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Pedagogical Conditions for Forming Legal Competence in Junior Bachelors in Studying at Higher Education Institutions

Summary

This article analyses the methodological essence of the definition of “pedagogical condition” and “legal competence”. The essence of the phenomenon of “legal competence” of junior bachelor in the field of humanities of higher educational institutions is clarified and scientifically proved. The content of the concept “legal competence” is revealed; the basic components of legal competence (axiological, cognitive, humanitarian, acmeological, empirical) are revealed; the efficiency of pedagogical conditions in forming the legal competence of junior bachelors of higher education institutions is scientifically proved. It has been established that higher education institutions in the humanities provide a specialist with a “junior bachelor” degree with certain knowledge, skills and abilities of a legal orientation, which forms legal competence during certain pedagogical conditions. The article also presents the most effective pedagogical conditions designed to develop legal competence in junior bachelors of higher education, namely: organisation of education aimed at stimulating positive motivation for professional activity of specialists of education and qualification level of a junior bachelor; reflection in the content of professional disciplines of the specificity and originality of integration of legal knowledge with the disciplines of the humanities cycle; directing undergraduate self-study to develop self-reflection skills and an understanding of the role of research work and varied practice in it; encouraging undergraduate students to volunteer. The pedagogical model of legal competence formation for junior bachelors in the humanities contains four blocks: purposeful, content, operation-activity and evaluation-result. It has been found that to successfully develop students’ legal competence, it is necessary to create pedagogical conditions in

a higher education institution for teachers to use innovative methods and techniques (research methods, projects, cases, debates, presentations, etc.). It is precisely innovative teaching methods that effectively contribute to the quality of education by developing the creative abilities of individuals. According to the results of the empirical research method, it was found that the effective forms, methods and means of implementing the pedagogical conditions of junior bachelors in higher education was the organisation of independent and scientific work.

Keywords: pedagogical conditions, legal competence, junior bachelor, Arts (humanities), higher education institution

1. Introduction

Establishing a modern democratic state is not unreasonably associated with the quality of domestic higher education as an educational and legal environment for future competitive specialists. And this is not accidental because today’s labour market requires the future specialist’s fundamental and specialised knowledge combined with solid practice. Specialists with an associate’s degree can successfully implement and combine knowledge, skills, and practical abilities, in which legal competence is an important component. After all, they felt their relevance from their own experience: when applying to higher education institutions, they could pass the external national assessment of

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only two disciplines, which ensured the right to pursue higher education. This favourable basis is a positive dynamic for forming the legal competence of junior bachelors as aspirants to higher education. But the analysis of scientific and pedagogical sources indicates the lack of fundamental research which addressed the pedagogical conditions of formation of legal competence of junior bachelors of the branch of humanities.

Purpose of work: based on theoretical analysis and empirical research to prove the feasibility of proceeding from a set of pedagogical conditions for forming legal competence of junior bachelors in the humanities at higher education institutions.

2. Analysis of Recent Research

The study and synthesis of scientific sources prove that the interpretation of the definition of “pedagogical condition” is considered in many studies: V. Andreeva, V. Belikov, A. Verbytskyi, M. Danylov, A. Dymomin, I. Zazyun, N. Kuzmina, N. Mykhailova, O. Pekhota, I. Frolov, A. Khutorskyi, N. Yakovleva et al. Surely, the most powerful is the definition of “pedagogical condition” presented in reference sources, scientific publications and dissertations (I. Zazyun, N. Mykhailova, V. Kremniy, S. Puhach, S. Strelbytska, T. Turkot et al.). It should be noted that a wide range of scientific research is devoted to the competence approach (N. Babik, I. Zymnia, A. Khutorskyi, T. Shamova), clarifying the scientific status of key competencies (O. Evsiukova, I. Medvedeva, T. Shamova), identifying the peculiarities of the process of formation of legal competence of an individual (S. Voyevodina, S. Hurin, Ya. Kichuk, S. Strelbytska), specifying the relationship of the concepts of “legal culture” and “legal education” (V. Vladymyrova, M. Horodynskyi, I. Romanova), etc.

3. Methodology

The methodological reference points of the study were the systemic, competence and axiological approaches. In the process of research, we used the following methods of research: general scientific (theoretical analysis, specification, comparison, systematisation, generalisation of the obtained information) and empirical (method of pedagogical observations, interview,

conversation, analysis and generalisation of positive teaching experience in order to diagnose the levels of formation of legal competence “junior bachelor” of humanities of higher education institutions). The essence of the concept of “legal competence” of junior bachelor of humanities of higher education institutions was clarified; the main components of legal competence (axiological, cognitive, humanistic, acmeological, empirical) were revealed; the effectiveness of pedagogical conditions of formation of legal competence of junior bachelors in the educational process of higher education institutions was scientifically substantiated.

4. Presentation of Basic Material

4.1. Analysis of the Degree of “Junior Bachelor”

Analysis of scientific and pedagogical sources (O. Ivaniy, Ya. Kichuk, H. Lazarchuk, V. Puhach, S. Strelbytska) indicates that Ukrainian scientists have in their mind the issues of research of pedagogical conditions and models of the formation of legal competence of future specialists in professional training. An important stage in forming the legal competence of future specialists in humanities of higher education institutions is the development of this competence at the stage of training junior bachelors. The peculiarity of professional training at this very stage is that, according to the National Qualifications Framework, it provides a person with theoretical and practical knowledge, abilities, skills, general foundations of the methodology of scientific and professional activities, other competencies sufficient to solve typical specialised tasks in the learning process.

Recently, there has been scientific interest in identifying effective pedagogical conditions for forming the legal competence of junior bachelors in higher education, given that the system of formation of legal competence of future junior bachelors in the system of continuing education begins at the secondary school level and continues at the undergraduate level of higher education institutions. But at the beginning of our study, we intend to establish the differences between graduates who entered the bachelor’s and junior bachelor’s degrees in the form of Table 1.

Table 1.

Bachelor's Degree	Differences	Junior Bachelor's degree
3 years	Study period	1 year, 10 months
Studying 3 subjects in a higher education institution	Entrance	Studying 3 subjects in a higher education institution
Opportunity to pursue a master's degree	Educational opportunities	Opportunity to pursue a bachelor's degree

The peculiarities of professional training based on a complete general secondary education for the degree of Junior Bachelor of Higher Education of the initial level is developed in the Law of Ukraine “On Higher Education”, “On Professional Higher Education”, as well as in educational training programmes of higher education applicants. Junior Bachelor's degree programmes have a list of competencies, such as: integral (a generalised description of the qualification level, expressing the basic competencies, such as: the ability to solve typical specialised tasks in the relevant field of knowledge), general (ability to perform specialised tasks in a certain professional activity) and special (competencies depend on the subject area; theoretical knowledge and practical skills acquired in the process of training and professional activities). Today's job market requires a specialist with a junior bachelor's degree with fundamental and specialised knowledge and sound practical training. The institutions of higher education of humanitarian direction provide a specialist with a junior bachelor's degree knowledge, skills, and abilities of legal orientation, which forms the legal competence in certain pedagogical conditions. Social science academic disciplines of a higher educational institution of humanitarian direction form competent, competitive specialists capable of solving complex, specialised tasks of a legal nature. Analysis of the current educational and professional programmes of the initial level, which contain two types of practices (educational and work practices) of higher school, showed a significant impact of education on forming students' (junior bachelors) legal competencies. The programme focuses on the junior bachelor's mastery of basic theoretical and practical knowledge, flexible skills, and professional competencies. It should be noted that the training of specialists of the educational and quali-

fication level of the junior bachelor has a targeted purpose and most accurately meets the changing needs of the labour market. The training of junior bachelors depends on a set of certain pedagogical conditions.

4.2. Pedagogical Conditions

It should be reminded that the pedagogical conditions are understood as specially designed and implemented systematic factors affecting the external and internal circumstances of education and the personal characteristics of its participants, ensuring the integrity of training and education under the requirements of society and the state standards. Applying pedagogical conditions promotes the comprehensive development of personality, the identification of creative abilities, the consideration of needs and the formation of important qualities and basic and professional competencies (Lytvyn, 2014, p. 74). Strelbytska (2018, p. 159) defines pedagogical conditions as “external” and “internal” circumstances affecting the methods and forms of organisation of education. While Slastenin (1993, p. 266) characterises pedagogical conditions as a position in which the components of the educational process are presented in the best interaction, allowing the teacher to work fruitfully and manage learning and those who learn – to work successfully. Scientific and pedagogical literature, which directly or indirectly highlights the peculiarity of the pedagogical conditions associated with the phenomenon under study, should be differentiated into two parts: psychological and pedagogical (motivating students to learn and to create circumstances for the implementation of the effectiveness of the educational process) and organisational and pedagogical (teaching process and its organisation). The content of psychological, pedagogical, and organisational and pedagogical conditions specifically form the components of legal competence: axiological, cognitive, humanistic, acmeological, and empirical.

4.3. Formation of Legal Competence of “Junior Bachelor's”

Thus, thanks to the organisational and pedagogical conditions in higher education institutions, an appropriate educational and legal environment is created, ensuring the formation among students of the educa-

tional qualification level “junior bachelor” respect for the law in general, human honour, dignity, freedom, legality, and justice. In particular, implementing the axiological component of the legal competence of junior bachelors allows for revealing the individual’s creative, intellectual, and moral potential, while the cognitive component should include theoretical knowledge and basic professional skills. Kichuk (2018) views legal competence as a holistic, integrated education. By all signs, as defined by the author, the legal competence of the individual is crucial (multifunctionality, multidimensionality, supersubjectivity, interdisciplinarity). On the one hand, it is due to the exclusivity of the inherent managerial functions of law; on the other – an inherent expression throughout human life because there are always socio-legal aspects in the interaction between the individual and society.

It should be noted that we share the position of O. Ivaniy that forming legal competence involves mastering by the student not only isolated elements of legal knowledge, skills and development of professional qualities but also the complex procedure in which, for each specific area, there is a corresponding set of educational components with a personal and active nature. The author also determines the organisation of students’ conscious, motivated and intensive activity aimed at learning legal disciplines as one of the basic provisions for forming their legal competence. One of the conditions for the effective formation of legal competence is to identify and activate the value-legal orientations of students, particularly their motivations. According to Ivaniy (2012, p. 20), an appropriate organisation of the educational environment supports legal attitudes, legal values, diversification of academic disciplines, integration of content, individualisation of legal training, pedagogical monitoring, etc.

Lazarchuk (2018, p. 22) distinguishes three levels of formation of personal legal competence: the first level occurs, according to the author, from the moment of birth of the person and up to professionally directed training. The second level occurs from the moment the individual defines his future professional activity until the end of higher education. At the third level, the formation of special legal competencies of an individual occurs in the process of self-study and the improvement of one’s qualification.

Taking into account the results of processing the study sources under the pedagogical conditions of

formation of legal competence, we understand the totality of activities which are consciously created in education and provide the most effective formation of legal competence of junior bachelors in the field of humanities in the process of professional training.

According to Puhach (2020, p. 132), the pedagogical conditions ensure the effectiveness of the formation of legal competence, namely:

1. Formation of a system of legal knowledge, skills, and abilities for their use in professional activities;
2. Use of professionally oriented legal tasks of sectoral orientation in the educational process;
3. Use of information and communication technologies to improve professional training of students.

But for the successful formation of the legal competence of students, it is necessary to create pedagogical conditions in higher education institutions for teachers to use innovative methods and techniques. Innovative teaching methods effectively contribute to the quality of education by developing the creative abilities of the individual. Such innovative methods include research methods, projects, cases, debates, etc.

Suppose you creatively use the ideas inherent in the pedagogical experience (O. Ivaniy, S. Voyevodina, N. Kuzmina, V. Kushnir, H. Lazarchuk, V. Puhach etc.). In that case, it becomes possible to create a structural and functional model of the formation of legal competence of junior bachelors of humanities in the educational process of higher education institutions. The pedagogical model of formation of legal competence contains four blocks, namely: target (goal, objectives, teaching principles), informative (research work, practical training), operation and action-based block (forms, teaching methods, pedagogical conditions, stages) and evaluation and results-based block (components, evaluation criteria, levels, monitoring, results). The operation and action-based block involves the motivational, orientational, structural, functional, reproductive, and operational stages.

As noted, we aim to highlight the pedagogical conditions for forming legal competence of junior bachelors who acquire speciality 012 Preschool education of Pedagogical Faculty, 029 Information, library and archiving of Faculty of Management, Administration and Information activities of Izmail State University of Humanities. According to the research assumption made by us and taking into account the results

of the scientific search of some researchers (I. Hlushchak, V. Puhach, S. Puhach, S. Strelbytska), the process of formation of legal competence of junior bachelors of higher educational institutions of humanities will be effective if the following pedagogical conditions are created:

1. The organisation of education is aimed at stimulating positive motivation for professional activity of specialists of the educational qualification level of a junior bachelor;
2. Reflection on the content of professional disciplines of the specificity and integration of legal knowledge with the humanities cycle disciplines;
3. Directing junior bachelors' self-education activities to develop self-awareness skills and understanding of the role of research work and practice varieties;
4. Encouraging undergraduate students to volunteer.

According to the results of the empirical method of research (observation, interview, survey), the forms, methods and means of implementation of pedagogical conditions of junior bachelors of Izmail State University of Humanities in the context of each of the mentioned specialities were established effectively. There was an organisation of independent and scholarly work. In our research, we considered the students' independent work as a means to eliminate the irrational use of time in the classroom and the formation of skills to independently find or work through the necessary material. We observed that it was in the conditions of independent work most effectively passed, forming legal competence, creativity,

and research abilities. Junior bachelors were involved in research work (during and out of class time) sporadically, depending on the potential of the respective academic disciplines which students were mastering and at their own will. In addition, the success of such activities depended on the level of students' knowledge of professional disciplines, abilities, skills, and their level of motivation. It should be noted that the professional training of junior bachelors involved the study of several professional disciplines aimed at the formation of their basic competencies, namely: "Introduction to Specialty" (subjects), "Basics of Ukrainian Law", "Theory of State and Law", "Legal Deontology", "Information Law of Ukraine", "Ukrainian Language", "Basics of Philosophy", etc. In the process of modern professional training of junior bachelors, special role is played by practical training as one of the important components of professional training. Therefore, the internship provided for cooperation with teachers in the process of formation of legal competence. The obtained statistical values of the formation of legal competence of junior bachelors are presented in Table 2.

Consequently, the summarised data substantiate that independent work is a more massive method of forming the legal competence of the educational degree of a junior bachelor. In this case, under the pedagogical conditions, we understand the totality of external and internal teaching factors in higher education, the implementation of which depends on forming professional skills and legal competence of specialists of the educational qualification level of junior bachelor of humanities.

Table 2.
Levels of formation of legal competence of junior bachelors during independent and research work

Groups	Means of implementing the pedagogical conditions	At the beginning of the experiment	At the end of the experiment		Number of persons in a group
		Levels of formation			
		low	average	high	
Junior bachelors, speciality 012 Preschool education (Pedagogical Faculty)	Independent work	13 (persons) /61,9	7 (persons) /33,3	1 (person) /4,7	21
	Research work	8 (persons) /26,2	11 (persons) /19,0	2 (persons) /5,0	
Junior bachelors, speciality 029 Information, library and archiving (Faculty of Management, Administration and Information activities)	Independent work	15 (persons) /60,0	9 (persons) /36,0	1 (person) /4,0	25
	Research work	8 (persons) /31,2	12 (persons) /20,8	5 (persons) /5,0	

5. Conclusions

Thus, modelling the formation of legal competence of junior bachelors of humanities should be based on the allocation of the main blocks: target, informative, operation and action-based block and evaluation and results-based block; their totality forms a complex functional system. The developed structural and functional model reproduces the formation of legal competence of junior bachelors in the humanities of higher education, as well as the structural links of the main blocks and its elements for the successful implementation of the pedagogical process. Effective formation of legal competence of junior bachelors of humanities is possible through a set of pedagogical conditions, the leading ways of implementation of which are independent and research activities of junior bachelors of humanities.

We see the prospects for further scientific research in the studied resources of the various practices of applicants for higher education for the educational degree.

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