

до Державного бюро розслідувань визнає громадян, які не пройшли спеціальну перевірку. Існує доцільність зазначену норму доповнити також тими, хто відмовляється від процедури спеціальної перевірки під час прийняття на службу.

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PRACTICAL ASPECT OF STUDENTS OBTAINING THE QUALIFICATION OF LAWYER

The article raises the issue of vulnerability of law academy graduates in employment due to lack of work experience. Various areas of acquisition of legal skills by students during training are considered (practical classes using the case method, executing orders to provide free legal help under the guidance of a mentor in the University's Legal Clinic, practical training, internships, and other forms of combining work with study). Mechanisms for improving the quality of students' practical training are proposed. It is also drawn to the fact that employment centers should take an active part in promoting students to pass high-quality practice during their studies, for which it is necessary to provide a system of benefits for employers from the employment center,

as well as in employment contracts to provide incentives for lawyers-mentors who will directly transfer experience to students during their internship at the workplace. Explaining to students the importance of acquiring skills during their studies and creating conditions for their quality acquisition will improve the chances of employment of students, which will affect the ranking of universities and make them more attractive to the applicants.

Keywords: *student skills, student practice, student employment, case method, internship.*

У цій статті розглядається вразливість випускників юридичних факультетів під час їхньої професійної інтеграції через брак досвіду роботи. Розглядаються різні шляхи набуття студентами юридичних навичок під час навчання (практичні заняття з використанням методу кейсів, безкоштовні юридичні завдання під керівництвом наставника в університетській юридичній клініці, виробничі практики, стажування та інші форми поєднання роботи та навчання). Запропоновано механізми підвищення якості студентських практик. У статті також наголошується на необхідності активного сприяння центрам зайнятості якісним практикам для студентів під час їхнього навчання. Це вимагає пропонування роботодавцям системи пільг від центру зайнятості та передбачення в трудових договорах стимулів для юридичних наставників, які ділитимуться своїм досвідом зі студентами під час їхнього юридичного стажування на робочих місцях. Пояснення студентам важливості набуття навичок під час навчання та створення умов для їхнього отримання якісних навичок покращить їхні перспективи працевлаштування та зробить університети більш привабливими для майбутніх студентів.

Ключові слова: *студентські навички, студентська практика, студентське працевлаштування, метод кейсів, стажування.*

Statement of the problem in general form and its relation to important practical tasks.

The legal profession has always been considered elite and prestigious. Therefore, a lawyer is expected to work professionally and employers have high requirements for a candidate for the position of lawyer. In the competition for vacancies, university graduates are vulnerable due to lack of practice. And this gap will not even always be overcome due to the fact that the student has received knowledge that is relevant today. It is clear that an important role in the formation of a professional lawyer is the student's desire to get the most out of studying and in practice he will quickly adapt, but creating favorable conditions during training plays an important role in improving the level of a university graduate and will help strengthen his position on the labor market.

To develop the skills of a professional lawyer for a student, it is necessary to develop the student's ability to use knowledge in practice during their studies at the university (not sometime in the future, but now, after receiving theoretical knowledge). Also, for students to be interested in the profession, it is important to understand the need for information received at lectures and understand how this information will be useful in practice.

The new generation of students is becoming more pragmatic and has no desire to spend time listening to information that they do not understand how they can use in practice. It is clear that the true value of theoretical knowledge is difficult for a student to assess, and only after practicing will he really understand how expensive the gaps in theoretical knowledge that are so lacking in the work are. Training programs include practical classes where students have the opportunity to

get a grip onto their theoretical knowledge. Also, if the work is organized in a high-quality way, other forms of attracting students to practical work are also possible.

Taking into account the information studied and my own experience, I have identified four areas that are forming student's professional legal skills during training: a) practical classes using the case method, b) execution of orders to provide free legal assistance under the guidance of a mentor in the University's Legal Clinic, c) internship as a component of the educational process, d) internship and other forms of combining work with study. The need to develop students' professional skills in various ways is repeatedly noticed in scientific works.

The analysis of the latest research and publications. The gap between education and the working process is getting wider. Today, it is urgent to transform the training system into a stage of development that generates a culture of productivity and efficiency. If the nation is unable to understand the need to restructure the education system to connect individual space, efficiency and productivity [1, c.166].

In continuation of the above-mentioned Palacios Hernández, A. A., & Córdoba Robledo, C. A. pay attention to the following. Thus generating the great challenge for the faculties and the responsibility for teachers to improve the teaching - learning process within the law faculties, being of great benefit for this purpose, the development of investigative competence in law students, with the purpose, that this pedagogical tool that facilitates and optimizes the quality of the training that is being imparted [2, c.127, 136].

One of the goals of the United Nations in Brazil is to increase the number of young people and adults who have the appropriate skills for decent work and / or entrepreneurship, to achieve which skills development can be encouraged through an online platform using complementary measures [3, c.51, 54]. According to the author, online platforms are one of the tools that in the current age of digital technologies is an integral part of any educational process, both for providing theoretical knowledge and improving practical skills.

The engagement of the learner is kept by the means of the motivation and the utilization of the resources to solve the problems situations, to use a lot of strategy before solving a problem situation allows the learner to develop methods of work, to follow logic; it also makes it possible to muster a large number of resources for the learner and subsequently to develop several skills, namely: calculation, decision-making, logical reasoning, they also promote his understanding of the lesson with his own method [4]. Researchers that are seeking to combine the concepts of work and non-formal education through development, have found that the link between student and non-formal education has increased, which, combined with other factors, suggests that the future directions of the industry in non-formal education [5].

Entrepreneurship education is diverse in terms of its goals and methodology. This means that it can be very different at different universities, as practical methods of work can vary significantly depending on the goals of the program, course, or support measures. Within this diversity, an important broad principle is the relative combination of hands-on work as opposed to academic (classroom) learning [6]. The emergent policy framework has transformed organisational structures, human resources, and connections between student support practices and curriculum design [7, c.500].

Applying the SI model in a systematic manner would benefit researchers through the identification of new or underdeveloped areas of academic research (e.g. risks associated with the mentor-university interactions) and would encourage researchers to use a wider range of methodologies in order to hear the 'voice' of a wider range of stakeholders [8, c.399].

Professional knowledge was contextualized in service-providing organisations and in their special industries [9]. This way of reforming the educational sector is positive because when updating the curriculum, practitioners had the opportunity to speak out, which will help bring the theory closer to the needs of practice and the student will receive academic knowledge that will be relevant in practice, which will make the student competitive in the labor market.

Giving too much credence to what employers consider to be their 'needs' is a dangerous strategy... The inclusion of a broad-based employability education of this kind must be in the interest of the individual graduate; the employer and industry more broadly, needing responsive and proactive workers who can contribute to industry-wide improvements and developments; and society more widely, which needs sustainable industries that can develop and survive the collective challenges of a fast-changing world [10].

Studies have shown that most students' training periods in the workplace contributed to their confidence in their professional skills and ability to solve specific tasks. Changes in the educational sphere in Sweden are associated with changes in the curriculum, a more general description of the democratic values, indicated at the beginning of the curriculum should be implemented in specific parts of the curriculum related to the training of students and their assessment while working during the study period [11]. COVID-19 has exacerbated unemployment as a result of a severe downturn in the global economy. In order to adapt students to the rapid social and economic changes caused by the pandemic, universities should look for opportunities to prepare students to realize themselves in the profession not only in times of stability but also in times of uncertainty in the future [12].

The radical change is due to the way we think about the future of labor, its relationship to education, training and the labor market, it was believed that the expansion of higher education leads to an increase in income, in the United Kingdom, much attention was paid to higher education, but the new time encourages a rethink of higher education in a context of digital disruption [13, c.1]. There is a side that the United Kingdom is moving away from expanding the higher education sector as the main way to improve skills [14, c.500], and also emphasizes the value concept of lifelong learning [15, c.522].

Scientists also emphasize the need to encourage students to become more competitive in the labor market and use various opportunities to improve their professional level [16, c.154]. Acquiring skills requires more than what can be taught in education, support is needed in the workplace through mentoring, which requires more active involvement of employers [17, c.184].

In some countries, internships are a paid service provided by intermediaries for applying for an internship [18, c.33]. Students who are not familiar with the essence of the internship have less understanding of the value of the internship in future employment, so it is important for educational institutions to explain the benefits of the internshi [19, c.63].

The case method tends to point out and explore legal uncertainty, and this type of pedagogy fits seamlessly into the legal family from which it comes. The problem of legal education is how to develop various skills in a student that need to be integrated into any specific task. In the hands of an experienced teacher, the case method develops intellectual curiosity. The teacher should alternate the case study and the doctrine and its application to different groups of facts [20, c.89-93]. Scientists distinguish the features of cases on legal cases, such as solving a case on the merits on the basis of legislation requires not to invent ways to solve, but to solve on the basis of current legislation, solving problems the student repeats what he learned from other subjects (theory of law, procedural disciplines, etc.), when resolving a court dispute, students learn to work in groups,

interact, pay attention to legal writing, professional skills are formed [21, c.37-38]. The case method is an interactive method of teaching, promotes the development of students' independent thinking, the ability to listen and take into account an alternative point of view, express their own reasoned, develops the ability of collective cooperation and activates educational activities [22, c.59].

The directions of obtaining skills by a student are different, and their effectiveness requires the student's interest and the university's desire to take care of a high-quality start to the future of graduates' work.

Highlighting the unresolved parts of the general problem the article has been devoted to

Despite numerous studies on this issue, the question of systematizing opportunities for law students to gain practical skills requires further study.

Formulation of the goals of the article (formulation of the task). The aim of the article is to identify the features of different ways in which students acquire practical legal skills and to provide recommendations for improving legislation in this field.

Presentation of results and their analysis A) practical exercises using the case method. This area is personally widely used by me for 19 years of teaching work, which I combine with the practical activity of a lawyer, and when students in practical classes considered real court cases, with the distribution of roles (lawyer, prosecutor, judge, witness) performed tasks for writing draft claims, objections, petitions, other procedural documents, based on the materials of the court case, they were interested, because they saw the practical component of theoretical knowledge and its application in real life. Theory without practice is dead, and practice without theory is illiterate. And only in a combination of theory and practice can you achieve high-quality results.

In some educational institutions, it is agreed with the courts that certain practical classes should be held in the courtroom at the time agreed by the parties. The author of this article uses court decisions posted in the Unified State Register of court decisions, which is publicly available on the internet, when forming tasks. When a student has to appeal against a specific court decision, it brings them closer to practice and makes their perception of lectures more interesting, since there is an interest in applying this knowledge immediately in a practical lesson. Assimilation of the material in this way is more productive, since the material is repeated several times in specific situations, there is a discussion of the weaknesses and strengths of a certain line of defense of the client's interests in court, this makes the lecture material "alive" and understandable for assimilation. When reviewing real court decisions, tasks formed on the basis of court decisions, I set students the task of identifying the key issues of the problem, that is, what other facts should be found out in order to fully understand the situation. At the same time, I explain the importance of the ability to "talk to the client", because the person who goes to the lawyer will tell you what he sees fit and it is important for the lawyer to make sure that during the review process there is no information about other circumstances that can negate the line of defense built. Therefore, it is important to pay attention to establishing all possible circumstances that may affect the final result of the case. The result should be the search for optimal ways to resolve the issue, the same actions are carried out to protect the interests of the opponent, other persons whose rights may be violated or who may have additional obligations, and the development of proposals to the client. This is not the only but most frequently used option for working with the case that I use. The lack of positive results of the case method can only be caused by poor training of the teacher and the student's disinterest in the future profession (for example, parents forced him to get a law degree,

but the student does not intend to be a lawyer in the future).

At the World Economic Forum, business employers identified the skills that they value and want to see in their employees, including logical argumentation, monitoring, critical and analytical thinking, solving complex problems, and creativity. The case method is useful because it develops the student's skills and abilities that are in demand by the employer.

B) execution of instructions for providing free legal assistance under the guidance of a mentor in the University's Legal Clinic

The development of this area is primarily due to the attitude of the university to the organization of a legal clinic in its composition (the need for availability, financing, allocation of premises, and other financial and organizational aspects). It is also necessary to determine the conditions under which teachers-mentors will work and how students' participation in the work of the law clinic will be taken into account in their training (whether the bonus will only be the skills they receive and the ability to indicate such participation in the resume).

In Ukraine, legal clinics operate in accordance with the Common situation, which provides that the purpose of a legal clinic is to increase the level of practical knowledge, skills and abilities of students, introduce elements of practical training in the field of legal services, prepare and train students in the spirit of respect for the principles of the rule of law, justice and human dignity [23].¹ The legal clinic also has a social goal, namely: ensuring access of representatives of socially vulnerable groups of society to legal assistance and forming a legal culture of citizens. Financial support of a legal clinic can be carried out at the expense of higher educational institutions, grants from international and national organizations, charitable contributions from citizens and organizations, and other sources that are not prohibited by law. Thus, the law clinic has two main goals: to provide students with the opportunity to gain practical work skills and to provide an opportunity to get legal advice to a person for whom it is extremely difficult or impossible to pay for the services of a lawyer.

In each country, legal clinical education has features due, firstly, to the needs of a particular society; secondly, the traditions developed by higher education; thirdly, the available resources (financial and human) that are spent on promoting and implementing the activities of legal clinics in educational institutions and the legal aid system [24, c.46-47].

The most developed legal clinics are in the United States of America. Universities in different countries have legal clinics. For example, the Department of Clinical Law teaching at the University of Chile has 12 law clinics that specialize in various branches of law in matters of varying degrees of complexity in the sphere of public and private law.

For a student who does not spare free time to acquire knowledge and skills of his future profession, this direction may not be relevant only if his university has a large competition of students who want to be involved in a legal clinic and not everyone has a real opportunity to work in a legal clinic.

C) practical training as a component of the educational process

One of the components of the educational process is practical training. However, students do not always effectively use this area of skill acquisition. This has various reasons - unwillingness

¹ Order 592 on approval of the Common situations on the legal clinic of a higher educational institution of Ukraine (Ministry of education and science of Ukraine No. 592 dated August 03, 2006). URL: <https://zakon.rada.gov.ua/laws/show/z0956-06#Text>

to be a lawyer, unwillingness to study at all, uncertainty that practice will actually teach useful skills, and other reasons. And if the student's desire is determined by his mental attitude to the future profession, then several factors affect the effectiveness of the internship. In some universities, the choice of bases for internships is determined by the educational institution and students do not have the right to choose their own internship base, in other universities they give students the opportunity to choose their own internship base or assign students to take care of the internship. Also, a significant role is played by whether the student plans to continue working where he did his internship, and what tasks he was involved in. It is clear that a future lawyer will not be assigned to accompany a complex case in court, but if he only copies documents or performs the duties of a "courier" throughout the practice, then this is unlikely to contribute to obtaining the skills of a lawyer. Therefore, the effectiveness of obtaining legal skills in the provided area depends not only on the student.

In order for the practice to be as useful as possible, it is necessary that all participants are interested in it. For a student, an interest in acquiring skills that will make him competitive in the labor market, for a university, an interest in making his graduates popular among employers, which will contribute to the demand among applicants to study at such a university.

For enterprises that are not clear practice bases, there are advantages that students will have an internship with them. Therefore, it is not surprising that students can be assigned to perform simple work not in a specialty that does not develop the abilities of a future lawyer, which, in turn, demotivate students to attend an internship. If the company does not plan to enter into an employment contract with the student in the future, then he is not interested in what skills he will acquire. How can businesses become real practice bases for students, regardless of whether they will continue to work for them or not?

Another entity that is interested in students acquiring skills and becoming lawyers is the employment center. After all, unemployed lawyers in search of work will turn to them and, being uncompetitive due to low qualifications, will apply for social payments, and later you will have to spend money on them for retraining if necessary, and so on. Therefore, it is the employment centers that should be active in organizing the practice of future graduates, providing certain benefits for enterprises that are ready to be real (and not formal) bases of practice.

You can find out about the need for university support in organizing internships by conducting appropriate surveys among graduates about whether they are satisfied with the practice, what they learned there, and whether their work was used contrary to the goals that were set for the practice. You can also find out whether the company is really a high-quality base for practice by conducting appropriate surveys among students who have completed an internship at a particular enterprise. It is clear that the quality of practice at the enterprise depends on specific mentors, who should also be interested, so that students want to come to them for practice and recommend them to other students. However, for a practicing lawyer, having a student who needs to be trained is a certain hassle, because he needs to explain what needs to be done, how, give examples, check the deadline for execution, check the result, correct mistakes, check what has been redone. This requires additional time, which will force the lawyer to work after the end of the working day in order to have time to fulfill their duties, or not devote much time to the student, or provide him with work that does not require much attention from the lawyer (like copying documents). Therefore, it is important to interest the lawyer in interns, for example, with additional reward for mentoring. The employer will be interested in his employees being mentors for students and choosing this particular company for practical training.

Incentives for the employer and mentor employee should be fixed in regulatory legal acts. The state employment policy should regulate this issue if it is important for the country to improve the quality of education and the problem that lies precisely in formal practice, which does not ensure that students receive proper skills in their future specialty.

D) internships and other forms of combining work with study

For students who have already obtained a profession and continue to study at the next educational qualification level, have the right to complete an internship in the profession (specialty) in which they receive education, at enterprises and organizations of various forms of ownership, under the conditions defined by the internship agreement in their free time. Internships, as a form of attracting young people to work, in some countries (including Ukraine) were introduced in order to gain students experience in performing professional tasks and duties, improve professional skills, skills and abilities, study and assimilate new technologies, techniques, and acquire additional competencies [25].

The legislation sets restrictions and requirements for student internships (term, subjects, form of the internship agreement), which distinguishes them from working outside of school hours.

In their free time, the student can work on future specialty (for example, a lawyer's assistant) also, the student can work in another specialty that does not contribute to the development of professional skills of a lawyer, but develops such traits as responsibility, punctuality, the ability to efficiently allocate working hours, prioritize tasks, communicate with clients, employees of other entities, perform team tasks, build relationships in the team, and so on.

It is important that the work takes place during extracurricular hours and does not worsen the quality of education. Although the job will not affect the marks, the student will nevertheless acquire important skills for further career advancement.

Conclusions University rankings and attractiveness among applicants are influenced by what the future holds for graduates, how much they can be successfully employed, and the knowledge and skills gained will allow them to build a successful career and have some wealth.

Graduates are more vulnerable in the labor market due to lack of experience, and this gap in the resume can be filled with such types of skill acquisition (and not limited to them) as practical classes using the case method, completing assignments to provide free legal assistance under the guidance of a mentor in the University's Legal Clinic, internships in production, internships and other forms of combining work with study. Each of these areas is effective if the University properly organizes (or with their participation) conditions for acquiring skills and the state's interest in improving the quality of education.

Specific proposals for incentives for employers from the state through employment centers require additional research, including with the involvement of specialists in financial law and taking into account the policy of a particular state in the social sphere.

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