectures and seminars?

Thus, 40% of students like learning the professionally oriented disciplines when traditional methods are used, 40% partly like it and 20% do not like it. The other 6 questions were answered in the affirmative. Such a difference between the results of the survey and the interview can be explained by the student's unwillingness to offend the lecturer or fear of not passing one or another discipline. Unfortunately, such a practice exists today. Some lecturers continue to use the bullying technique. Of course, one should not deny the fact that some students (from those who were interviewed) really like when the lecturer uses traditional methods of teaching, which are more clear and do not require the student to use a creative approach or to participate in a particular activity. Also interesting were the results of the complex control works on the disciplines, differed in teaching methods used. The number of questions in the work and the difficulty level of the questions were the same ([Świercz & Smorzewska, 2015](#); [Tuma, 2021](#)). The first such work was conducted on the experimental discipline Diplomatic Protocol and Etiquette for the second year-students of this specialty, and the second on Foreign Policy of Ukraine for the third-year students (conducted using traditional methods). Comparing the results, it was found out

that the number of second-year students' who got good and excellent grades was higher than that of third-year students (Figure 3).

The results obtained in the first stage of the experiment were confirmed by colleagues of the Kyiv National Economic University named after Vadym Hetman and the Dmytro Motorny Tavriya State Agrotechnological University.

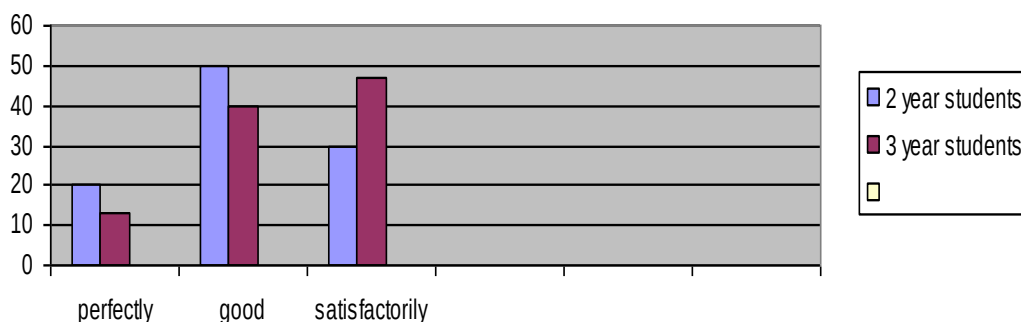


Figure 3. Students who got good and excellent grades

Of course, we cannot say that such results were obtained only through the use of interactive methods by the lecturer. In practice, the knowledge gained by the student mostly depends on the student himself, his or her thirst for learning and the correct choice of future specialization.

Conclusion

The peculiar features of teaching students of the specialty International Relations, Low, History professionally oriented disciplines are in the more often use of interactive methods, which, compared to traditional methods, are much more efficient in providing students' educational process. Consequently, it contributes to the broadening of students' cognitive capacities, especially in collecting, analyzing and applying information from different sources, developing creative thinking, and quick decision making, working in groups, thereby stimulating the development of communication skills, and most importantly increasing the student's interest in learning. The results of the research were officially presented to the teaching staff of the Department of International Relations and Foreign Policy of the Black Sea National University named after Petro Mohyla. Thus, we have proved the fact that these methods can and should be applied while teaching both this and other specialties. It is interesting that these methods can be used in distance learning.

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