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## **FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE LAWYER**

The modern development of education in Ukraine takes place in the conditions of integration into the educational space of Europe. The processes of democratization of society encourage us to pay close attention to the problem of restructuring thinking and reforming education. Professionally oriented pedagogical education will be facilitated by the use of primary sources: “The National Doctrine of the Development of Education of Ukraine in the 21st Century”, the Law “On Education” (Chapter II: Higher Education), Regulations on the State Higher Educational Institution “State National Program”, “Education: Ukraine of the 21st Century”, studying the peculiarities of the theory of education, the theory of learning, taking into account the purpose and tasks of the construction, operation, and development of the educational process.



Today requires the education of independent, proactive, and responsible members of society, able to effectively interact in a combination of social, industrial, and economic tasks. Completing these tasks requires constant strengthening of students' independent activities, development of their personal qualities, creative abilities, ability to independently acquire new knowledge and solve problems, and orient themselves in the life of society.

The **objective** of our research is the theoretical substantiation of modern approaches to the training of lawyers in a higher educational institution, his professional competence from the point of view of the efficiency of professional activity.

The social division of labor determines the diversity of legal areas of training, professions, and professional structures of society. The performance of certain types of legal activity requires the appropriate qualification of a specialist, which, in turn, is impossible without acquiring knowledge of the necessary level and professional training. That is why professional competence from the point of view of the efficiency of professional activity is leading during the professional training of future lawyers. Various aspects of the professional training of lawyers were highlighted in their studies by O. Bandurko, V. Haluzynskyi, A. Rybachuk, S. Shevtsov, H. Yavorska, and others.

Ukrainian researchers V. Maslov, L. Danilenko, and I. Zhernosek define professional competence as an integral quality of a personality, which has its structure and allows a specialist to perform his/her activities in a more effective way, as well as contributes to his/her self-development and self-improvement.

Competence is a dynamic combination of knowledge, skills, and abilities. The formation and development of competencies is the objective of an educational programme. Competencies are formed in different sections of a course of study and assessed at different stages. They can be divided into competencies related to the subject of study (vocational) and general competencies



(independent of the content of the study programme) (Glossary of European Higher Education Terms).

The concept of competence includes them, but it encompasses not only cognitive and operational-technological but also motivational, activity, and behavioral components. In contrast to knowledge, skills, and abilities, which imply action by example, by analogy, competence implies the experience of independent activity based on universal knowledge. “Competence is the ability (ability) to act based on the acquired knowledge” [1, p.20].

One of the main objectives of higher education is to develop the professional competence of a graduate, which has a generalized (benchmark) model in the form of educational and qualification characteristics of a specialist and provides an ideal result, i.e. both erudition, intellectual level, acquired self-education skills, who has formed professional qualities, moral, aesthetic, environmental culture. The conducted analysis of scientific literature and normative and methodological sources allows us to conclude that the professional competence of a graduate of a higher education institution can be defined by a set of the following components: general cultural civil, functional, motivational, and social.

General cultural competence includes personal spiritual and value orientations, humanistic world outlook, moral and ethical principles; ability to analyze and evaluate the most important achievements of national and world culture, to develop and implement strategies of activity in conditions of intercultural interaction; knowledge of native and foreign languages. *Civic competence* is the ability to navigate the problems of contemporary socio-political life and determine one’s position; to perform civic duties within the local society, state, and its political institutions; the ability to actively, responsibly, and effectively exercise civic rights and duties to develop a democratic society, the ability to protect the interests of the state.



*Functional competence* includes the ability to use knowledge in learning, professional activity and life in general; the ability to adapt to the increasing flow of information, understanding the need for professional mobility; the ability to use information sources; computer skills and information management capabilities; the ability to plan, monitor and evaluate work. *Motivational competence* involves the ability to identify one's own goals, the ability to learn, and the ability to succeed in life. *Social competence* includes the ability to cooperate and understand each other, and the ability to make social and ethical commitments.

In our opinion, key competencies are an integral characteristic of the quality of students' preparation for future professional activity, which characterize their ability to meaningful use of knowledge, abilities, skills, and attitude towards professional tasks. In the structure of lawyers' professionalism, a special role is played by the professionalism of communication that "implies the interaction of subjects of professional (including expert) activity with the purpose of cognition and exchange of information through various means of communication in the process of joint work" [2, p. 4-5].

The professional activity of a lawyer, in addition to deep special qualified knowledge, skills, and abilities requires a system of psychological and pedagogical knowledge, as well as skills and techniques to ensure a high culture of communication.

In the discussion of spontaneous situations arising in the educational process, we propose to use methods of socio-psychological research, psycho-technical exercises, etc. Our experience also shows high effectiveness in diagnosing future legal students (using various personality tests) followed by a group discussion of the results. For example, various projective methods, personality tests, etc. At the same time, it is appropriate to analyze different aspects of the dynamics of interpersonal



relations (types of leadership, manifested during the organization of collective cognitive activity, peculiarities of leaders' struggle for domination and their influence on other group members, mutual trust or distrust of group members, feelings of sympathy or antipathy generated by them, the nature of communication processes in the group, etc.). The main forms of work are "the collective cognitive activity of group participants in the form of business games and the performance of specially selected complexes of psychological and technical exercises" [3, p. 15].

Consequently, the requirements of the time, aimed at the transition from a knowledge-based to person-centred (competence-based) paradigm of higher education, imply the modernization of education content, which should be taken into account when developing higher education standards. The prospect of the competence-based approach is that it implies high readiness of a university graduate for professional activities.

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