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## **ABOUT THE ORGANIZATIONAL FORMS OF THE LEGAL CLINIC IN TERMS OF SPECIALIZED TRAINING**

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Nowadays, practical education for the future law enforcement officers or law students is a necessary component to their future profession. The Legal Clinic is one of the various tools law students and cadets use to acquire practical skills. Legal education, offered by Legal Clinics, provides an innovative direction of higher legal education, as it significantly increases the practical component of a future lawyer training by strengthening their practical skills: working with citizens and solving real-life cases based on developed methods, which in turn promotes the development of professional skills in the future.

At the same time, as a means of forming a new teaching method, legal clinical education allows for a democratic style of relationship between the teacher and a cadet (student) in contrast to the authoritarian style, which prevails in the education system as a whole, including specialized training programs. The Legal Clinic provides an opportunity for the cadet (student) to be an equal participant in the educational process, which is greatly focused on the individual work (the maximum number of students in a Legal Clinic can not exceed ten people), and cultivates the understanding of the importance of protecting the rights and legal interests of the low-income groups, which is an essential part of the future lawyer professional activity.

However, the implementation of a new educational structure, namely, the Legal Clinic, requires the proper organizational form, since it directly influences the content of the curriculum of the institution.

Presently, legal clinical education distinguishes the following models of organization: classical, inter-university, integrative and experimental Legal Clinics.

Classical legal clinic is characterized by substantial experience, outstanding methodological support, mandatory clinical training of all students of the faculty, unpaid nature of its work, and huge material and technical base.

Inter-university Legal Clinic operates in the form of an inter-university educational and methodological center on the basis of relevant public organizations, such as an Association of Professional Responsibility Lawyers. The above mentioned type of legal clinic helps to strengthen the ties of different educational institutions and widen the use of the Legal Clinic. Its interns provide legal aid under the guidance of attorneys and practicing lawyers.

When it comes to Integrative Legal Clinic, it engages specialists from other fields of education (psychologists, sociologists, etc.) in its activities. Such legal clinics are created as a result of cooperation between public organizations, government agencies and professionals in various fields of law.

The type of Experimental Legal Clinic is assigned to all newly established legal clinics, the organizational structure of which is yet to be determined.

Since the classical form of Legal Clinics possesses all the features inter-university, integrative, and experimental clinics may have, these additional types are redundant. Based on modern standards of legal clinical education and taking into account the results of monitoring the Legal Clinics of higher educational institutions of Ukraine conducted by the Association of Legal Clinics of Ukraine, it is possible to introduce an experimental (innovative) three-level model of a Legal Clinic for the future law enforcement officers and law students in already existing classical Legal Clinics.

The first level: a classical Legal Clinic of General Law, doubled with a clinic of Practical Law (Street Law) for the second-year law students and future law enforcement officers. In the curriculum, students work to acquire practical skills by interviewing, giving legal advice, preparing legal documents, etc., as well as counseling and providing legal aid to low-income individuals.

The second level will engage the third-year law students and cadets who were previously trained their second year in a classical Legal Clinic. This level will have a more specialized practical direction, as the curriculum developed for this level will include matters, relating to the proper registration of legal documents. Philology teachers should be involved in the educational process, assisting in the preparation of legal documents. The students will also study the issues of legal forms of law firm organization and financial risks in carrying

out their activities, which will require the participation of Economics teachers. A separate area of training is Business English, available for those with level A2 and above. In this way, the second level of the Legal Clinic will produce the students and cadets with organizational skills, related to the activities of relevant departments or units, in addition to practical skills in a particular field of law.

The third level will address both the specialization and the necessary adaptation of the future law enforcement officers or law students to the particular field of law. The Legal Clinic will sign the memoranda with potential employers, such as the Free Legal Aid Centers, the Ukrainian National Bar Association, the Ukrainian Bar Association, the Notary Chamber of Ukraine, Forensic Research Centers, the Interregional Departments of the Ministry of Justice of Ukraine, representatives of the Verkhovna Rada Commissioner for Human Rights, etc. The signing of memoranda will provide an opportunity to have direct contact with employers, who will take an active part in the making of educational programs in a particular field of law, internships, and be involved in the practical training of the future law enforcement officers or law students.

## **МІСЦЕ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ У НАВЧАЛЬНО-ВІХОВНІЙ РОБОТІ ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ ЗІ СПЕЦИФІЧНИМИ УМОВАМИ НАВЧАННЯ**

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Кожен навчальний заклад потужний насамперед складом науково-педагогічних кадрів. Вони є основою успіху його діяльності, авторитету та гордості. Якщо вони самі не стануть кращими, ніщо не покращиться суттєво в процесі навчання. Тому необхідно постійно вдосконалювати науково-педагогічний рівень співробітників навчальних закладів та підрозділів, в тому числі закладів вищої освіти зі специфічними умовами навчання, а також професіоналізм кожного викладача. Це головний напрямок забезпечення ефективності навчального процесу та вдосконалення та підготовки молодих фахівців.

Педагогічну майстерність найбільш повно розглянув український фахівець-педагог І.А. Зязюн, який визначає її як «...комплекс властивостей