materials, digital libraries, educational portals, learning objects, multimedia learning resources, e-Scarning materials. Even if it is a relatively time-consuming process, the return on this investment in time tends to be relatively high in the future as modified or needly created material, if it is modified or compiled in accordance with all didactic principles and principles, the teacher is able to use in the teaching process repeatedly, possibly with minor changes or additions [5]. The constant development of information and communication technologies -new common means used by students, their family members, butal as teachers, in the firsts of tooks designed for communication or processing, storing, making available information, continuously affects the private and public life of each individual to the same extent. A podagogue wishing and calling for a change in the implementation of lessons in a classic, out dated form should therefore bookle to realize the given fact and beable to work with it effectively 161. When working with ICT in teaching, the teacher must be aware that the focus of the work should rest on the student, who should beable to subject the available resources to a critical evaluation after guidance and to respect and identify with the rules of safe handling of information, hardware, software [7]. Today, the student often has much greater skills in manipulating the computer than the teacher himself, which can be a great benefit, especially if the teacher will be able to incorporate the student's outputs into the learning resources in the future, whether in the form of photo documentation from the estauraion, various other visual documentation, video, graph, table or project [8]. Undoubsoilly, durability and the possibility of repeatedly connecting the created materials. continuous editing, easy sharing thanks to electronic distribution, economic efficiency, or spacesaving storage(9) can be considered a big positive.

2. THE NECESSITY OF INNOVATION

Each society with regard to its members, in the spirit of social discourse, formulates the goals of the educational process. Hased on the current state of knowledge, head gets educational contents to these goals. The relationships between goals and contents can undoubtedly be seen as interrelated and conditioning. This is proven by the fact that the goals of the educational process cannot be achieved without the implementation of the educational content. The amount of information that mode to be included in the educational process is prowing day by day, and therefore it is intportant to constantly innovate the goals and content of education [10]. Theterm "innovation", derived from the Latin innovanc - renewal, improvement, renewal, appears in the works of several authors in the meaning of the process through which an opportunity is transformed into a new idea, which is later incorporated into wide practice. A common feature of the interpretation of the term is primarily change, improvement, a new idea, investion, or application of a new idea (111). In the sense of the above, bringing digital innovations to schools, whether in the form of purchasing software, hardware, digital platforms or tablets, computers, loses its effectiveness that to the absence of high-quality training of teachers and the absence of their subsequent audience to the adequate use of NTI resources in teaching. The problem is also that technologies that do not improve or make the learning of students more efficient are mostly wrongly considered innovations in education, but in such a context they definitely cannot be perceived as such 1121. Innovation can be called a new process, approach, strategy, product, through which unnerhing can be realized differently - differently. Innovation skills are defined by the Organization for Economic Co-operation and Development (OECD) as three sets of overlapping skills: a) beforeignal and social skills - persistence, cooperation, self-confidence, communication; b) technical skills - procedural and content knowledges; c) creativity and thinking skills - finding problems, understanding the limits of knowledge, making connections, questioning ideas, imagination [13], In the whole process, it is necessary to work with data, knowledge and information. Data can be defined as objects or facts that datnes depend on the user in the sense that they document the state of reality at a specific point in time, but this document mean that it cannot be data about the user or data entered by the user. Their change can be relatively fast if they have a large volume, so as a model they do not tell about reality as a whole.

Printed Teaching Materials A New Approach For Law Teachers

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Printed Teaching Materials A New Approach For Law Teachers:

Printed Teaching Materials A New Approach For Law Teachers Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Printed Teaching Materials A New Approach For Law Teachers**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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