

LEGISLATIVE ISSUES OF HIGHER JURIDICAL EDUCATION IN UKRAINE: AJUSTMENT OF CURRENT LEGISLATION PROVISIONS TO THOSE OF THE EU

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Abstract

Legal issues of higher education, particularly of higher juridical education were analyzed in this article. The current regulatory legal framework on the studied issue was reviewed in order to set an effective mechanism of implementing legal regulation norms in the sphere of higher juridical education. Attention was accentuated on modernizing of the current legislation of Ukraine to adapt its norms to the European Union legislation on order to improve and implement progressive programs of higher juridical education development into the national legislation. The existing programs aimed at attractiveness of education system and targeted at strengthening partnership on a global scale, in particular the Erasmus+ and

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the Horizon 2020 were analyzed. Ways to solve the problems that have arisen for the country's entry into the European level of legal education are proposed.

Key words: education, higher juridical education, the Erasmus+, the Horizon 2020.

1. Introduction

Education quality is currently a national priority of any country. It is a significant factor and a precondition for ensuring national security of a state, a determinant factor of development and an obligatory condition of thriving existence in general.

A strategic goal for Ukrainian education is adapting it to the present-day needs and realities. To achieve this, a research on and a possibility of adapting current legislation of Ukraine to that of the most developed countries of the world and, correspondently, the introduction of international legislation norms is needed. It is necessary to bring Ukrainian higher education institutions that train specialists in the sphere of law to a qualitatively new level. Implementation of the European legislation norms to the sphere of juridical education is also determined by the obligations undertaken by Ukraine in accordance with the Association Agreement between Ukraine on one side and the European Union, the European community on atomic energy and their member states on the other side, ratified on 16.09.2014, according to which, one of the strategic goals was defined as gradual approximation of the Parties on the grounds of common values and close privileged connections, as well as strengthening the connection of Ukraine with the EU policies and its participation in the EU programs and agencies.

Besides, reforming of juridical education in Ukraine calls for a search for a new model of lawyers' training, which would ensure training efficient specialists with a solid theoretical background and well-developed practical skills.

2. Main material exposition.

According to parts 1 and 2 of art.3 of the Law of Ukraine 'On Education', everyone is entitled to a quality and accessible education. The right to education includes the right to obtaining education for life, the right to education free of charge in the cases and in the order provisioned by the Constitution and laws of Ukraine. Equal conditions of access to education are formed in Ukraine. Nobody can be limited in their right to obtaining an education. The right to education is guaranteed regardless of age, gender, race, state of health, disability, citizenship, nationality, political, religious or other convictions, color of skin, place of residence, language of communication, origins, social and property status, being convicted, or other circumstances and traits.

The Law of Ukraine 'On Higher Education' defines the latter as a totality of systemized knowledge, abilities, and practical skills, ways of thinking, professional, world-viewing, and citizen traits, moral-and-ethical values, other competencies attained at a higher education institution (a scientific institution) in the corresponding branch of knowledge by a certain qualification at higher education levels, which by their complexity exceed the level of the complete general secondary education.

In specialized literature, scientists supply a broader definition of higher education, defining it as a wholesome system of a person's knowledge, skills, competencies and values, which is supported by a corresponding level of skill in various spheres of socio-cultural

activity; it is a deliberate process of a person's socialization, forming in them certain knowledge, competencies, and values needed and sufficient for successful adaptation to socio-cultural life in society; it is a harmonious and balanced system of social institutions, which develops traits needed for obligatory processes and actions of life cycle by means of socio-psychological and psychological mechanisms of an individual's socialization, and which serves as a kind of a lift for people to raise their social status (Sukharnikov Yu., 2014). The structure of the world higher education seems to be extremely diverse; nevertheless, two tendencies prevail. 1. The unitary or unified system, wherein higher education is provided by universities or similar institutions. Such institutions offer both general academic degrees and professionally oriented programs of various duration and levels. A unitary higher education system includes universities only, the share of other higher education institutions comprising but a small percentage. Such is the system in Italy, Spain, Austria, Finland, Sweden. Some experts designate to a separate group the countries with so-called 'integrated' universities that incorporate specialized secondary and higher education institutions (Sweden and Spain) and the countries that used to pertain to the socialist camp. 2. The binary or dual system with the traditional university sector and a separate non-university segment of higher education with a clearly defined structure. This education system is inherent to the majority of the developed countries of the world, where along with the university sector there are numerous specialized institutions that accept a considerable share of applicants (Orlovska I.G., 2017).

The European system of securing higher education quality is based on the European standards and recommendations (E8C) which rely on the following principles: interest of students, employers, and society in general in high quality of higher education; the importance of institutions' and establishments' autonomy balanced on realizing the fact that

autonomy assumes a serious responsibility; the system of independent ensuring of education quality should correspond to its task and not impede the work of higher education institutions more than is necessary for the system to perform its tasks.

In the European Union, the network of national agencies that exchange with their mutual experience in ensuring the quality of education services operates efficiently. One of such networks is the International Network of Agencies on Ensuring Quality of Higher Education that was established in 1991 at the international conference in Hon Cong. The principal task of the Network is gathering and proliferation of the information on both the current state and the novel theoretic research on the process of higher education quality management (Orlovska I.G., 2017).

To the main components of the European higher education system modernizing process pertain: the availability of a clear strategy, policy, and instruments for modernization; institutional autonomy, institutional strategies and profiling of higher education institutions (development and implementing organizations' profiles); professional training of higher educations' leaders (higher level) and managers (medium level). Under conditions of current social transformations and higher education modernization, of special topicality are management, institutional autonomy, and professional leadership. For the euro-integration perspectives of Ukraine, timely and adequate reaction to the mentioned challenges is important. This is why the scientists' efforts in the higher education sphere should be directed at the search and approbation of relevant models, instruments, and methods to form university governing and institutional autonomy. The outcomes of such research have to be implemented in building-up of a training infrastructure for higher education institutions' leaders for their professional competency development. This will enable the national higher

education institutions and their leaders to react efficiently to the mentioned challenges ensuring successful organizational development, promoting in this way the quality of Ukrainian higher education and its competitiveness in the European higher education environment (Kalashnikova S., 2012).

It should be stressed that in the sphere of science and technology the European Union and Ukraine have attained such a stage when cooperation at the level of mutual exchanges and business trips cannot be considered satisfactory; they should be changed with specific work on projects that can bring profits. In this context, the Ukrainian side is actively working on solving problems of intellectual property rights. Ukraine possesses a considerable potential to contribute to development of key directions in present-day science (Gavrylenko I.M., Ogarenko V.M., & Sydorenko O.K., 2005).

The European Universities Association is the leading representative of the higher education community in Europe. The chief tasks of the European Universities Association are fostering partnership between higher education institutions, especially research activities between Europe and other parts of the world, to strengthen the European universities' positions in the global context; creating the European higher education environment within the Bologna process; supporting research and innovation projects; internationalizing of higher education and research; improving education quality at European universities (Orlovska I.G., 2017).

As to the higher juridical education, it should be said that its principal goals are providing due professional qualification (knowledge of legal procedure of the state and the ability of applying the legislation when solving cases) in combination with forming professional ideals and esteem to moral duty, human rights and freedoms, as well as

permanent improvement of lawyers' professional skills, raise in guarantee of individual and collective human rights in accordance with the European Council's Recommendations regarding the freedom of exercising the legal profession. The higher juridical education in Ukraine should be considered as a certain level of professional education as well as a permanent process of a specialized theoretic and practical training that is exercised at higher education institutions where highly qualified scientific and science-and-pedagogic personnel are concentrated, a combination of the training process with science-and-practical activity is ensured, and competent personnel in the branch of law is trained in accordance with higher education standards. The chief task of the higher juridical education is training qualified specialists in the branch of law, who work for establishment of supremacy of law in society, of legal awareness and legal culture among its citizens (Bilokin R.M., 2020).

The common European standards of higher juridical education are characterized as having such attributes as: quality of education; social dimension; equality of rights concerning the access to education, etc. Juridical education combines theoretical knowledge, practical skills, and moral education. The combination of theory and practice enables mastering a broad range of instruments on skills, aptitudes, and knowledge. The moral aspect of juridical education is based on the cultural foundations. The standard in juridical education is to form integral, general, and special competencies. The general competencies encompass perceiving of world-view, moral and ethical values, a broad socio-humanities erudition, and awareness of multifaceted nature of modern life.

In Europe, there are no individual laws concerning obtaining a juridical education, but an important role in forming educational programs and curricula is played by specialized legal acts. In most European countries, juridical education has a two-level structure, which

consists of the university education and practical training. At the end of each level, students take a comprehensive state examination (Kovalyova S.S., 2020).

In Ukraine, the basis of conceptual foundations in the branch of law is formed by the concepts of raising the level of society's legal awareness and overcoming of legal nihilism in its citizens. To ensure supremacy of the principle of law and lawfulness in the state is impossible without proper education-and-upbringing systematic work aimed at forming in citizens the esteem to the Constitution, the law, the legal norm in general. The quality of juridical education is the very marker which will enable implementation of ambitious plans in the state, ensuring the priority of relations between the citizen and the state (Bilokin R.M., 2020).

According to the higher education standard on specialization 81 'Law' for the first (bachelor's-degree) level of higher education approved by the Ministry of Science and Education of Ukraine order No. 1379 of 12.12.2018, the goals of training are forming competencies needed for understanding the nature and the functions of law, the essence of its main institutions, application of law, as well as limits of legal regulation of various social relations.

Currently, the process of lawyers' professional training at higher education institutions is to be directed at forming a person's readiness for activity based on their need in learning and improvement for life. Presently, the system of higher juridical education in Ukraine is weakly oriented at the labor market. Training of specialists with higher education is made without taking into account the actual need in them. This, in its turn, leads to negative consequences connected with distortions of quantity and quality characteristics of specialists' training. Another urgent issue is the moral-and-ethical atmosphere in professional training of

lawyers-to-be. This is about the absence of mechanism for permanent renovation of the contents of juridical education according to the current needs of Ukrainian society. The higher education institutions' curricula have no specialized subjects aimed at forming of moral culture in future lawyers, and if they do, they are studied superfluously.

In order to form conditions for integrating future lawyers in the world science-and-education environment, attention should be paid not only to the national legislation, but also to studying the practices of the European Court on Human Rights in a detail. For all-rounded training of specialists, education exchange is of great importance, which is why this practice should be fostered on, and students be motivated. The main goal of the training and education processes in the higher juridical education system should be forming legal awareness in a personality who is capable of resisting the negative challenges of the current difficult socio-political and economic situation in the country and in the world. Ukrainian higher education institutions can borrow the European idea of civic education, the essence of which is that one is not born a citizen, but becomes them. The national-and-patriotic upbringing has to become a guideline in the direction of raising quality of training lawyers-to-be (Brovko N.I., 2020).

Therefore, a new step on the road of modernizing the education system of Ukraine became its joining the Bologna process, observing the principles of democratization, automation, participation of all the interested parties in higher education institutions' operation, high level of scientific support and innovations introduction. Ukraine became an active participant of the Bologna process only in 2005, but despite such a short term, it introduces the Bologna process principles and requirements in an active, consistent, and systematic manner. Ukrainian scientists conduct theoretic-methodological and methodology support of higher education's formation and development, research economic, technological,

and managerial issues of improving it. An important task facing the state concerning improvement of the education system, particularly higher education, is development of the national system of rating evaluation of higher education institutions' activities, ensuring their participation in international comparative researches on education quality issues, as well as in the main international rankings of the best universities, development of professionally-directed higher education through designing a number of standards. The international cooperation experience is of decisive importance for updating the academic standards and culture, as well as for overcoming self-sufficiency of many Ukrainian universities. One of the most important steps in higher education modernizing is granting a wider autonomy to higher education institutions. This will stimulate universities to be more responsible for their work results (Denysiak N.M., 2020).

Under conditions of renovation of the normative foundations of higher juridical education and its adaptation to the European Union norms, the key moment is the quality of such education, determining its criteria, indicators, and designing the mechanism to control observing them.

Therefore, the quality of higher juridical education is a complex category that in its very term assumes the combination of conventionally separate components, the 'quality', which means 'establishing the correspondence, the competency level', and the concept of education proper. It is the extent of correspondence of a certain type of education to the requirements of society, the state, the person, to the set standards that should be accentuated on when analyzing the quality of higher juridical education. Currently, there is no unity in approaches by legal scientists (as well as by representatives of other branch sciences as to quality of higher education in general, derived from which is also the quality of higher

juridical education) concerning understanding of the quality of higher juridical education (Kolomojets T.O., 2017), which is regrettable.

Stankevich I.V., accentuating on the complex character of this category, notes that 'higher education quality is correspondence of the higher education's outcomes to the requirements of persons and other interested parties' (Stankevych I.V., 2015).

In Ukraine, there exists an acute problem of reforming the internal systems of monitoring the higher education quality in accordance with 'The Standards and Recommendations as to Ensuring Quality of Education in the European Education Environment' (ENQUA). Presently, the universities have no unified approaches to forming such systems. Most of the universities bring the monitoring system down to collecting data on students' academic performance and/or analysis of teachers' work. Some universities in the course of monitoring conduct sociological interviewing of students, but there is no information on analyzing such research and their influence on the taken managerial decisions. The most common method of monitoring the quality of training in the internal systems remain traditional forms: rectorate's tests, module tests' and examination sessions' results. There is no information on criteria, the rules, and the procedures of estimating the quality of students' knowledge, the mechanisms of approving and periodic reviewing and monitoring the universities' training programs, the procedures and criteria concerning teachers' qualifications and professional skills, the correspondence of material-and-technical base to the content of the programs offered by a university, and other data (Denysiak N.M., 2020).

The following model of higher juridical education quality indicators should be offered: block 1 – 'Quality at the entrance to juridical education' that encompasses the availability of legislative basis, the quality of applicants body, determining the goal and tasks of higher

juridical education in Ukraine, the network of higher education institutions (HEI) that exercise training of future lawyers, availability of higher juridical education standards. Block 2 – ‘The higher juridical education process quality’, which includes the indicators of a HEI’s professor-and-teaching personnel’s quality and their motivation, the students body quality and their motivation, the training process innovativeness, the quality of the practical component of the training process, and its adaptation to the labor market requirements. Block 3 – ‘The higher juridical education outcomes’ quality’, which includes the quality of the graduates’ attestation, their competitiveness and adaptability to the requirements of professional national and international law labor market, the state of satisfying the need of society in lawyers (Kolomojets T.O., 2017).

The 2015 document on ‘New Priorities of European Cooperation in Education and Vocational Training Sphere’ determines the new priority spheres for cooperation in higher education in the course of implementing the ET 2020 Program: 1) relevant and high quality knowledge and competencies attaining of which is of permanent and result-centered character, aimed at forming readiness for employment, promotion of innovativeness, a personality’s civic activity and well-being; 2) an open and innovative education and professional training that completely meet the requirements and possibilities of the digital era; 3) provision of powerful support for teachers, trainers, managers (leaders) of education institutions and other categories of pedagogic personnel; 4) transparency and recognition of skills and qualifications in order to support education and labor mobility; 5) stable investing in quality and efficiency of the education and vocational training systems (Sbruyeva A., 2016).

In 2016, the Ministry of Education and Science of Ukraine within the higher education reforming program set forth the goals concerning development of the draft Concept of juridical education development in Ukraine of 15.09.2016 in its order of 05.07. 2016 No. 787 ‘On forming work group on development of the draft Concept of juridical education development in Ukraine’. This draft Concept supposed: 1) introduction of the unified qualification examination for all the recipients of juridical education. Therefore, only following a successful external evaluation will a future specialist be able to obtain a Master’s diploma. The authors of the draft Concept offer to delegate the administering of this examination to a special state law examination commission that will be formed as an independent collegial body. It is offered to involve in it the representatives of legal professions, the Ministry of Education and Science of Ukraine and the Ministry of Justice of Ukraine, as well as representatives of academic self-governance of schools of law; 2) the introduction of new methodologies of teaching. It is noted that universities have to curtail the practice of ‘article by article reproduction of normative regulating acts, which negatively affects students’ attaining of legal analytical skills’. Instead, it is offered to introduce network education technologies and elements of adults training methodologies through setting training goals, work in small groups with the use of case-study, discussing the practical knowledge gained in the course of training; 3) the importance of a student’s practical training, therefore, it is recommended to introduce maximum of practical tasks immediately in the training process, not only during internship; 4) the enumeration of the main competencies which lawyers have to possess is given, in particular the ability of abstract, logical, and critical thinking, creative thinking and generating of new ideas, of analyzing and synthesis; skills in planning, organizing, and controlling one’s own activities; knowledge and understanding of

the ethical standards' nature, including those of the legal profession and the ability to act on their basis; knowledge of the state language and one of the official languages of the European Council on a level that enables a possibility of applying them for both written and oral communication including in professional sphere; the ability to work alone and in a team of professional colleagues, as well as involving experts in other branches of knowledge; the ability of settling disputes between parties with opposing interests, and others.

In addition, in 2008, together with other countries of the European community, Ukraine set on the road of developing unified approaches to quality of education common for all the countries. Thus, on March 4, 2008 in Brussels (Belgium), Ukraine was admitted as a full-fledged member to the European Organization on Quality Ensuring (EOAK). The government-members of this organization are 18 member countries of the Bologna process. This fact became an extremely important achievement of the Ukrainian Ministry of Education and Science in the lines of ensuring higher education quality of a European level (Orlovska I.G., 2017).

According to one of the initiatives of the 'Europe 2020', the EU Development Strategy, namely 'Youth on the Move', the priority instrument to enhance fulfilling the task on raising quality and attractiveness of the education system in Europe and transforming the community into the most competitive and dynamic, knowledge-based economy in the world is raising international mobility of pupils, students, teachers, and lecturers. This initiative focuses on introduction and reinforcement of EU programs in the spheres of freedom of movement, university training, research; improvement of education indicators in every segment (pre-school, primary, secondary, vocational, and higher education); increase in education systems' openness and accessibility through forming national qualifications standards. The European

Commission, as the EU institution charged with the implementation of the ‘Europe 2020’ strategy, plans to fulfil these tasks through strengthening partnership on the global scale by means of the EU new generation programs, particularly the Erasmus+ and the Horizon 2020 (Kolesnyk V.Yu., 2015).

The Erasmus+ and the Horizon 2020 are the European Union’s new education programs that are being implemented since January 2014 and are continuation of such well-known European EU programs as ‘Training for life’, ‘Youth in action’, ‘Erasmus Mundus’, ‘Alpha’, ‘TEMPUS’, ‘Edulink’, and two-partied cooperation programs. Unlike the previous programs, the new ones offer more possibilities for cooperation on the issues of education, personnel training, youth and sports, and simplify access to them and the financing regulations. Besides, the number of partner countries not only from Europe but also from beyond has been considerably extended (Kolesnyk V.Yu., 2015).

The goals of the ‘Europe – 2020’:

- To increase the number of higher education recipients from 32% to 40%;
- To decrease the share of premature school-leavers from 14% to less than 10%;
- ‘The Strategy in Education and Vocational Training – 2020’;
- The renovated frame program of the European cooperation in youth policies (2010–2018);
- The European Sports initiative / The EU work-plan in the sphere of sports;
- Strengthening the international dimension, particularly in higher education and in youth policies;
- More opportunities for vocation-technical and higher education students concerning improvement of their employment possibilities through apprenticeship;

- Quality improvement in all sectors by means of introducing personnel mobility and strategic partnerships;
- Due attention to inter-sectoral strategic partnerships and the integrated computer technologies projects;
- New innovative measures as to improvement of employment and entrepreneurial abilities (Knowledge alliances and international qualifications alliances);
- New approaches to reforms introduction (Perspective initiatives).

The main goals of the Program are: improvement of students' skills and employment ability as well as fostering competitiveness of the European economy; improvement of teaching and training quality; fulfilling the Strategy of higher school modernization in member countries and potential development for partner-countries; strengthening the international dimension in the Erasmus+ program; support of the Bologna process and the dialogue concerning the policies in the strategic partnership countries.

To attain these goals, the Erasmus+ program implements the following steps:

- 1) The partner-countries' higher education institutions, including Ukrainian ones, can be partners to European universities in organizing students' mobility projects, particularly for providing better opportunities for development of students' skills and competencies, attracting best talents from abroad;
- 2) The partner-countries' higher education institutions, including Ukrainian ones, can be partners to European universities in organizing mobility projects for teachers and administrative personnel, particularly for providing better opportunities for raising efficiency of teaching and training. To obtain scholarships on teaching, qualifications improvement, or training, teachers file applications for participation in the contests

immediately to their education institution (credit mobility), or on the grounds of inter-institutional agreements and/or to partnerships (scale mobility) in the same manner as other countries' representatives with no limitations. There are no preferences or limitations for any country of the world.

3) Strategic partnerships: strengthening of cooperation between higher education institutions and key stakeholders (enterprises, science-and-research institutions, social partners, local/regional power bodies, other organizations in education, vocational training, or youth policies) in order to promote quality and innovations in higher education. The main types of activities are in lines of: development, testing and introduction of new joint training plans and programs, joint modules and intensive training programs; cooperation development with industries within projects on studying real-life cases; the use of the open training resources' potential, of common (collective) and individual training; integration of different forms and methods of training (distance, extramural, and module training). The participation of partner-countries, including Ukraine, is only possible on condition of unique experience for substantiated added value of the participation in such partnership;

4) Higher education potential development (ex-TEMPUS). The main types of activities are: two types of cooperation projects for EU member states, other European countries, candidate-countries (34 in total) with neighboring countries, Russia, Latin America, African, Caribbean, and the Pacific region countries (about 150 partner-countries). Common projects: new plans and programs, teaching and training methodologies, personnel development (qualifications improvement), quality ensuring, management, the Bologna process instruments. Structural projects: reforms at the

national level with involvement of power bodies in the partner countries (education policies' modernization, measures on implementing the Bologna process, control and management in the education system, etc.). Additional two-way mobility component (both to and from the EU) for the European neighborhood policy and the candidate-countries (not having a National agency). Ukraine is a full-fledged participant of this program and can both initiate projects and be the coordinator-applicant or a parity participant in projects.

5) Support of the EU's developments / policy development in education for attaining a better system impact. The main kinds of activity are in lines of: support of the Open coordination method, the agenda on higher education modernization, the Bologna process; the development and introduction of the EU transparency instruments of (ECTS and others); qualifications recognition (NARIC – the National Information Center of Recognition of Education Certificates); the network of experts on reforming of higher education in the neighboring states and candidate countries; international dialogue on education policies; The World Association of Graduates; international attractiveness and propaganda.

It should also be mentioned that in 2015 Ukraine became a member of the European Union's Frame program on research and innovations 'Horizon 2020'. This membership provided for the Ukrainian participants the parity status with their European partners and opened possibilities of influencing the formation of the Program's content. The 'Horizon 2020' is the European Union's largest Frame program on financing science and innovations with the total budget amounting to 80 billion euros for 2014 – 2020.

The Program is focused on attaining the three principal goals:

- to make Europe an attractive place for top-rate scientists;
- to promote innovativeness and competitiveness of the European industry and business;
- to solve the most acute issues of the present-day European society through science.

Also, the Progressive science has been determined as one of the Program's priority directions, which is characterized as being open for high-quality individual and team research projects in all areas of knowledge, including Humanities.

Nevertheless, apart from the mentioned, the level of legal education, in A.P. Golovaschuk's (Golovaschuk A.P., 2020) opinion, can be qualitatively raised on account of:

- 1) training plans' flexibility, which will enable providing topical knowledge and practical skills;
- 2) more active application of case-studies and problem solving methods of teaching;
- 3) increasing the amount of practical classes that will enhance development of individual professional traits in recipients of juridical education;
- 4) involvement of practicing advocates, notaries, prosecutors to the training process, which will facilitate forming a real picture of the chosen specialization in higher juridical education recipients and enrich them with practical skills;
- 5) use of modern digital technologies in the training process;
- 6) considering the active globalization, it would be expedient to invite foreign specialists to participate in the training process in order to study their experience and practical skills;
- 7) raising teachers' science-and-pedagogic potential for them to be able to prepare interdisciplinary training courses and development of skills needed for conducting efficient and productive professional communication in the sphere of juridical education.

Besides, V.M. Suschenho has offered the following criteria for improving the state of the higher juridical education: 'in the future lawyers' personnel selection and organizing their

entering juridical higher education establishments, the main criterion for professional level estimation should be their general culture level in combination with their knowledge of juridical theory and practices in the system of their training; in the sphere of the training process improvement at juridical higher education institutions, the general concept of specialists' training should be clarified and supported with certain reforming of current control of the quality of professional knowledge, aptitudes, and skills acquisition, etc.' (Suschenko V.M., 2007).

It should also be expedient to increase the amount of practical and qualitative training for lawyers-to-be. Enshrining at the legislative level of the issue of sending future lawyers to internship, guaranteeing a decent payment for them has to be the basis for the corresponding state program and priority for state policies in the sphere of higher juridical education. Observing the concept of permanent and uninterrupted legal and professional training at all stages of mastering legal profession has to become a priority for institutions that exercise training of lawyers (Brovko N.I., 2020). In A.V. Rybachuk's (Rybachuk A.V., 2011) opinion, it is necessary to review the set (the list) of subjects that should be taught at juridical higher education institutions and at juridical faculties. In doing so, it is necessary to depart from considerable decrease of general education subjects which should be taught at general education institutions. Besides, there should be succession in legal training, that is, training plans should be devised in a manner that they would to the greatest extent correspond to the need of future lawyers in the amount and quality of knowledge, aptitudes, and skills obtained. At the same time, the training plans should be formed by the accumulation principle of accumulation, wherein to the knowledge of general disciplines that of more specialized subjects is added. Also, by solving the problem of qualitative proportion of theory to practice

in the training process and orienting education at the applied character of its use, it is possible to solve the problem of graduation from higher education institutions such specialists who apart from fundamental knowledge will possess corresponding skills and abilities.

One should also agree that the introduction of the new coaching form of teaching, application of legal clinics' experience, introduction of new specializations, the use of interactive methodologies, computer systems and online and grid technologies for unifying the training process is an important instrument of ensuring higher juridical education quality through imparting practical direction to it and forms not only an educated lawyer, but a statesperson-lawyer (Bilokin R.M., 2020). The authors support O.O. Bondarenko's comment on obvious inconsistency between the juridical education content, the quality of training at law schools and the current requirements of labor market, the challenges facing the present-day democratic society, and the global tendencies in development and professional tasks set forth to lawyers in various spheres (Bondarenko O.O., 2020).

3. Conclusions.

Formation of a legal state requires modernization of the process of lawyers training with taking into account the legal system evolvement, legal systems' approximation, broadening of international cooperation in the sphere of law and the limits of legal environment, implementing the norms and principles of international law to the national legal system (Kostenko O.M., 2009).

Therefore, having studied the problem issues of higher juridical education makes it possible to conclude the following.

1. First of all, it should be said that juridical education is one of the means of the European space globalization, because it is law that facilitates problems solving at both

general and the regional levels, to develop common approaches and principles for development of the state, a community, and an individual.

2. One of the variants of reforming the education branch can be application of the European experience in organizing higher education system. Certainly, the use of European models in organizing the education branch should suppose adapting these models to the national priorities, but the chief principles are common all over the world.

3. Nevertheless, considering the national legislation as well as mentality of each country's population is necessary.

4. An important factor blocking the road of reforming the juridical education in Ukraine is a low level of population's general legal awareness; the absence of juridical education standards – all these factors do not allow to coordinate it with the European standards and as a result impede implementation of joint education programs or handicap their introduction and development.

5. Speaking of determining the place of juridical education in the general European environment, it should be said that it means establishing of universal values of law and human rights, and harmonizing and unification act as methods of forming the common European environment in the sphere of law.

6. The higher juridical education in Ukraine requires a new legal regulation support with taking into consideration the requirements of the European system of standards. This will result in joint science-and-research activity, free movement and training of scientists, a raise in the education level of Ukrainian youth, and other forms of cooperation.

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