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## **WORLD TRENDS IN THE DEVELOPMENT OF LEGAL EDUCATION**

The world of the 21st century changes every day. We often hear, that many lawyers will lost their jobs or even disappear as unnecessary things for the nearest future. I believe, lawyers will always make a difference for society, but in new ways and forms of activity, job and behavior. For these reasons legal education should be open for changes and new opportunities, which our future allows.

In my opinion, the legal education should be considered as a service, which can make benefits for our society and economy. It means, that education should be based on the principle of supply and demand. So that, education must need the legal market services demand.

The Law Society of England and Wales published the report on the theme “The future of legal services”. They formed 5 groups of key drivers of change in the legal services in 2020, which are:

- global and national economic business environments;
- how clients buy legal services (including in-house lawyer buyers as well as SMEs/public);
- technological and process innovation;
- new entrants and types of competition;
- wider political agendas around funding, regulation and the principles of access to justice (future-of-legal-services.pdf).

I would like to consider some of them, which are the most interesting.

In the period since the end of the Second World War there have been fundamental changes to the economy which have spurred further developments elsewhere. We can briefly characterize (Legal\_Education\_in\_the\_Global\_Context) them as the rise of the neo-liberal agenda (Held et al 1999). They include the emergence of supra-national institutions such as the United Nations, World Bank and International Monetary Fund, the World Trade Organization, and the European Community. These have been further bolstered by the hybrid institutions including the G8, G20, and others such as the Organization of European Cooperation and Development (OECD).

These project sought to bring new legal education and liberal justice systems to the third world countries.<sup>4</sup> Moreover, it has influence on the law schools curriculum, which has changed immensely. The current curriculum contains a lot of courses that have developed as new bodies of law have emerged – environmental law, employment discrimination, consumer protection, international transactions, bioethics, immigration law. Also, it has multidisciplinary subjects and specialization.

American Professor Thomas S. Ulen mentioned in his paper the importance of lawyers who are familiar with more than just the legal issues in their clients' cases. He suggested that lawyers should become somewhat versed in other academic disciplines, which can be accomplished in a number of ways. One idea is to allow specializations. Many schools offer students the opportunity to specialize in one or more areas of the law through concentrations or specialized tracks. Many law schools allow students to do this by taking graduate and undergraduate courses in the affiliated departments, not just in the law schools. Law schools should capitalize on such cross-campus opportunities.

The wider spread of globalization's influence on the work of lawyers should motivate schools to prepare students to work in environments in which crossing borders, literally and virtually, vacillates between a routine and an occasional part of practice. Several steps already are underway. A number of law schools require a course relevant to globalization's influence, and, according to a recent study by the American Bar Association's Section of Legal Education and Admissions to the Bar, the topic of international and comparative law topped the list of subject areas in which a significant increase in course offerings was found at U. S. law schools.

Perhaps the classic approach to learning to work in a global environment is to do just that – spend time outside of one's home country. The research of Richard C. Sutton & Donald L. Rubin shows, that one learning outcome of study abroad, "functional knowledge, captures the knowledge base needed for efficacy in navigating daily routines within a new environment. Many study abroad participants regard functional knowledge as an especially empowering and transformative outcome of their experience, for it instills confidence that one can achieve goals even in unfamiliar settings. Students who had studied abroad reported a higher level of functional knowledge than did their peers who lacked this horizon-broadening experience. This was the largest effect that they found in this study; over 30% of the variance in this outcome could be attributed to studying abroad. One would expect that functional knowledge – such as how to make a phone call from abroad, how to locate a safe night spot, or how to pacify an angry merchant – is particularly enhanced by programs that provide participants with large amounts of time during which they fend for themselves" (Richard C. Sutton, Donald L. Rubin, 2004).

As Betty Leask, an expert in international education at the University of South Australia explained, intercultural competence or intercultural literacy, the understandings, competencies, attitudes, language proficiencies, participation and identities are necessary for successful cross-cultural engagement, it is an important graduate outcome in such a world. As the world has become increasingly more connected and more divided, it becomes more important than ever before to build “bridges of tolerance and respect for other cultures” (Betty Leask, 2009).

As a conclusion, I would like to highlight, to meet the requirements of the legal market, Ukraine legal educational system must have the following qualities. Ukrainian lecturers should often use the Socratic method, teach students to think critically and creatively, encourage them to use additional materials; to pay attention not to retelling textbooks, but to understanding the law by finding the resolutions in disputes. As for me, the government and universities should pay a lot attention to the development of international relations. This is a necessity to prepare nowadays lawyers to work in the multicultural society.

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