

DOI 10.26886/2520-7474.1(45)2021.10

UDC:378:378.124

LAW BACHELOR PROFESSIONAL COMPETENCE FORMATION

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The article analyzes the theoretical and methodological achievements on the problem of the law bachelors' professional competence forming. The meaning of the term "professional competence" is clarified, it means an integrative systemic state of a person and reflects his professional activity. It was found that professional competence is considered as a process of manifestation of a kind of individual professional activity of the subject, which is determined by individual ways of self-expression in the professional direction.

The concept of "law bachelors' professional competence" is clarified, by this we mean a complex of individual-psychological set of theoretical knowledge, practical skills and significant personal qualities that determine the readiness of a specialist for active work.

It was found that the students readiness for professional activity includes the following features of the future specialists: active attitude to professional activity, passion for the process; implementation of an orderly set of actions; ability to feel pleasure from professional training, professional activity; stable mental state of the future specialist, i.e. the ability to clearly

and confidently direct their actions in professional activities, to show erudition in the chosen field of activity; individual psychological properties that relate to the requirements of professional activity to the chosen profession

Key words: readiness, competence, professional competence, bachelor, bachelor of law, law bachelors' professional competence.

аспірант, Заміховська Т.О., Формування професійної компетентності бакалаврів права / Київський університет туризму, економіки та права, Україна, Київ; Національний педагогічний університет імені Драгоманова, Україна, Київ

У статті здійснено аналіз теоретико-методичних здобутків з проблеми формування професійної компетентності бакалаврів права. Уточнено зміст поняття «професійна компетентність», яке означає інтегративний системний стан людини та відображає її професійну діяльність. З'ясовано, що професійну компетентність розглядають як процес прояву своєрідної індивідуальної професійної діяльності суб'єкта, яка визначається індивідуальними способами самовираження в професійному напрямку.

Уточнено поняття «професійна компетентність бакалаврів права» під яким ми розуміємо складну індивідуально-психологічну сукупність теоретичних знань, практичних умінь і значущих особистісних якостей, що обумовлюють готовність фахівця до активної трудової діяльності.

З'ясовано, що готовність до професійної діяльності здобувачів освіти охоплює такі риси майбутнього фахівці: активне ставлення до професійної діяльності, захоплення процесом; здійснення впорядкованої сукупності дій; здатність відчувати задоволення від професійного навчання, професійної діяльності; стабільний психічний стан майбутнього фахівця, тобто вміння чітко і впевнено

скеровувати свої дії в професійній діяльності, проявляти ерудицію в обраній галузі діяльності; індивідуально-психологічні властивості, які стосуються вимог професійної діяльності до обраної професії.

Ключові слова: готовність, компетентність, професійна компетентність, бакалавр, бакалавр права, професійна компетентність бакалаврів права.

Introduction. In recent years the main task of Ukrainian educational policy is to ensure the modern quality of education by preserving its fundamentality and compliance with current and future needs of the individual, society and the state. To achieve a new quality of higher education, along with other provisions will be carried out: deepening in higher education integration and interdisciplinary programs, connecting them with high technology; digitalization of education and optimization of teaching methods, active use of open education technologies.

Considering the above, higher education is designed to provide quality conditions for the training of specialists of innovative type, with a high level of professional competence that can guarantee the individual transversality - a retrospective form of uniqueness, universality and modernity in a globalized society.

Well-known theorists of professional training of future specialists S. Honcharenko, V. Kremin, N. Nychkalo, V. Radkevych and others note the creation of a system for the professional competence formation of future professionals in the national education system and the conditions for the development of personal professional careers. Therefore, the problems of developing new approaches to building the content of the formation of professional competence of future professionals, including bachelors of law, the creation of fundamentally new models of development of the learning process and training of bachelors. The main purpose of professional

training is being corrected: in addition to the formation of young people professional knowledge and skills in law and jurisprudence, it is necessary to develop personal qualities in higher education seekers, aimed at conscious choice of future careers.

The multifaceted problem of forming the professional competence of future specialists is reflected in various areas of pedagogical research by I. Zyazyun, O. Sukhomlynska and others. Foreign researchers also covered the problem: W. Adolf, J. Raven, W. Hutmacher and others.

Competence as a scientific category is interpreted by domestic and foreign scientists in the following aspects: philosophical (V. Andrushchenko, B. Bim-Bad, T. Burlaenko, B. Gershunsky, S. Hessen, P. Saukh, etc.); psychological (K. Abulkhanova-Slavskaya, O. Petrovsky, S. Rubinstein, etc.); pedagogical (O. Dubinin, N. Kuzmin, G. Markov, M. Nikandorov, O. Novikov, B. Oscarsson, etc.); professional education (D. Gomenyuk, E. Kulyk, P. Luzan, V. Manko, Morozova, etc.).

As it follows from the works of these authors, this topic is relevant and is of great interest for further research.

Aim and tasks. To analyze scientific theoretical and methodological achievements on the problem of law bachelors' professional competence formation.

According to the purpose the following tasks of article are defined:

- to analyze the theoretical and methodological achievements on the problem of forming the law bachelors' professional competence;
- to clarify the meaning of the concepts "professional competence", "law bachelors' professional competence".

The theoretical backgrounds. The main result of the educational institution is the quality training of future specialists. In this case, the quality of education means the properties and characteristics of the educational process, which provide and determine the expected abilities, learning

needs, knowledge and skills of individuals, associations, etc. Accordingly, this definition reflects the current perception of the quality of education. Its distinctive feature is the focus on the consumer in accordance with the most important principle of international standards ISO series 9000 - a feature of the content of higher education is in its complexity.

In higher education the tendency to integrate knowledge is dominant, the disciplines of the main component of educational and professional programs are based on different disciplines, include knowledge, skills and abilities that are complex.

Legal higher education is one of the first fields along with medical and theological that were taught in European higher education institutions. About 1000 years have passed, and education in the field of jurisprudence remains one of the most prestigious and is always in demand.

A Bachelor of Law is a degree awarded to a person who has completed a bachelor's degree in a relevant field.

On the other hand, a bachelor's degree in law is a degree that allows you to start a career as a lawyer. But for successful entering the profession, you need to get the higher education of the highest quality.

Professional competence means an integrative systemic state of a person, reflects his professional activity. Professional competence is considered as a process of manifestation of a kind of individual professional activity of the subject, which is determined by individual ways of self-expression in the professional direction.

Analysis of the scientific literature gives us reason to say that we understand *the professional competence of the bachelor as a complex of individual psychological set of theoretical knowledge, practical skills and significant personal qualities that determine the readiness of the specialist to work.*

Having analyzed different approaches to understanding the concept of “professional competence”, we identified the main semantic characteristics of competence: socio-cultural, professional and individual, which are important for the professional activities of the subject (Fig. 1).

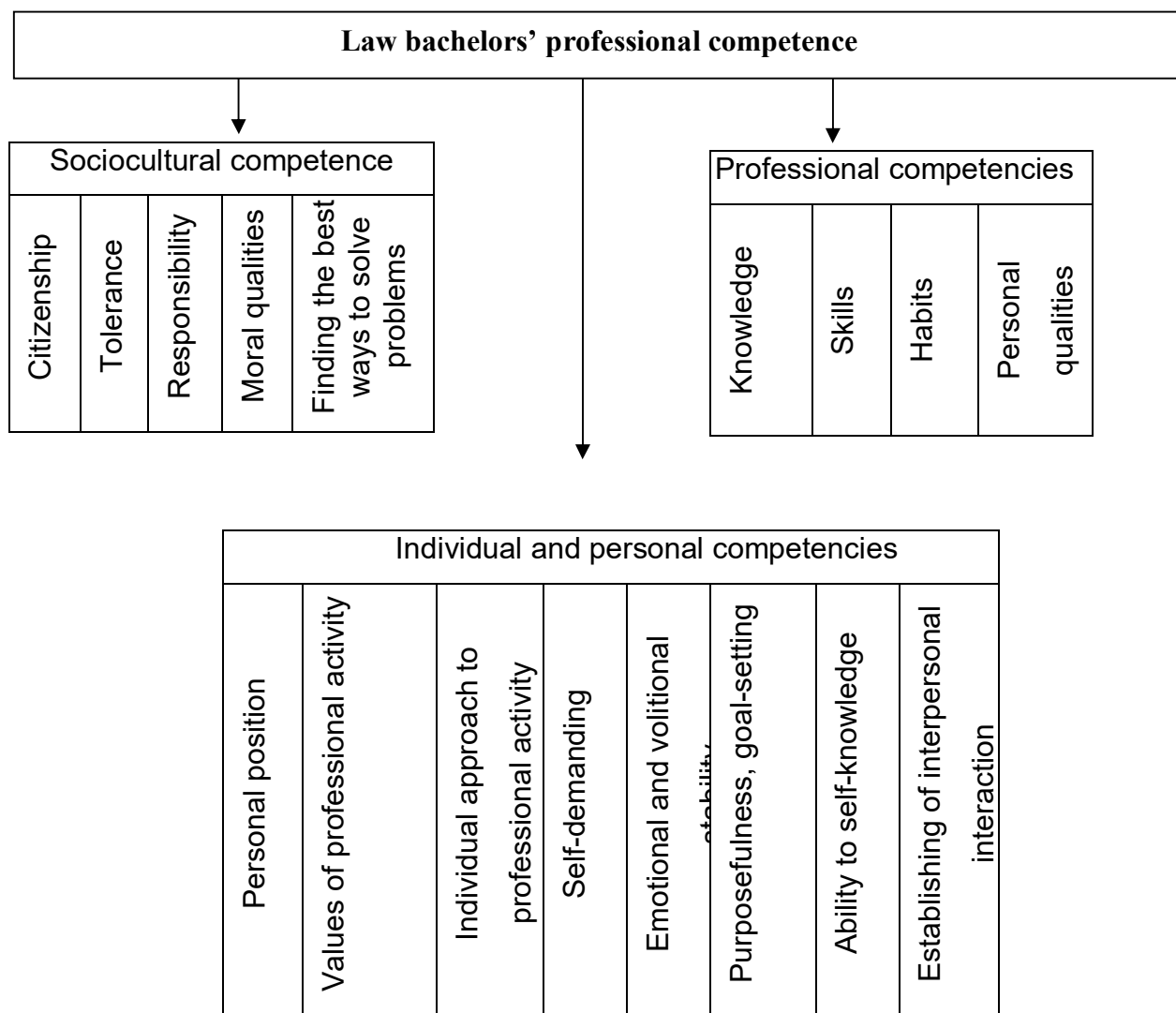


Fig.1.Substantive characteristics of the law bachelor professional competence

We will reveal the content of each of them:

- socio-cultural competence is an integrative quality of a future specialist in law, theoretical and practical readiness to solve professional problems on the basis of thorough knowledge and skills of socio-cultural

orientation, positive attitude to socio-cultural activities, awareness of the need to consider cultural context in professional activities;

- professional competencies: knowledge, skills, abilities to perform professional tasks of varying complexity. Professional competencies cover basic professional knowledge. If considered in the context of professional activities of future bachelors of law, it is the knowledge of disciplines, namely: basics of constitutional and municipal law, international human rights standards, criminal law, criminal procedure, civil law, civil procedure, administrative law, administrative procedure law, labor law, international public and private law, basics of European Union law, comparative law, etc.

Professional competencies also include the ability to apply the acquired knowledge in practice, develop skills for solving high-level tasks in professional situations, express the need for professional self-education:

- individual and personal competencies determine the attitude of the future specialist in law to professional activity, individual traits that provide a style of activity, a non-traditional approach to the tasks in the practical activities of the future specialist. Individual and personal competencies include determining the right of bachelors to the individual style of organization of professional activity, as well as self-demanding, self-respect and adequate self-esteem.

According to the psychological structure, the professional competence of a bachelor of law includes readiness for professional activity of a future specialist, professional ability and orientation (Fig. 2).

Revealing the meaning of “professional readiness” first of all we will reveal the meaning of the concept of “readiness”. It is noted in pedagogical and psychological research that the readiness for professional activity of students encompasses certain features of the future specialists, namely: active attitude to professional activity, passion for the process; implementation of an orderly set of actions; ability to feel pleasure from

professional training, professional activity; stable mental state of the future specialist, i.e. the ability to clearly and confidently direct their actions in professional activities, to show erudition in the chosen field of activity; individual psychological properties that relate to the requirements of professional activity to the chosen profession.

P. Gornostay believes that the readiness of the future specialist to professional activity is a directed manifestation of the personality of the system of professional knowledge, skills, motives, psychological traits and states, which allows to engage in professional activity and perform it in the best way and means [4].

In his works, T. Kramarenko defines the readiness of a specialist for professional activity as "... the result of special professional training, which is an integral formation of the future specialist in law, which arises in a combination of motives, theoretical, professionally significant knowledge, skills, abilities and professional experience that correspond to the direction of the training profile" [6].

Having analysed the psychological and pedagogical literature on the research problem [1], we came to the conclusion that professional readiness is a purposeful manifestation of the future specialist, which includes knowledge, views, motives, attitudes, intellectual and professional qualities, knowledge, skills and abilities. Professional readiness of future specialists in law is formed in the process of psychological, professional, practical training and is the result of diverse personal development of the future specialist in accordance with the requirements due to the peculiarities of professional activity.

Referring to the legal sources governing the training of bachelors of law, the Standard of Higher Education for the first (bachelor's) level of higher education in specialty 081 "Law" states that the future bachelor of law must have such skills as "... solving complex of unforeseen tasks and

problems in specialized areas of professional activity and / or training, which involves the collection and interpretation of information (data), the choice of methods and tools, the use of innovative approaches” [7].

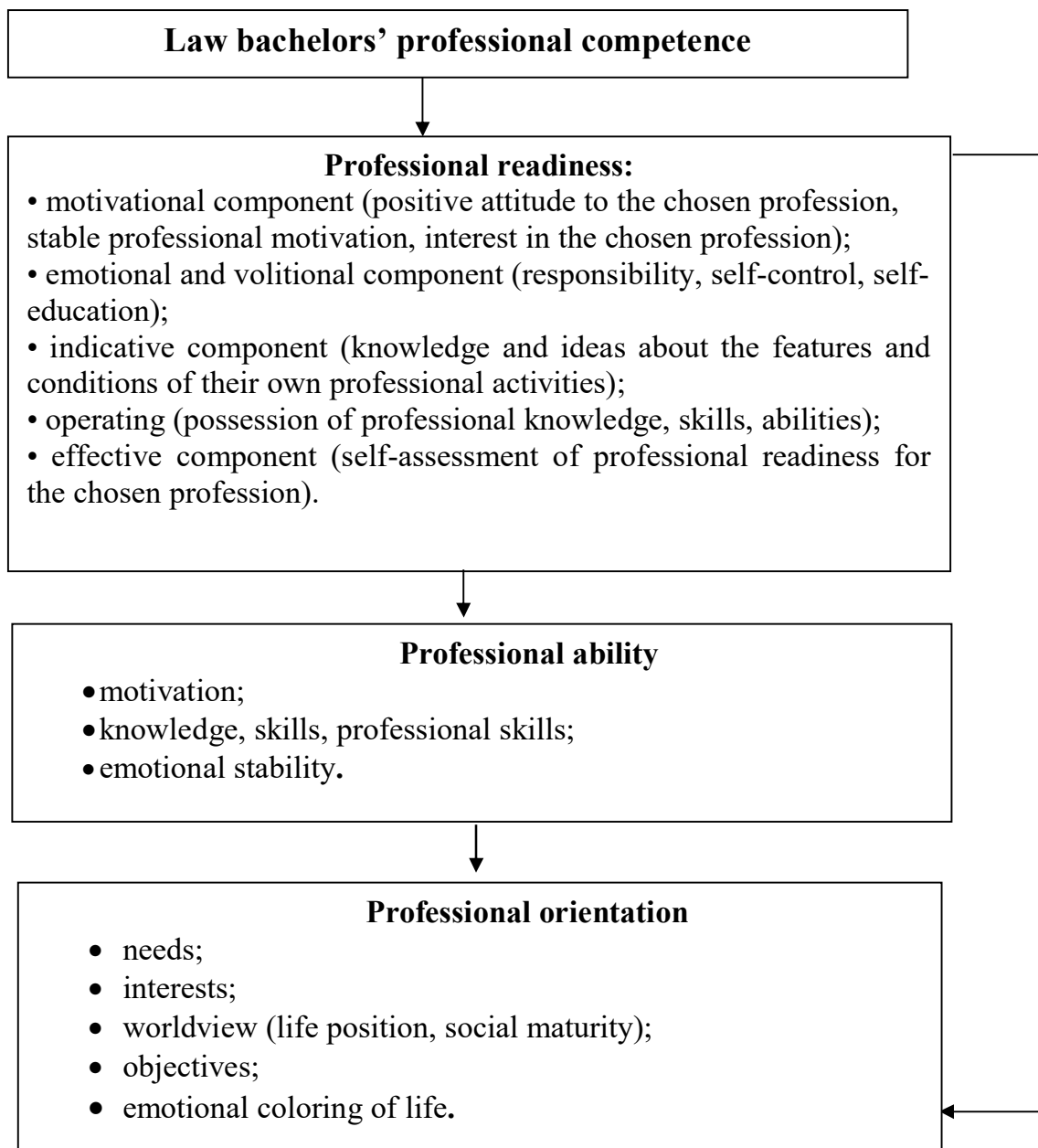


Fig. 2. Psychological characteristics of future bachelors of law professional competence

The professional ability of the future specialist must be developed and disclosed in the process of professional education. According to the above Standard, the future Bachelor of Law must have:

- Ability to abstract thinking, analysis and synthesis.

- Ability to apply knowledge in practical situations.
- Knowledge and understanding of the subject area and understanding of professional activity.
- Ability to communicate in the state language both orally and in writing.
- Ability to communicate in a foreign language.
- Skills to use the information and communication technologies.
- Ability to learn and master modern knowledge.
- Ability to be critical and self-critical.
- Ability to work in a team.
- Ability to act on the basis of ethical considerations (motives).
- The ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.
- Ability to be aware of equal opportunities and gender issues.
- The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of law, its place in the general system of knowledge about nature and society and in the development of society, technology and technology [7].

In our opinion, an important component of the professional ability of future professionals, in particular bachelors of law, should be a motivational component that supports the means of mental and moral stimulation. In scientific researches the following basic structural components which define professional ability of the future expert are allocated:

- stable professional orientation (motive as a manifestation of needs, desires, interests of the future specialist to his professional activity);
- appropriate level of practical, general theoretical and professional knowledge, skills, abilities;

- adequate level of development of important mental processes that ensure the success of professional training and activities;

- emotional stability;

- charismatic traits that contribute to the performance of professional activities [5].

The duration and prospects of professional development are determined by professional orientation, which is understood as a controlled and managed pedagogical process, which organizes the management of professional development of the future specialist, the manifestation and development of professional motivation, interests, abilities, inclinations to the chosen profession. Professional orientation characterizes the readiness of the future bachelor of law for professional activity. Professional orientation is determined by awareness of the social significance of training, the desire to succeed in professional activities, the desire to achieve the goal at a highly professional level, the desire for self-realization, self-esteem, fear of making mistakes and unsatisfactory results.

According to O. Scherbak, the professional orientation is considered as:

- interest in the profession;

- propensity to a certain type of activity;

- unity of feelings and desire to master the profession, the system of motives;

- selective attitude to the profession;

- mental properties that determine human behavior, the general property of activity in specific conditions [8].

Professional orientation, exerting a stimulating influence on the educational process, which is carried out in preparation for a certain professional activity, becomes an important component of professional development of the future specialist and has a positive value for improving

the quality of knowledge, skills, encourages students to independent creative and exploratory work.

We believe that in order to develop the professional competence of the future bachelor of law as a quality of personality associated with his personality and differentiation in education, the educational institution must constantly model the process of training future professionals. Accordingly, when modeling the organization of the educational process it is necessary to take into account the conditions of success of personality-oriented learning, aimed at ensuring the formation of professional characteristics of the future specialist, taking into account the minimum and medial level of competence of the bachelor of law. The peculiarity of cognitive styles, their determinism and cognitive interest is the key to ensuring the formation of full competence of the future specialist in law.

Thus, based on the research of M. Gavrilova, we can say that modeling the system of formation of professional competence of bachelors of law provides the future specialist with all the necessary professional knowledge and experience, as well as rapid adaptation to changing conditions in society [3]. In the system of formation of professional competence of bachelors of law - the purpose of cognitive-stylistic differentiation is training that helps to increase the level of learning so that accounting for cognitive style affects the development of adaptive behavior and readiness of bachelors to acquire professional knowledge, skills and abilities. deepen throughout life.

Research results. According to the results of the study, we found that the professional competence of a bachelor of law we understand a complex individual psychological set of theoretical knowledge, practical skills and significant personal qualities that determine the readiness of a specialist to work.

After analyzing different approaches to understanding the concept of “professional competence”, we identified the following semantic characteristics of competence that are relevant to the professional activities of the subject, namely: socio-cultural, professional and individual.

As a result of the analysis of the scientific literature on the research problem, we found that an important component of the professional ability of future legal professionals should be a motivational component that supports the means of mental and moral stimulation of the specialist in his further professional activity.

It is argued that in order to develop the professional competence of a bachelor of law at a high level, the educational institution must constantly model the process of training future professionals, in particular, actively implement the latest forms and methods of teaching in educational activities.

Thus, the analysis of theoretical and methodological achievements on the formation of law bachelors professional competence suggests that the high level of professional competence of law bachelors will depend more on the motivational component of future professionals, which ensures their ability to develop knowledge in professional education.

It is specified that the professional competence of bachelors of law is a complex individual-psychological set of theoretical knowledge, practical skills and significant personal qualities that determine the readiness of a specialist for active professional activity.

According to the results of the research, according to the psychological structure, the professional competence of a law bachelor should include the readiness of the future specialist for professional activity, professional ability and orientation. It is established that the professional ability of the future legal specialist must be developed and disclosed in the process of professional education.

We came to the conclusion that the use of modern forms and methods of teaching in the educational process during the professional training of law bachelors allows to model the educational process, which will fully ensure a high level of professional competence of future professionals.

A promising direction for further research is the creation of a holistic methodology for the formation of basic competencies of bachelors of law in the digital space as part of their professional competence.

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Citation: T. Zamikhovska, V. Pryshchepa (2021). LAW BACHELOR PROFESSIONAL COMPETENCE FORMATION. Frankfurt. TK Meganom LLC. Paradigm of knowledge. 1(45). doi: 10.26886/2520-7474.1(45)2021.10

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