



EDITORIAL

A LAWYER FOR THE FUTURE

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Nowadays, legal knowledge is a click away in the different databases and existing programs in cyberspace, today's lawyer, is no longer the owner of legal knowledge stored in the codes as sacred texts, memorized and recited to impress the client, the student or in the judicial office. The normative knowledge, as well as the other knowledge, is now public domain, people can surf the Internet and consult their case, finding answers to their legal problem.

It is clear that the lawyer of the future must offer more than a simple legal justification, since he must give the best option among possible legal solutions; it requires more than knowledge of the law, it needs acquiring interdisciplinary knowledge that allows one to handle the art of argumentation in its written and oral presentations.

The new jurist is destined to be a promoter of social transformation and not of litigation, a sensitive human being facing all the problems that worry the different sectors, especially the most vulnerable in society, a contributor to peace and harmony of the community, rescuing the dignity and credibility of such a beautiful and necessary profession.

In addition, the lawyer of the future must be developed in an innovative model that responds to the need to relate the theory seen in their classes with the practice, teaching system based on the legal clinic and legal practice. All this must sustain an intimate relationship with research, in order to procure significant changes in the current vision of law, legislation and jurisprudence, conceiving and managing to reform and permeate positively the system.



For the above, the academy must have a curricular model that responds to life itself and to the needs of the environment. This initial component is mainly reflected in the PEI (Institutional Educational Project) and then in the PEP (Educational Program Project), in this case the Law program; However, the failures of this element begin with the ignorance of students and professors, from there the problems arise when applying the policies, guidelines and institutional philosophy, negatively impacting the descriptive letters, the teaching projects and the quality of the classes.

It is a commitment of staff, professors and students to know these documents and appropriate them; because they are the genesis of learning, the formation and improvement of the academy with theoretical, ethical and pedagogical foundations, interdisciplinarity, flexibility, mobility, projection and social appropriation.

In light of the teaching pedagogy to model the lawyer of the future, it is necessary to advance from the traditional curriculum of subject and lecture courses, implementing innovative strategies such as casuistry, literature, staging, simulations in audience rooms, assistance to extension events, internationalization and dive into research activities, which break with this scheme, forming first point professionals.

Research, on the other hand, is the cornerstone of modern academia and the basis for the Amigonian lawyer to fix his research proposals on possible solutions to social and governmental problems.

In the same way, the legal professional must be an integral person, whose actions are based on the ethics and values prevailing in society, because the lawyers looking for litigation in the judicial courts are part of the past, our task now is to prevent, reconcile, mediate, compose and recompose social mesh; only what is strictly necessary must come to trial. The so-called "conflict management" is the key to oxygenate the current administration of justice, forcing the legal professional to train in political, tax, customs, financial, mining, banking, corporate, industrial property, business, environmental and administrative knowledge.

The teaching of Law should be the reflection of the environment and the needs of it, teachers must change and adapt to new generations, in no way should be the one who fits the teacher; reason why, the traditional

theories of education must be replaced by a model of experiences of the Law; memorization is a thing of the past, on the contrary, understanding, argumentation, weighting facts, circumstances, evidence, people and normative applicability are prevalent.

Teaching law in the classroom, advising and directing should make fall short the improvised teacher who becomes a lawyer, prosecutor, judge, magistrate, or professor himself, exercising authority and fear through quantitative assessment—to lose or win—which delegitimizes him in front of students, and emphasizing memory and laws as a basic tool to be a good jurist. With these, he manages to put aside the training in legal criteria and the formation of the person, with the aggravation of believing that in this last aspect should not venture the professor because it is a family problem, forgetting that saying ‘academic community’ turns us into the main cell of society, that is, it makes us similar to a family where each individual is intertwined with the other and it is of vital importance for the achievement of the goals and benchmarks of education and in the construction of citizenship.

The curriculum should be long-term, from basic nucleuses less dense and which areas are related to each other, with a flexibility given by the complementary, emphasis and interdisciplinarity routes, which allows not only students to share with other sciences and disciplines, but also with the academy the start new materials that serve as a mirror of the social realities of each region and the State; disappearing subjects that are not useful for your personal and / or professional life, expiring the archaic characteristic of the complexity of the Law, which encourages, along with other factors, the desertion or demotivation in and by legal studies.

In conclusion, in this formative process, the existence of means of dissemination as an expression of scientific knowledge, resulting from the research process and other substantive functions of higher education such as teaching, social projection and internationalization, is vital. thus to dynamize and make visible the new theories and ways of conceiving the law, generating a space for reflection, discussion, analysis and dialogue in favor of the formation and conception of the lawyer of the future; This is where the magazine of our Law School becomes important: “Summa Iuris”, which in its Latin aphorism translates: superior justice, “viva Roma”.