



УДК 378

VOCATIONAL TRAINING OF BACHELORS OF LAW: CRITERIA, LEVELS AND INDEXES

Perminova V.A., Cand. of Ped. Sc.,
Lecturer of English for Specific Purposes Department
Chernihiv National University of Technology

The paper investigates and analyzes the criteria, indicators and levels of vocational training of students. The comparative analysis of the ratio of the terms “criteria” and “parameters” is given; criteria of readiness of bachelors of law to creative activity and the level of vocational training of Bachelor of Law sis studied. The author stresses on the importance of learning situations, modeling as an integrated product that can stimulates students to self-awareness, self-esteem, self-development, the role of professionally oriented discipline is presented.

Key words: *criterion, measure, level, bachelors of law, criteria for evaluating the results of professional activity.*

В статье исследованы и проанализированы критерии, показатели и уровни профессиональной подготовки студентов. Проведен сравнительный анализ соотношения терминов «критерии» и «показатели»; определены критерии подготовки бакалавров права к творческой деятельности и уровни профессиональной подготовки будущего бакалавра права. Отмечена важность моделирования учебных ситуаций как комплексного средства, которое может стимулировать студентов к самоанализу, самооценке, саморазвитию, учитывая роль профессионально ориентированных дисциплин.

Ключевые слова: *критерий, показатель, уровень, подготовка бакалавров права, критерии оценки результатов профессиональной деятельности.*

Пермінова В.А. ПРОФЕСІЙНА ПІДГОТОВКА БАКАЛАВРІВ ПРАВА: КРИТЕРІЇ, РІВНІ ТА ПОКАЗНИКИ

У статті досліджені та проаналізовані критерії, показники та рівні професійної підготовки студентів. Зроблений порівняльний аналіз співвідношення термінів «критерії» і «показники»; визначені критерії підготовки бакалаврів права до творчої діяльності та рівні професійної підготовки майбутнього бакалавра права. Відзначена важливість моделювання навчальних ситуацій як комплексного засобу, який може стимулювати студентів до самоаналізу, самооцінки, саморозвитку, враховуючи роль професійно орієнтованих дисциплін.

Ключові слова: *критерій, показник, рівень, підготовка бакалаврів права, критерії оцінки результатів професійної діяльності.*

Statement of problem. Fundamental task of modern legal education is to enhance the training of qualified lawyers – creators of law, who have a high level of grounding in their professional creative activity.

An important component of content of training of bachelors of law in the system of legal education is the basic selection of criteria by which it is possible to judge about the state of preparation for creative work in the process of studying of professionally oriented disciplines.

Analysis of recent research and publications. Matters of vocational education and professional training are revealed by such leading Ukrainian scientists as V. Andrushchenko, S. Honcharenko, I. Zyazyun, M. Evtukh, V. Madzihon, O. Naboka, I. Prokopenko.

Setting objectives. The purpose of the article is to study the real condition of vocational training of future Bachelors of Law, its importance and identify criteria, indexes and levels of vocational training of future lawyers.

The main material research. Determination of criteria is one of the challenges of

teaching science. The necessity of using different criteria to quantify the formation or development of qualities, skills, competencies, training is presented in psychological and educational research work.

Development of scientifically based criteria and indicators for evaluating the effectiveness of training of future Bachelors in Law is on the one hand, to determines its real level, on the other hand, identifies specific ways, conditions of training in the process of while professionally oriented disciplines.

With its help it is possible to assess the impact of the whole process of training, contribution to the achievement of professional goals and personal development of each student.

The aim of our research is to define criteria and performance levels of future Bachelors of Law to creative activity in the studying of professionally oriented disciplines.

To achieve the goal the following tasks were specified: to present scientific theoretical grounds for the concept of “criteria”, “indicator”; to determine the level of training of Bachelors of Law for creative activity and



professional development of students at different stages of learning in higher educational establishment.

Selection of criteria for Bachelors of Law for creative activity is one of the most important conditions for the training of future Bachelors of Law in universities. Therefore, when developing these criteria we considered, on the one hand, traditional requirements to be met criteria for, major approaches to specify indicators, in classification of criteria; on the other hand, we have used proven methods of formation of criteria and indicators [4].

In the practice of educational research several approaches to defining the criteria and indicators are examined.

Use an effective system of criteria for specifying its content through appropriate indicators. In Great Dictionary of Ukrainian language indicator is interpreted as evidence, proof, and a sign of something.

The education of specific indicators is required by the necessity of meaningful and in-depth analysis of the phenomenon. The indicator is a measuring instrument of specific criteria, which makes it possible for evaluates and observations [5].

Criteria and indicators can determine the level of preparedness of students for professional careers.

Having made an analysis of psychological, pedagogical and legal literature, we concluded that the major criteria for future Bachelors of Law to creative activity in the study of professionally oriented disciplines are: motivational and value, cognitive, practical and personal criteria.

Motivation and value component is included in the structure of training by almost all scholars. Positive attitude towards future career serves as the driving force for the acquisition of knowledge in the profession. The positive incite towards the future professional activity is one of the criteria that forms stable motivation and emotional and positive attitude towards the profession. This mindset is reflected in the direction of students to advanced study of professionally oriented disciplines, expressed in concernment in distinguishing of current socio-political processes, readiness for getting a job according to profession.

In addition, it is expressed in the understanding of future Bachelor of Laws of the importance and significance of chosen profession for society.

Motivational and value criterion reflects the level of development of training on evaluation of internal motivation of the individual to the professional activities, learning, skills to focus on the tasks and its possible solutions, professional legal orientation [2]. Motivational and

value criterion involves formation of aggregate goals and motives, goals and objectives of adequate professional activity, stable need to constantly improve the level of professional competence; motivated by the desire for continuous self-education and self-improvement, creative and responsible attitude; recognized the need for continuous professional development; involvement in the norms and values of the professional environment; awareness of the social significance of the profession; interest in the work and the need for their chosen profession; value, a positive attitude to the profession; the ability to critically evaluate their personal, professional characteristic and activity; capacity for self-awareness, self-esteem and self-control with subsequent adjustment of their activities; willingness to exercise initiative; critical thinking; satisfaction with the choice of scope of activity; ability to act in the sphere of labor relations in accordance with personal and social needs.

It is rational to specify the following indicators of motivational and value criteria for future Bachelors of Law: interest in the formation of professional competence in terms of professional necessity; value motivation of the study of professionally oriented component in the context of the future profession; professional and cognitive needs; focus on professional values; the degree of students entry into profession, including legal activities.

The indicators of cognitive criterion are: theoretical foundations of legal knowledge; the role and place of Bachelors of Laws in society; understanding of the necessity of professionally-oriented knowledge which is based on creativity meant to solve problems in the process of professional legal activities.

Cognitive criterion reflects mastering of the most important legal knowledge, their depth, the desire to generalize and analyze the material, to assess the facts and phenomena in legal spheres in society. Includes the knowledge of legal terminology and conceptual apparatus of English language, the application of knowledge in different situations, actions, relationships.

The indicators of cognitive criteria are: mastering of legal terminology, practice of legal knowledge in different situations, actions, and relationships. A special indicator of cognitive criterion is the legal competence of the student, the consistency of cognitive orientation, expression of interest and involvement in the study of law in Ukraine and in the world, knowledge of law and conscious attitude to it.

A special indicator of cognitive criterion is the legal competence of the student.

Practical and personal criteria includes evaluating of the degree of technique of es-



tablishing interpersonal contacts and professional compliance cycle in the process of communication with various groups, including conflict situations; development of forms, methods and techniques of influencing companion in the profession; ethical and legal expression of cultural identity when dealing with clients; ability to use, where necessary, non-verbal means of communication; speaking, presenting and organizational skills.

Practical and personal criterion reflects the diversity of the student's relationship to reality, assessing the arsenal of possible legal means to achieve goals, ability to defend theoretical principles obtained in practice, assert their belief in specific situations. The ability to focus on certain legal values, rule of law, civil ideals, responsibly in social and political activities, show initiative [1].

Indicators of practical and personal criteria are: interest to the law-making process, to show their citizenship, electoral behavior, participation in election campaigns, and involvement in social and political activities.

Analysis of scientific and educational literature related to vocational training of the future Bachelors of Law has shown that it has level-triggered nature and changes at each of them.

In our research, we have identified three levels of training of Bachelors of Law to creative activity in the study of professionally oriented disciplines: low, medium and high.

Low levels are true to type of students who do not perceive the role and place of Bachelor of Laws in society, the importance of professional component of the profession of lawyer, the need to be prepared for self-realization and self-affirmation in a professional environment [3].

Students who have a low level of knowledge of the profession-oriented subjects show weak interest in professional and creative activity in terms of professional necessity; they have no need, value motivation and desire to study professionally oriented component in the context of the future profession; minimum participation in professional activities; no need for self-education and further

The medium level of development is characterized by superficial notions about the role of Bachelor of Laws in society, the presence of a small amount of psychological and pedagogical knowledge, superficial knowledge of the interpretation of legal acts, fragmented and unstructured professional skills using the methods of influence; they do not express the need for constant updating of knowledge. Students who have a medium level of preparation for creativity, positive attitude towards

its formation in terms of training have a strong motivation to study professionally oriented component in the context of the future profession; participate in professional, including creative activity. Professional and personal qualities require significant improvement and development.

The high level of bachelors of law to creative activity is imminent to students who are fully aware of the role and place of the lawyer in society, have a wealth of psychological and pedagogical knowledge, skills has full use of exposure of methods that reveal a strong need for constant updating of knowledge, clearly expressed motivation to study professionally oriented component in the context of the future of the profession. Students have a formed system of professional values, professional and cognitive needs, and a significant level of participation (entry into the profession; an expressed need for continuous improvement of professional activity.

The findings of the study. Summarizing the foregoing, it is appropriate to note that the specified criteria, indicators and levels of vocational training of future Bachelors of Law to creative professional activity requires constant improvement. The envisaging further development of training of Bachelors of Law to creative activity in the study of professionally oriented disciplines and implementation of educational conditions by means of which the training of these professionals will be productive.

REFERENCES:

1. Abdulina O. Lichnost studenta v protsesse professionalnoi podgotovki [Person of students in the process of training] / O. Abdulina // Vysshee obrazovaniie. – 1993. – № 3. – S. 48–53.
2. Andreitsev V. Problemy reformuvannia yurydychnoi osvity v Ukraini [Problems of reforming of legal education in Ukraine] / V. Andreitsev // Pravo Ukrainy. – 1998. – № 12. – S. 12–15.
3. Perminova V. Aktualni problemy vykorystannia profesiino-orientovanoho pidhodu v osviti [Recent problems of vocational-oriented approach in education] / V. Perminova // Naukovyi chasopys natsionalnogo pedahohichnogo universytetu imeni Drahomanova. – 2013. – № 5. – S. 169–172.
4. Perminova V. Model pidhotovky bakalavriv prava do tvorchoii diyalnosti [Model of vocational-oriented training of bachelors of law to creative activity] / V. Perminova // Naukovyi chasopys natsionalnogo pedahohochnoho universytetu imeni Drahomanova. – 2015. – № 8. – S. 169–172.
5. Zhuravskiy V. Yurydychna osvita v Ukraini: suchasnyi stan ta napriamky vdoskonalennia [Legal education in Ukraine: current state and areas of improvement] / V. Zhuravskiy // Pravo Ukrainy. – 2004. – № 11. – S. 3–6.