

6. Peculiarities of information and legal support of legal education at the present stage in Ukraine

6.1 Information and legal regulation of legal education

Global processes of informatization of society require effective information and legal support of legal education. The professional activity of lawyers in the information society depends on its ability to adapt to modern conditions. Training of competitive specialists in the field of law needs to master and use their regulatory and legal support and information and communication technologies.

Evidence of the special importance of legal education reform in recent conditions is the establishment of a working group on the development of legal education within the Commission for Legal Reform under the President of Ukraine, approved by the Decree of the President of Ukraine in July 2019.

Reform of legal education of the Ministry of Science and the Ministry of Justice, in connection with which a number of regulations determine them appropriate for the implementation of certain components of legal education reforms [277].

On February 26, 2020, a new draft Concept for the Development of Legal Education [278] was published on the website of the Verkhovna Rada Committee on Science, Education and Innovation [278]. The concept of legal education development has many controversial issues that need to be addressed and the project as a whole needs to be refined.

The standard of higher education of Ukraine of another (master's) level of higher education for obtaining the degree of higher education "istr" in specialty 081 "Law" in the field of knowledge 08 "Law" was approved and put into effect by order of the Ministry of Education of Ukraine from 17.08.2020. № 1053 [279]. There is no state educational standard for specialty 082 "International Law".

In 2019, preparations began for the Unified State Qualification Exam for Lawyers. The pilot exam was scheduled to begin in December 2020, then in May 2021, and later in October 2021, but it was not conducted.

On May 19, 2021, the Government approved a new procedure for attestation of applicants in the unified state qualifying examination for professional higher and higher education degrees at the first (bachelor's and second) (master's) levels and the list of specialties for which EDKI will be held. It remains an open question - whether there should be one exam for the specialty "Law" and "International Law", or separately.

In October 2021, the Ministry of Education and Science of Ukraine approved the Program of the Unified State Qualification Exam in "Law" and "International Law" at the second (master's) level of higher education [280].

As part of the approbation of the qualification exam in Law and International Law, it was planned to be held in December 2021 for entrants to the 2020 master's degree, but it was not conducted in the epidemiological zone due to technical possibilities.

In connection with the Russian-Ukrainian war in Ukraine, holding a single state qualification exam in 2022 for a number of specialties, including 08 Law. This decision was made in the resolution of the Cabinet of Ministers of Ukraine of March 27, 2022 № 376 [281]. Attestation without an exam will be conducted at the first (bachelor's) and second (master's) levels. The issue of information-first provision of coverage in the works of O.V. Baranov, V. Bryzhko, V. Gorovy, R. Kalyuzhny, N. Savinova, V. Furashev, L. Khromchenko and others.

The works of V. Bykov, A. Gurzhiy, A. Ivannikov, Y. Izhvanov, O. Krivosheev, T. Kronivets, O. Moiko, S. Nikolaenko, L. Polyakova, R. Shevchuk are devoted to the problem of informatization of education.

The method of formation of informative competencies in future lawyers at the dissertation level was studied by: N. Rusina [282], O. Fedorchuk [283]. Issues of information and legal support of legal education need a separate study.

Information and legal support is defined as a set of management techniques in the management system aimed at forming the necessary information, special methods of processing, systematization, grouping [284, p. 112].

Analytical review of the regulatory framework of Ukraine on information and

legal support gives grounds to note that currently 260 laws of Ukraine, 290 resolutions of the Verkhovna Rada of Ukraine of normative content, 375 decrees and 87 orders of the President of Ukraine, 1,160 resolutions and 210 orders of the Cabinet of Ministers and more than 1,000 regulations governing legal relations in the country [285, p. 156].

Regulatory and legal acts of information and legal support of legal education according to the level of legal regulation can be classified into international and national. The main international legal acts of information and legal support of legal education are the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention for the Protection of Human Rights and Fundamental Freedoms, the Convention on Legal Assistance and Legal Relations in Civil, Family and Criminal Matters, Recommendation of the Committee of Ministers of the Council of Europe № R (2000) 21 on the freedom of profession of lawyer, Recommendation of the Committee of Ministers of the Council of Europe № R (2000)

19 on the role of public prosecutor in criminal justice, Recommendation of the

Committee of Ministers of the Council of Europe № R (2004) 4 on European Convention on Human Rights in University Education and Vocational Training, Joint Declaration on the European Higher Education Area, adopted in Bologna on 19 June 1999, Recommendation of the Committee of Ministers of the Council of Europe № R

(2000) 8 on university research mission, Recommendation of the Committee of Ministers of the Council of Europe № R (2007) 6 on the responsibility of the state for

higher education vol and research. Regulatory and legal support for the training of future lawyers in Ukraine is based on the legal norms of the Constitution of Ukraine of June 28, 1996; Laws of Ukraine: "On Education" of September 5, 2017 № 2145-VIII, "On Higher Education" of July 1, 2014 № 1556-VII, "On Scientific and Scientific-Technical Activity" of November 26, 2015 № 848-VIII ; Resolutions of the Cabinet of Ministers of Ukraine: "On the State National Program" Education "(" Ukraine of the XXI Century ") of November 3, 1993 № 896," On approval of the Program of legal education for the period up to 2005 "of April 10, 2001 № 344," "On approval of the national qualifications framework" of November 23, 2011 № 1341, "On approval of the list of fields of knowledge and specialties for which higher education is provided"

of April 29, 2015 № 266, "On approval of the list of specialties for which a single state qualification exam for a master's degree "from May 10, 2018 № 354," Procedure for certification of persons obtaining a master's degree in the form of a single state qualifying exam "from July 17, 2019 № 684; Decrees of the President of Ukraine: "On the National Strategy for Education Development in Ukraine until 2021" of June 25, 2013 № 344/2013, "On Sustainable Development Goals until 2030" of September 30, 2019; orders of the Ministry of Education and Science of Ukraine: "On approval of the standard of higher education of Ukraine in specialty 081" Law "in the field of knowledge 08" Law "for the first (bachelor's) level of higher education" by the Ministry of Education and Science of Ukraine №1379 of December 12, 2018, "On the establishment of a working group to develop the Concept Development of Legal Education in Ukraine "№ 787 of July 5, 2016," Guidelines for the Development of Higher Education Standards "of June 1, 2016 [286].

Recently, draft regulations have been developed: the draft Law of Ukraine "On Legal (Legal) Education and General Access to the Legal Profession" of September 28, 2017 №7147, the Draft Law on Legal Education and Legal (Legal) Profession of October 17, 2017 years, which were to help reform the training of lawyers. On August 29, 2019, the draft laws were rejected.

In the framework of reforming the higher education system and comprehensive updating of legislation in this area, I. Timkovych considers the adoption by the Ministry of Education and Science of Ukraine of the order of 05.07.2016 № 787 "On the establishment of a working group to develop a concept of legal education in Ukraine" , discussion of ways to improve its legal and organizational framework with the participation of not only government officials but also partners implementing the USAID Fair Justice project, OSCE project coordinators in Ukraine, representatives of higher education institutions and NGOs. According to the order, the working group is tasked to develop and submit to the Ministry of Education and Science of Ukraine a draft Concept for the Development of Legal Education in Ukraine by September 30, 2016, and to develop and submit a draft Implementation Plan to the Ministry by December 30, 2016. of this Concept. The result of this work was a presentation by the

Minister of Education and Science of Ukraine, Chair of the Working Group on Concept Development Lilia Hrynevych and Deputy Minister of Justice of Ukraine Hanna Onyschenko of the Concept 2016 during the round table "Modernization of legal education in Ukraine", and the text of the draft Concept is posted on the website of the Ministry of Education and Science of Ukraine for public review [287, p. 56].

The concept of legal education development is designed to ensure the quality of higher legal education and verify the compliance of graduates with the needs of the labor market, modern challenges of the global legal profession and world best practices. Information and legal elements of the system of internal quality assurance of legal training in accordance with the draft Concept for the development of legal education are:

- availability of information systems for effective management of the educational process;
- publicity of information about educational programs and qualifications;
- observance of academic integrity by employees of higher education institutions and applicants for higher legal education, including the creation and maintenance of an effective system for preventing and detecting plagiarism and other manifestations of academic dishonesty;
- creation of an effective system of responsibility for non-compliance with the requirements of academic integrity;
- providing higher legal education students with access to educational resources, including recognized professional databases, international information, scientific and practical, library and other resources [285].

According to L. Stolyarchuk, the approval of the Standard of Higher Education of Ukraine in the specialty 081 "Law" in the field of knowledge 08 "Law" for the first (bachelor's) level of higher education by order of the Ministry of Education and Science of Ukraine №1379 of December 12 2018. This standard has been in force since the 2018/2019 academic year and defines the basic requirements for the content and results of educational activities of the Free Economic Zone, which prepare bachelors of law. In particular, this document provides a list of graduate competencies, which are

represented by 3 types: integrated competence, general and special (professional, subject) competencies. In addition, the normative content of bachelors of law is formulated, formulated in terms of learning outcomes, which include the following blocks: socio-humanitarian erudition, research skills, communication, professional self-organization and use of information technology, law and law enforcement [289, p. 91].

Cooperation between the Ministry of Education and Science of Ukraine and the Ministry of Justice of Ukraine on reforming legal education is active. In the structure of the Ministries, the Directorates - the Directorate of Higher Education and Adult Education of the Ministry of Education and Science, as well as the Directorate for Human Rights, Access to Justice and Legal Awareness of the Ministry of Justice are responsible for formulating state policy in the field of legal education. In recent years, thanks to the joint actions of both ministries, with the active assistance of international partner organizations, professional legal communities, we have made significant progress in this direction, including conceptual rulemaking, improving the selection of law schools, optimizing public procurement for legal education. , recommendations for improving the content of educational programs, etc. [290].

The new draft concept of legal education development, which was developed and discussed at working meetings of people's deputies of Ukraine together with experts in the field of law and higher education, plans to include higher education with a master's degree in 081 "Law" in the field of knowledge 08 "Law". The master's degree in 081 "Law" is obtained on the basis of complete general secondary education. It is also established that the training of applicants for the specialty 081 "Law" in the system of professional pre-higher education and the degree of junior bachelor and bachelor is not carried out [291].

The specialties "International Law" and "Law Enforcement" will not be considered higher legal education in the context of qualification requirements for a certain position.

The possibility of distance learning is abolished: the training of lawyers will be carried out exclusively on a full-time basis [292]. According to the authors of the

project, the Concept of Legal Education Development should comply with the provisions of strategic and policy documents, including: National Strategy for Human Rights, Strategy for Judicial Reform, Judiciary and Related Legal Institutions for 2015-2020, development of civic education in Ukraine.

The concept of legal education development provides:

- promoting the increase of necessary resources for the organization of the educational process, including independent work of students;
- availability of information systems for effective management of the educational process;
- providing access to legal resources for students of legal education, including recognized professional databases, international information, scientific and practical, library and other resources [291].

The draft concept of legal education in order to ensure the quality of training of lawyers provides for the organization and conduct of the Unified State Qualification Exam. On November 7, 2019, by order of the Minister of Education and Science G. Novosad, a working group was established on methodological, organizational and analytical support of the unified state qualifying exam in specialties 081 "Law" and 293 "International Law".

On July 17, 2019, the Cabinet of Ministers of Ukraine issued a resolution "Procedure for certification of persons obtaining a master's degree in the form of a single state qualifying examination" [293].

In this Procedure, the term "single state qualifying examination" means a standardized form of control over the achievement of higher education students' learning outcomes defined by the standard of higher education, and evaluation of such learning outcomes [293].

Certification of persons obtaining a master's degree in the form of a qualifying examination is carried out in specialties according to the list of specialties for which a single state qualifying examination for a master's degree, approved by the Cabinet of Ministers of Ukraine from May 10, 2018 № 354 [295].

The state bodies responsible for organizing the qualifying examination in the

specialty 081 Law are the Ministry of Education and Science and the Ministry of Justice.

According to the resolution of the Cabinet of Ministers of Ukraine "Procedure for attestation of persons obtaining a master's degree in the form of a single state qualification exam" qualification exam programs are developed on the basis of higher education standards of the appropriate level and specialty.

The programs of the unified state qualification exam in the specialties "Law" and "International Law" master's degree in higher education is not published on the official website of the Ministry of Education and Science of Ukraine [280].

EDKI is a mandatory component of the certification of special competencies defined by the standards of higher education and sufficient for the effective performance of professional activities in the chosen specialty.

Examination work will consist of plots (descriptions of the actual circumstances of the situation). Each plot will contain no more than 12 test tasks (questions) of the following types:

- tasks with four possible answers, of which only one is correct;
- tasks with seven possible answers, of which only three are correct;
- tasks that need to determine the sequence / priority;
- tasks that require compliance.

The total number of test tasks is 120, which will take participants 180 minutes to complete.

The EDCI program in Law and International Law consists of 12 sections:

- Constitutional law of Ukraine;
- Administrative law of Ukraine;
- Administrative proceedings in Ukraine;
- International public law, international protection of human rights;
- Civil law of Ukraine;
- Civil procedural law of Ukraine;
- Labor law of Ukraine;
- International private law;

- Criminal law of Ukraine;
- Criminal Procedure Law of Ukraine;
- International criminal law, including international cooperation in crime prevention;

General ethical requirements of the legal profession.

The program was developed by the working group on methodological, organizational and analytical support of EDKI in specialties 081 "Law" and 293 "International Law", which includes employees of the Ministry of Education, lawyers, scientists, representatives of other central authorities and NGOs [280].

In order to counteract the spread of coronavirus infectious disease COVID-19, the state authorities have adopted regulations amending the organization of the educational process in Ukraine. Almost every family has schoolchildren, students, research and teaching staff, and other people involved in educational activities. Threat to the life and health of participants in the educational process of Ukraine during the spread of coronavirus infectious disease COVID-19, the implementation of educational tasks require the creation of effective legal regulation of education: adoption of new regulations, amendments to existing regulations.

Normative-legal regulation is the definition of the limits of self-realization of subjects of law, enshrining in the legal norm and the consciousness of citizens the ability to act in accordance with the law [295, p. 12].

Legal regulation of education in Ukraine is a set of legal means by which the state exercises legal influence on public relations in the field of education. The purpose of legal regulation of education is to ensure the unimpeded movement of the interests of subjects to values [296, p. 1110].

The main legal acts regulating education in Ukraine and continuing to operate under the COVID-19 coronavirus are: the Constitution of Ukraine of June 28, 1996, the State National Program "Education" ("Ukraine of the XXI Century") of November 3, 1993, the National Doctrine of Education Development of April 17, 2002, National Strategy for Education Development in Ukraine until 2021. from June 25 2013 № 344/2013 and Laws of Ukraine "On Education" of September 5, 2017, "On Preschool

Education" of July 11, 2001, "On Complete General Secondary Education" of January 16, 2020, "On Extracurricular Education" of 22 June 2000, "On Vocational (Technical) Education" of February 10, 1998, "On Higher Education" of July 1, 2014. Legal norms of educational legislation continue to be used: resolutions of the Verkhovna Rada of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, decrees of the President of Ukraine, orders of the Ministry of Education and Science of Ukraine, letters of the Ministry of Education and Science of Ukraine and other bylaws [297, p. 182].

Government bylaws are important in order to prevent the spread of acute respiratory illness COVID-19 in Ukraine. On March 11, 2020, the Cabinet of Ministers of Ukraine adopted a resolution "On prevention of the spread of acute respiratory disease COVID-19 caused by SARS-CoV-2 coronavirus" on March 11, 2020 № 211. On April 2, 2020, the Cabinet of Ministers of Ukraine introduced amendments to the resolution of the Cabinet of Ministers of Ukraine of March 11, 2020 № 21. On March 13, 2020, Presidential Decree № 87/2020 "On the decision of the National Security and Defense Council of Ukraine" On urgent measures to ensure national security in the event of an outbreak of acute respiratory disease COVID-19 caused by coronavirus SARS-CoV-2 "was issued.

On March 17, 2020, the Verkhovna Rada of Ukraine adopted laws aimed at preventing the emergence and spread of coronavirus disease and supporting taxpayers for the period of implementation of the following measures:

- Law № 530-IX "On Amendments to Certain Legislative Acts of Ukraine Aimed at Preventing the Occurrence and Spread of Coronavirus Disease (COVID-19)", which entered into force on March 17, 2020;

- Law № 533-IX "On Amendments to the Tax Code of Ukraine and Other Laws of Ukraine on Support of Taxpayers for the Period of Measures to Prevent the Occurrence and Spread of Coronavirus Disease (COVID-19)", which entered into force on March 18, 2020.

Since the beginning of quarantine, the Ministry of Education and Science has made many management decisions to adapt educational processes to its conditions. All changes in the educational process, implemented through quarantine, are collected on

a separate website (<http://mon-covid19.info>) [298].

Regulations of the Ministry of Education and Science in quarantine can be classified in such areas as:

- organizational measures to prevent the spread of coronavirus disease (COVID-19): Order of the Ministry of Education and Science "On ensuring the implementation of preventive and anti-epidemic measures" № 392 of 12.03.2020; Order of the Ministry of Education and Science "On organizational measures to prevent the spread of coronavirus COVID-19" of March 16, 2020; Letter of the Ministry of Education and Science "On the inadmissibility of forced eviction of students or providing such recommendations to students" № 1 / 9-165 dated 18.03.20; Letter of the Ministry of Education and Science "On proposals for amendments to Annex № 3" Distribution of expenditures of the State Budget of Ukraine for 2020 "of the Law of Ukraine" On the State Budget of Ukraine for 2020 ", sent on 27.03.2020" № 1 / 10-1031 dated March 27, 20.

- organization of the educational process: Letter of the Ministry of Education and Science "On the organization of the educational process in general secondary education during quarantine" № 1 / 9-173 from 23.03.20; Letter of the Ministry of Education and Science "On the peculiarities of the organization of the educational process during quarantine" № 1 / 9-176 dated 25.03.20; Letter from the Ministry of Education and Science

- "On the organization of the educational process in institutions of professional (vocational) education for the period of quarantine" № 1 / 9-177 from 26.03.20; Letter of the Ministry of Education and Science "On the completion of the 2019/20 academic year" № 1 / 9-178 dated 27.03.20; Order of the Ministry of Education and Science "On exemption from passing the state final certification of students who complete primary and basic general secondary education in the 2019/2020 academic year" № 463 of 30.03.2020; Letter of the Ministry of Education and Science "Regarding the organized end of the 2019/2020 academic year and enrollment in general secondary education institutions" № 1 / 9-182 dated 31.03.20; Letter of the Ministry of Education and Science "On the organizational principles of inclusive resource centers in quarantine"

№ 1 / 9-185 from 03.04.20; Letter of the Ministry of Education and Science "On the organized end of the school year in vocational (vocational) education institutions during the quarantine period" № 1 / 9-200 dated 08.04.20; Letter of the Ministry of Education and Science "Regarding the final assessment and organized completion of the 2019-2020 academic year" № 1 / 9-213 dated 16.04.20.- on the organization of labor and remuneration of employees: Letter of the Ministry of Education and Science "On remuneration of employees of educational institutions during the suspension of training due to quarantine" № 1 / 9-161 of March 13, 2020. Letter of the Ministry of Education and Science, Central Committee of the Trade Union of Education and Science Workers "On the conditions and remuneration of employees of educational and scientific institutions in quarantine" № 1 / 9-162, № 02-5 / 202 from March 17 № 2020; Letter of the Ministry of Education and Science "On the certification of teachers in 2020 in quarantine" №1 / 9-179 from 27.03.2020.

During quarantine, learning takes place exclusively at a distance, so it is important to provide regulatory and legal support for distance education, which is carried out in accordance with the Constitution of Ukraine (Articles 41, 54), Civil Code of Ukraine (Articles 418-448), Law of Ukraine "On Higher Education" 01.07. 2014 (Article 49), the Law of Ukraine "On the National Informatization Program" of 04.02.1998, the Resolution of the Cabinet of Ministers of Ukraine "On approval of licensing conditions for educational activities of educational institutions" of 30.12.2015 № 1187, the Decree of the President of Ukraine on the development of the national component of the global information network Internet and ensuring wide access to this network in Ukraine "of July 31, 2000 № 928/2000," Concepts of distance education in Ukraine "approved by the Ministry of Education and Science of Ukraine of 20.12.2000, on distance learning "(order of the Ministry of Education and Science of Ukraine from 25.04.2013 № 466), "On approval of time norms for planning and accounting of educational work and lists of basic types of methodical, scientific and organizational work of pedagogical and scientific - pedagogical workers of higher educational institutions" "Order of the Ministry of Education and Science of Ukraine from 07.08.2002" 450).

Regulatory regulation of education in quarantine should ensure the implementation of curricula, promote theoretical knowledge and practical skills of participants in the educational process, promote respect for fundamental rights and freedoms of participants in the educational process, so the adoption of new regulations should be timely, appropriate, take into account future perspective.

Regulatory regulation of education in quarantine is a set of regulations by which the state regulates public relations in the field of education in quarantine.

Training of competitive specialists in the field of law requires the development and use of information and communication technologies.

Information and communication technologies are a set of methods, tools and techniques for searching, storing, processing, presenting and transmitting graphic, textual, digital, audio and video data based on personal computers, computer networks and communications [299, p. 195].

ICTs have an active influence on the process of teaching and educating students, as they change the scheme of knowledge transfer and teaching methods.

The main tools of ICT used in the educational process of future lawyers are: word processors and spreadsheets, computer presentations, electronic reference books, electronic textbooks and multimedia; electronic libraries and archives, expert and information retrieval (universal) systems, banks and databases, global and local educational networks, cloud technologies. They help the future lawyer to choose the necessary information and present it properly.

Thus, information and legal support of legal education is a set of legal acts and information and communication technologies used in the training of future lawyers.

Reforms of legal education are impossible without the adoption of the Concept of development of legal education and the mechanism of its implementation. Therefore, it is necessary to adopt regulations that meet modern requirements and international standards for the training of future lawyers.

6.2 Information competence of future lawyers

In the context of education reform, in accordance with the competence approach, the requirements for future specialists, who must be competitive in the labor market, are growing. The main task of higher education is to form the professional competencies of future specialists in accordance with modern requirements.

The professional activity of a lawyer ensures the functioning of any legal system. The fate of people, the activities of institutions, organizations, stability in the state depend on the advice, decisions, contracts concluded by lawyers [300].

Modern legal education needs to be reformed because the level of training does not meet international professional standards. According to R. Maidanik, a significant number of graduates of higher legal educational institutions have an inadequate level of training in such areas as:

- a) sufficiency of possession of legal working equipment;
- b) solving certain legal problems, incidents;
- c) comprehensiveness of legal knowledge;
- d) the ability to find alternative solutions;
- e) technique of argumentation;
- f) ability to work in a team and lead a team;
- g) knowledge of the Ukrainian business language, foreign languages, microeconomics;
- h) knowledge of applied legal computer programs [301].

Curricula of higher legal institutions do not pay enough attention to the acquisition of practical skills. The main form of classes are seminars, during which theoretical knowledge is deepened. The inefficiency of internships also does not contribute to the professional competence of future lawyers. Recently, many studies have appeared in the scientific literature on the formation of professional competencies of future professionals in various professions in the educational process.

Professional competencies of future lawyers are considered in the works of B. Andrusyshyn, S. Bocharov, O. Bandurko, A. Guza, S. Gusarev, D. Demchenko, V.

Ryzhikova, V. Savishchenko, O. Skakun, S. Slyvka, O. Tikhomirova , G. Yavorskaya and other researchers.

The professional competence of the future lawyer in the process of professional training is defined as the readiness of the future lawyer to implement the legal regulation of public relations, provided with a system of knowledge, skills, abilities and personal qualities.

The general requirements to the properties and qualities of graduates of higher legal education as social personalities are presented in the form of competencies for solving certain problems and tasks of social reality.

The very concept of "competence" includes:

- knowledge and understanding (theoretical knowledge of the academic field, ability to know and understand);
- knowledge of how to act (practical and operational application of knowledge to specific situations);
- knowledge of how to be (values as an integral part of the way of perceiving and living with others in a social context) [302, p. 5].

The new explanatory dictionary of the Ukrainian language defines the concept of "competence" as a good knowledge of something; the range of powers of any organization, institution, person" [303, p. 874]. The European Commission identifies 8 key competencies that every European should have:

- competence in the field of native language; competence in the field of foreign languages;
- mathematical and fundamental natural science and technical competencies;
- computer competence;
- educational competence;
- interpersonal, intercultural and social competences, as well as civic competence;
- competence of entrepreneurship;
- cultural competence [302, p. 5].

In the formation of competence plays a crucial role not only the content of

education, but also the educational environment of higher education institutions, the organization of the educational process, educational technologies, including independent work of students and more.

The compliance of the quality of graduate training with the requirements of the industry standard of higher education should be determined by its competencies.

In the process of studying in higher education, students must form: socio-personal, general scientific, instrumental and professional competencies.

Social competence is a competence that reflects the ability and willingness of a person to cooperate with people in a certain way, to understand their interests and social status, to participate in the process of forming work harmony and working life.

Personal competence - competence that reflects a person's ability and willingness to act independently and responsibly, reveals the person's own actions and attitudes to the actions of others, the intention to improve their skills in the future.

Socio-personal competencies:

- understanding and perception of ethical norms of behavior in relation to other people and in relation to nature (principles of bioethics);
- understanding the need and adherence to a healthy lifestyle; ability to learn; ability to criticize and self-criticize; creativity, ability to think systematically;
- adaptability and sociability; persistence in achieving the goal;
- care for the quality of work performed;
- tolerance;
- environmental literacy.

General scientific competencies are manifested in the ability to analyze, compare, systematize, summarize, acquire new knowledge. These competencies characterize the level of intellectual development of the individual. Intelligence plays a crucial role in all activities of the specialist. General scientific competencies:

- basic ideas about the basics of philosophy, psychology, pedagogy, contributing to the development of general culture and socialization of the individual, inclination to ethical values, knowledge of national history, economics and law, understanding the causal links of society and the ability to use them in professional and social activities;

- basic knowledge of the fundamental sections of mathematics in the amount necessary to master the mathematical apparatus of the relevant field of knowledge, the ability to use mathematical methods in the chosen profession;

- basic knowledge in the field of informatics and modern information technologies;

- skills of using software and skills of work in computer networks, ability to create databases and use Internet resources;

- basic knowledge of basic sciences, to the extent necessary for the development of general professional disciplines;

- basic knowledge in the field required for the development of general professional disciplines.

Instrumental competencies:

- ability to written and oral communication in the native language; knowledge of another language (languages); computer skills;

- information management skills; research skills.

Professional competence - competence that covers knowledge and skills, describes the ability and willingness to professionally, autonomously and methodologically perform tasks, solve problems, evaluate the process and the results obtained. Professional competencies can be generalized, inherent in a professional (specialist) in general or from a certain class (subclass, group) of professions, and are determined by the requirements of specific professional standards of a particular profession or (in their absence) expertly on the proposals of relevant working groups. analogues and qualification characteristics of the employee's profession (according to the Handbook of Qualification Characteristics of Employees' Professions (DKHPP) or proposed and agreed with the Ministry of Labor and Social Policy).

State industry standards establish state requirements for the content of legal education, determine the professional competencies of university graduates.

The professional competencies of future lawyers are divided into general-professional and special-professional.

According to the state standards of education, curricula, training programs for

lawyers, taking into account the reform of legal education and domestic legislation, the future lawyer must have the following general professional competencies:

- modern ideas about the requirements for professional and personal qualities of a lawyer, modern ideas about the laws of origin, functioning and development of the state and law;

- basic knowledge of state and legal phenomena and mastering the conceptual and categorical apparatus for the development of special professional disciplines; modern ideas about the sources of law;

- basic knowledge of the main branches of law;

- modern ideas about the system of public authorities;

- basic knowledge of legal regulation of legal relations;

- basic knowledge of legal liability;

- modern ideas about legal regulation in the field of economics, socio-cultural and administrative-political construction. Special-professional competencies:

- ability to determine and analyze the structure and types of legal norms, legal force and limits of normative legal acts, as well as to use methods of interpretation and rules of application of legal norms;

- ability to analyze and evaluate the circumstances of the case and other documents using various scientific methods, the ability to provide legal support for the conclusion of transactions, to determine the conditions of their validity;

- ability to independently form and maintain legal statistics, as well as to analyze statistical data;

- ability to compile and draw up management documentation taking into account the modern requirements of office standards;

- ability to organize and carry out general record keeping at enterprises, institutions, organizations, as well as record keeping on citizens' appeals, issues of organization of archival storage and use of documents;

- ability to have computer skills at the user level, to use information technology to solve practical problems in the field of professional law.

The competencies of future lawyers are determined on the basis of the

competence approach and taking into account modern requirements for law graduates. Reforming higher legal education, adopting industry standards of higher school in jurisprudence, improving educational and methodological support, coordination of educational and professional programs of junior specialists, bachelors, specialists, masters helps to prepare a competitive specialist with a high level of professional competence. The professional activity of a lawyer in the information society depends on his ability to adapt to modern conditions. The training of competitive legal professionals requires the development and use of information and communication technologies (ICT).

The general requirements to the properties and qualities of graduates of higher legal education as social personalities are presented in the form of competencies for solving certain problems and tasks of social reality. The use of ICT contributes to the formation of future lawyers' information competence.

Information competence is included in the list of key competences approved in 2006 by the EU ("Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning") [304, p. 83].

Standards of higher education in Ukraine, bachelor's degree, field of knowledge - 08 Law, specialty - 081 Law determines the list of competencies of the graduate, the general competencies include skills in the use of information and communication technologies [305].

Applicants for higher education bachelor's degree in 081 "Law" must demonstrate the following learning outcomes: professional self-organization and use of information technology (should use statistical information obtained from primary and secondary sources for their professional activities; free to use available information technology for professional activities and databases, demonstrate the ability to use computer programs necessary for professional activities, work in a group, forming their own contribution to the tasks of the group) [305].

Standard of higher education of Ukraine of the second (master's) level of higher education for obtaining the degree of higher education "master" in the specialty 081 "Law" in the field of knowledge 08 "Law". (Order of the Ministry of Education and

Science of Ukraine dated 17.08.2020 № 1053) general competencies include the ability to search, process and analyze information from various sources, special competencies include the ability to convey information, ideas, content of problems to specialists and non-specialists in the field of law and the nature of optimal solutions with proper reasoning [306].

N.H. Balovsyak defines information competence as an integrative formation of personality, which reflects its ability to identify information needs, search for information and work effectively with them in all their forms and representations - both in traditional, printed form and in electronic form; ability to work with computer equipment and telecommunications technologies, and the ability to apply them in professional activities and everyday life [307, p. 2].

M.S. Golovan on the basis of the analysis of the concepts of competence and information competence draws conclusions: first, information competence can be considered as a quality of personality, including a set of knowledge, skills and abilities to perform various types of information activities and values of this activity. this information activity is understood as a set of processes of collection, analysis, transformation, storage, retrieval and dissemination of information; secondly, the information competence of the specialist is directly related to the field of his professional activity; thirdly, information competence can be considered in three aspects: as part of key competences; as a component of professional competence of a specialist; as a stage in the formation of his professional or information culture [308].

O.S. Fedorchuk and N.G. Rusina devoted their dissertation research to the method of forming information competencies of future jurists.

O.S.Fedorchuk defines the concept of "professional and informative competence of the future jurist - a complex individual psychological education based on the integration of theoretical knowledge and practical skills to work with information of various kinds, using ICT to search, process, transform, assimilate and generalize information. specific knowledge, which is the basis for forecasting, development, adoption and implementation of optimal decisions in the legal field, the desire to engage in this matter [283, p. 11].

N.G. Rusina considers the information competencies of the future jurist as the ability to apply the acquired knowledge, skills and abilities in the field of informatics and information technology, related to the ability to enable people to solve professional problems and be able to use ICT in everyday life and for professional development [282, p. 8].

M.S. Golovan considers information competence, which should be understood as subject and separate it from information, which can be characterized as key. The scientist defines the concept of information competence of the student - an integrative quality of personality that characterizes the degree of development of competencies in the field of informatics, necessary for activities in the information space. According to him, the structure of information competence includes five components: motivational, cognitive, activity, value-reflexive, emotional-volitional. Information competence is dynamic; it involves functioning, ie constant change and development; it is in the properties, connections, functions and their interaction are the origins of the development of information competence as a holistic system [308].

According to S.A. Rakov, the composition of ICT competence includes the following components: methodological; research; model; algorithmic; technological [309].

N.H. Balovsyak believes that the structure of information competence can be represented as three components:

- 1) information component (ability to work effectively with messages in all forms of their presentation);
- 2) computer or computer-technological component (which determines the skills and abilities to work with modern computer tools and software);
- 3) procedural component (which determines the ability to use modern means of information and computer technology to work with information resources and solve various problems) [307, p. 2].

In our opinion, the information competence of future lawyers includes the following components:

- information (methods of receiving, storing and processing information);

- computer (skills and abilities to work with a computer);
- motivational (motives, purpose, desire to use ICT);
- evaluation (comparison of results with the purpose, forecasting);
- communicative (using other people's resources to achieve their goals);
- emotional and volitional (ability to understand their own emotional state as a result of search and processing, transmission of information);
- ethical (knowledge of the rules of ethics of information use).

In the process of higher education, law students should form the following information competencies:

- basic knowledge in the field of informatics and modern information technologies;
- skills in using software and skills in computer networks, the ability to create databases and use Internet resources;
- computer skills;
- information management skills. The formation and development of information competence of future lawyers should contribute to the effective organization of the educational process in the university, the use of modern teaching methods, the use of interdisciplinary links, enhancing students' cognitive activity, motivating learning activities, and taking into account The information competence of future lawyers should facilitate the effective search, evaluation, selection of information in order to perform professional duties during legal practice.

Thus, the information competence of future lawyers is an integrative characteristic of a lawyer as a professional related to the implementation of actions of search, evaluation, selection of information using ICT in legal practice. The structure of information competence of future lawyers includes the following components: information; computer; motivational; evaluative; communicative; emotional and volitional; ethical.

6.3 Features of distance legal education in Ukraine

Today, distance education is becoming more common. The number of universities offering distance learning, including law, is increasing, and this trend is observed all over the world. The world's leading educational institutions are opening distance learning centers in other countries, the most remote parts of the globe. Migration processes force many people to leave their homeland and seek a better life abroad. There are difficulties in adapting to new conditions, including education. Distance education can help Ukrainian migrants obtain Ukrainian diplomas and become more competitive.

Poland, Germany, Russia, Canada, Italy, the Czech Republic, the United States, Spain, Austria, France and Hungary remain among the most desirable countries for study. And 2/3 of Ukrainians study at Polish universities. Canadian, Czech and Italian universities also showed significant relative and absolute growth of Ukrainian citizens in their studies. This trend in Ukraine can lead to negative consequences: lack of qualified personnel, demographic problems of Poland, the Czech Republic, Slovakia and other countries. One of the ways to solve this problem is the opening of distance learning centers by Ukrainian universities abroad, the development of joint educational programs with foreign educational institutions. The target audience of distance learning centers are citizens of Ukraine who are temporarily or permanently studying or working abroad, people living in geographically remote settlements, people with special needs, people who are able to independently or quickly master the curriculum.

Distance education is a form of learning equivalent to full-time, part-time and part-time education, which is implemented mainly by distance learning technologies [310]. Distance education is an education that a person can acquire throughout life. Continuity of education is due to the development of scientific and technical process, changing requirements for employees. Continuing legal education is based on the achievements of jurisprudence, pedagogy, computer science and other sciences.

Among the most commonly used terms related to distance learning are the

following: correspondence education, home study, self-study, external learning, lifelong learning, distance learning, technical-based learning, or indirect learning, open learning, open access , flexible and distributed learning.

Under distance learning in accordance with paragraph 1.2 "Regulations on distance learning "of April 23, 2013. means individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants in the learning process in a specialized environment that operates on the basis of modern psychological, pedagogical and information and communication technologies [311].Distance learning differs from traditional forms in the following features: flexibility, modularity, parallelism, coverage, manufacturability, social equality, a new role of the teacher.

Normative and legal regulation of distance education in Ukrainian universities by distance learning is carried out in accordance with the Constitution of Ukraine (Articles 41, 54), the Civil Code of Ukraine (Articles 418-448), the Law of Ukraine "On Higher Education" of 01.07. 2014 (Article 49), the Law of Ukraine "On the National Informatization Program of 04.02.1998", the Law of Ukraine "On Copyright and Related Rights" of 23.12.1993, "On Information" of 02.10.1992, the Resolution of the Cabinet of Ministers of Ukraine "On state registration of copyright and agreements relating to the author's right to a work" of 27.12.2001, Resolution of the Cabinet of Ministers of Ukraine "On approval of the list of branches of knowledge and specialties for training higher education" from 29.04.2015 № 266 , Resolution of the Cabinet of Ministers of Ukraine "On approval of licensing conditions for educational activities of educational institutions" from 30.12.2015 № 1187, Decree of the President of Ukraine "On measures to develop the national component of the global information network Internet and ensure wide access to this network in Ukraine" from 31 July 2000 № 928/2000, "Concepts for the development of distance education in Ukraine" approved by the Ministry of Education and of Science of Ukraine on December 20, 2000, "Regulations on Distance Learning" (order of the Ministry of Education and Science of Ukraine of April 25, 2000).2013 № 466, "On approval of time norms for planning and accounting of educational work and lists of basic types of methodical, scientific

and organizational work of pedagogical and scientific - pedagogical workers of higher educational institutions" (order of the Ministry of Education and Science of Ukraine from 07.08.2002 № 450), "On the Recommendation on the procedure and establishment, organization and work of the state examination (qualification) commission in higher educational institutions of Ukraine" (letter of the Ministry of Education and Science of Ukraine dated 29.12.1993 № 83-5 / 1259), "On approval of the Model Statute higher educational institution "(order of the Ministry of Education and Science of Ukraine of 05.02.03 № 60)," On approval of the Regulations on the practice of students of higher educational institutions of Ukraine "(order of the Ministry of Education and Science of Ukraine of 08.04.1993 № 93), "On approval of the Regulations on the procedure for transfer, expulsion and renewal of students of higher educational institutions" (order of the Ministry of Education and Science of Ukraine district of 15.07.1996 № 245), "On approval of the Requirements for higher education and postgraduate education, scientific, educational and research institutions that provide educational services in the form of distance learning for training and retraining of specialists in accredited areas and specialties" (Order of the Ministry of Education and Science of Ukraine of 30.10.2013 № 1518, "On approval of the Regulations on academic leave and re-education in higher education institutions" (Order of the Ministry of Health of Ukraine of 06.06.1996 № 191/153) [36, pp. 46-47]. Persons who are able and able to acquire knowledge and implement the curriculum using distance learning technologies, the Internet, as well as the use of other means of communication can study remotely.

The positive aspects of distance legal education include such opportunities as:

- education of persons who in certain circumstances are unable to obtain it in any other way;
- obtaining education without separation from production, place of residence, as well as obtaining several educations at the same time in different educational institutions;
- getting an education at a convenient time for the student, in a convenient place and a convenient pace of learning;

- formation of a set of independent training courses (modules) of the optimal individual or group curriculum;
- simultaneous communication of students with teachers and with each other, regardless of their location and time of entry into the information and telecommunications network;
- reduction of costs for training, no costs for rent, on the way to the place of study for both teachers and students;
- improving the quality of education through the use of modern tools, large electronic libraries, etc.;
- creation of a single educational space;
- use of the latest achievements of information and telecommunication technologies in the educational process, etc.

In turn, the negative aspects of legal distance education can be considered:

- the actual lack of domestic development of qualified teaching aids (electronic textbooks and books, tests and virtual simulators, etc.) in the specialty "Law";
- low level of computerization of educational institutions;
- Lack of a perfect regulatory framework for the existence and development of distance education and state-recognized conceptual developments, which undermines its national importance and reduces it to the corporate interests of certain groups of people who may sometimes be incompetent in this area, etc.

The educational process of distance learning is carried out in the following forms: independent work; training sessions; practical training; control measures.

The main types of distance learning classes are: lecture, seminar, lesson, practical classes, laboratory classes, consultations and others.

Lecture, consultation, seminar, lesson are conducted with students (students, listeners) remotely in synchronous or asynchronous mode according to the curriculum.

Receipt of educational materials, communication between the subjects of distance learning during distance learning classes is provided by the transmission of video, audio, graphic and textual information in synchronous or asynchronous mode.

Practical training, which involves the implementation of practical (control)

work, takes place remotely in asynchronous mode. Some practical tasks can be performed in a synchronous mode, which is determined by the work program of the discipline.

Laboratory classes are conducted in person in specially equipped training laboratories or remotely using appropriate virtual simulators and laboratories.

Other types of training activities in the implementation of the educational process may include business games, project implementation in groups and more. These types of classes can be conducted in person or remotely in synchronous or asynchronous mode, as determined by the work program of the discipline.

Practical training of students (pupils, students) who study by distance learning is carried out according to a separately approved program by the educational institution.

Control measures in the discipline (subject) in the training of distance learning in higher education include intermediate (thematic, modular), final and other defined by the university control of knowledge, skills and abilities acquired by students in the learning process.

All control measures in the university can be carried out according to the decision of the educational institution remotely using the capabilities of information and communication technologies, including video conferencing, provided that the authentication of the student, or in person [313, p. 260].

State certification in the training of specialists in distance learning is carried out by the state examination commission in accordance with Article 7 of the Law of Ukraine "On Higher Education" [314]. The introduction of distance learning in Ukrainian higher education institutions, including their foreign missions, will allow everyone to study Ukrainian, reduce the number of Ukrainian students studying in foreign universities, maintain ties with the homeland, and promote better adaptation in case of re-emigration.

In October 2017, Ukraine will have the first professional cloud CRM system for lawyers. The problem of choosing and adapting to the needs of the quality CRM-system industry was solved by the team of the well-known in Ukraine legal resource

"Lawyer's House". They have proposed the first professional cloud CRM system for lawyers and will soon provide an opportunity for free testing. With the help of the system, lawyers will be able to issue invoices to clients, conduct their own billing, quickly and easily generate various reports, manage their affairs and use other opportunities [315].

Training of highly qualified specialists requires to keep up with the times, to take into account the changes that occur in the information environment, vocational education. In modern conditions, cloud technologies are more widely used in the training of future specialists.

The strategy of information society development in Ukraine for 2013-2020 provides for the formation of a modern information structure based on cloud technologies [316]. According to N.A. Khmil, the purpose of integrating cloud technologies into the pedagogical process of universities is to create an information environment or information infrastructure of the educational institution, which in the "Strategy for Information Society Development in Ukraine" is defined as "a set of various information (automated) systems, information resources. telecommunication networks and data transmission channels, means of communication and management of information flows, as well as organizational and technical structures, mechanisms that ensure their functioning " [317, p. 129].

The term "cloud technology" was first introduced in 1997 by R. Chellapp.

Cloud technology is a data processing technology in which computer resources and capabilities are provided to the user as Internet services. The user has access to their own data, but they do not need to worry about the infrastructure, operating system and security of data storage. The term "cloud" is used as a metaphor for a complex infrastructure, which hides all the technical details [318, p. 149]. The advantages of using cloud technologies are: unnecessary powerful computers; less cost to purchase software and update it regularly; unlimited data storage; accessibility from various devices and no workplace connection; ensuring data protection against losses and the implementation of many types of educational activities, monitoring and evaluation, online testing, open educational environment; saving money on the maintenance of

technical specialists.

Cloud systems are not without drawbacks, which are more common to ordinary users, and to a lesser extent - providers: constant connection to the Internet; work poorly with slow Internet access; programs may run slower than on the local computer; not all programs or their properties are available remotely; data security may be compromised; not every cloud application allows you to save the results in a user-friendly form on the desired media; the risk of mass data loss by many users due to a technical failure with the cloud service provider; loss of freedom - most cloud services do not have clear standards, and therefore there may be serious problems when moving from one cloud service provider to another. Despite the disadvantages, many experts believe that the benefits and conveniences outweigh the possible risks of using such services.

Consider the main opportunities for the use of cloud technologies in the educational process in the training of future lawyers. The most commonly used are cloud services designed to acquire skills in working with web services and regular documents. Among them we will consider the cloud platform Microsoft Live @ edu, thanks to which on the basis of cloud technologies it is possible to study in practice well-known office applications through a web browser, and the services of this platform include e-mail, calendar, web conferencing. language); virtual board; website design and support designer; the ability to create, edit documents Word, Excel, Power Point [319, p. 98].

Office 365 offers classic Microsoft Office applications and cloud services, including enterprise-class mail, shared calendars, instant messaging, a portal for storing and working with documents, and video conferencing in HD quality.

Windows Azure provides a cloud service to reduce costs and grow your business based on Microsoft data centers located in different parts of the world.

Google Apps Education Edition cloud platform, the main tools for use by students and teachers are: Gmail e-mail (the advantages of this service are support for text and voice chat Google Talk, as well as video chat); Google Calendar Google Drive - storage for your own files and the ability to configure access rights to them; Google

Docs - a service for creating documents, spreadsheets and presentations with the ability to share rights to multiple users; Google Sites is a tool that allows you to create sites using built-in templates. Cloud services are also becoming increasingly popular, which allow you to develop your own or use existing tests. An example of such a service for fast and high-quality development of own tests is OpenTest, which provides the opportunity to serve free (in Lite mode) about 100 students per month with one test administrator. Cloud storage is also quite easy to use. The most famous are Google Drive, SkyDrive, Dropbox and others. One of the main advantages of using cloud platforms and services is undoubtedly the availability of training anywhere and anytime. The student can start the task at the university, while he can continue to work at home without having to copy the task on media. This is possible due to the fact that all the necessary information and data can be stored on a remote server [319, p. 99].

The most popular learning management systems in the world are: Moodle, Edmodo, Blackboard. Modular Object Oriented Distance Learning Environment (Moodle) distance learning system, which is classified as free education software, can be used for distance training of future lawyers. This system is designed to organize online learning in a networked environment using Internet technologies. The system provides a variety of online learning procedures, a combination of which can be used to organize effective learning in an educational institution. Moodle provides the ability to install educational resources (learning materials) and provide means to access and manage resources; provides communication interaction of participants in the educational process, which is implemented in the form of Internet conferences, forums, discussions, as well as the exchange of messages, including, in particular, tasks for learners, tasks and comments. The system provides the ability to specify the categories (Category) of training courses, such as Office work [320].

Edmodo is a virtual learning environment, similar to Facebook's social platform, to support real-time teacher-student interaction. It is an incredibly easy to use and powerful educational tool that can be adapted to any training course.

Blackboard is an artificial intelligence application based on the Blackboard architectural model, where the overall knowledge base is updated by experts in various

fields of knowledge. It is worth noting that the Blackboard model was originally created to solve complex and complex problems, but today this application is widely used for self-education. Many universities that train lawyers are now creating websites, Internet platforms and other educational resources to host teaching, video lectures, interactive bibliography, online law courses, thus enhancing the training of future lawyers and form professional competencies.

The use of cloud technologies during the training of future lawyers in universities helps to intensify the educational process, increase student motivation to obtain a future specialty, ensures student mobility, cooperation of students and teachers, the formation of professional competencies [321, p. 188].

The introduction of distance learning in higher education, including law, will significantly improve the training of future lawyers, but a necessary condition is to improve the information support of the educational process, taking into account the latest advances in science and technology, developing new teaching methods.