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**TÍTULO:** La formación de un componente práctico y teórico-práctico del proceso educativo en el contexto de la reforma de la educación jurídica en Ucrania.

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**RESUMEN:** El artículo analiza el estado de implementación del proceso de Bolonia en Ucrania en direcciones prioritarias de integración en el espacio europeo de educación superior. Se determinan problemas claves individuales de carácter general, a los que se enfrenta el sistema nacional de educación superior en el camino de dicha formación, así como problemas reales de implementación de requisitos específicos del proceso de Bolonia. Se determinan las formas de perfeccionamiento de la formación profesional de los abogados, incluidas aquellas mediante el cambio de enfoque psicológico y pedagógico para la enseñanza del material y la atracción de maestros-profesionales. Se sugieren medidas para modernizar la educación nacional, para mejorar la calidad y competitividad de los servicios educativos nacionales en el mercado mundial.

**PALABRAS CLAVES:** educación jurídica, reforma, proceso educativo, formación pedagógica.

**TITLE:** The formation of a practical and theoretical-practical component of the educational process in the context of legal education reform in Ukraine.

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**ABSTRACT:** The article analyzes the state of implementation of the Bologna process in Ukraine in priority directions of integration into the European space of higher education. The individual key problems of a general nature, which the national system of higher education is faced with on the way of such formation, as well as actual problems of implementing specific requirements of the Bologna process, are determined. The ways of perfection of professional training of lawyers, including those by means of changing psychological and pedagogical approach to teaching of material and attraction of teachers-practitioners of the appropriate direction are determined. Measures to modernize the national educational, to improve the quality and competitiveness of domestic educational services in the world market are suggested.

**KEY WORDS:** legal education, reformation, educational process, pedagogical training.

**INTRODUCTION.**

The relevance of the study is determined by socio-economic and political changes in the society, strengthening of the statehood of Ukraine, its entry into a civilized world community, which are impossible without the modernization of the system of higher education, aimed at training specialists at the level of international requirements. One of the prerequisites for the entry of Ukraine into a single European and world educational space is the introduction of the main ideas formulated by the bologna declaration of 1999 into the higher education system of Ukraine.

The aim and outcome of the bologna process was the creation of the European higher education area by 2010 and its further development during the decade (up to 2020) (babyn, & soskin, 2019).

Considering certain aspects of the implementation of the Bologna system of education, during the study of the attitude of prospective lawyers to the results of their professional psychological and pedagogical training and the determination of the levels of special psychological and pedagogical competencies found that senior students, having an idea of the requirements for the appropriate competence of a lawyer, do not know what professionally significant personal qualities and psychological and pedagogical skills are necessary for a prosecutor, a lawyer, a notary, a judge, etc. They also do not compare them with their own psychological and pedagogical competence.

The special psychological and pedagogical competence of future lawyers is formed at the average level, which is illustrative of the lack of practical orientation of such training for future lawyers, which, in turn, negatively affects the level of their basic and special psychological and pedagogical competencies. Consequently, in these conditions, there is a need to fill the content of the basic psychological and pedagogical training of future lawyers in a professional context, encouraging students to acquire the skills that will be needed for a particular legal profession.

The above-mentioned causes the necessity of conducting relevant studies to search increase in the level of psychological and pedagogical training of a lawyer with a practical component.

This problem is of particular importance for students who are studying civil law disciplines related to the field of private law. Mastering knowledge in this field involves the acquisition of practical skills in the application of civil law. At the same time, the fundamental principle of private law: "all that is not forbidden by law" makes it necessary to apply to the future lawyer practical skills in interpreting and applying the principles of civil law. This makes it advisable to develop not only the "practical component" but also the "theoretical and practical component" of the educational process.

## DEVELOPMENT.

### Review of literature.

The multifaceted challenges of higher legal education are considered by legal scholars, practitioners in various areas of law and experts on pedagogy, legal psychology, economics, public administration, etc.

The issues of characteristics of the theoretical and methodological foundations of psychological and pedagogical training of future lawyers; the modernization model of legal education and training of qualified specialists in the sphere of legal activities; the impact of the bologna process for training lawyers in Ukraine; problems of reforming and standardizing legal education in Ukraine were the subject of research (boshitsky, lutsk, shishka, & chernetska, 2016). Among the scholars who have researched these issues, we should mention pavko, a. (2019); kofanov, l.l. (2002); watson, a.; dovgert, a.; kotz, т. (2019); shishka, r.b. (2018); shemshuchenko, y. S. (1999); bergel, j.-l. (2000). Zweigert, c., & ketz, h. (1998) and others.

At present, the task of higher education in the field of vocational training of lawyers significantly changes due to the restructuring of the soviet system of education (state of legal education in Ukraine. Analytical study on the results of educational measurements, 2018), the introduction of a harmonious system of content of education and learning technologies, which are based on the achievements of psychology and pedagogy, which, in turn, requires special attention within the research.

Significant developments regarding this scientific problem exist in the field of professional pedagogy, legal psychology, in particular, the works of babyn, i. & soskin, o. (2019); artykuca, n.v. (2019); yorke, m. (2006); robinson, j. P. (2000); rybachuk, a.v. (2018); and others.

### The goal of research and research methods.

The goal of research is to analyze the current state of reforming legal education, to identify

problems that arise during the formation of the practical component of the educational process, to change the psychological and pedagogical approach to the educational process, to formulate proposals for solving the problems which Ukraine faces in improving quality and raising the level of higher legal education.

**Research Methods.**

Structural-systematic, comparative analysis, historical, dialectic, analysis and synthesis, forecasting. The dialectical method made it possible to consider the issues that were the subject of scientific research, their interrelationships, and their correlative development.

The structural-systematic method was used to consider education as a system that includes the subsystem "legal education", as well as structuring the practical and scientific-practical components of the educational process. The method of comparative analysis was used to compare the effectiveness and conditions of use of the practical and scientific-practical components of the educational process, as well as to determine the benefits of each. The method of analysis and synthesis made it possible to determine the advantages of the practical and scientific-practical components of the educational process by researching and comparing survey materials of students of different educational levels and then synthesizing the obtained results. The forecasting method helps to evaluate the results of the study of practical and scientific-practical components of the educational process and to formulate conclusions about the expected positive results.

**Analysis of the European experience on the convergence and harmonization of education systems in Europe within the framework of the bologna agreement and Ukraine's participation in the creation of a united European higher education area.**

In the process of the European integration of Ukraine, the role of the legal science and education is extremely important because their level of development influences the implementation of such

important tasks as the implementation of legal reforms, the adaptation of Ukrainian legislation to the legislation of the EU, the creation of an effective legal system and civil society, and improvement of the quality of law-making and enforcement activity, which, in turn, will contribute to the establishment of Ukraine as a highly developed, social at its core, democratic state of law, where the principle of the rule of law is recognized and is in force (Artykuca, 2019).

Thus, joining the European educational community by ukraine actualized the need for the introduction of new forms of educational process, the system of accounting and evaluation of knowledge. Unfortunately, students often argue about the futility of human knowledge, the inability to link it to their future profession.

The introduction of the Bologna system provides for the implementation of a number of strategic objectives, including achieving a high intellectual and spiritual level of self-realization of personality, the effective development of human capital, promoting the employability of graduates and lifelong learning.

On the way to their implementation we face the problems of Ukrainian higher education, among them: lack of collaboration between the educational sector and the labor market; in European countries the youth is actively involved in educational processes; however, Ukrainian students complain that they are actually not conferred with (Pavko, 2019).

Carrying out the research on the issue of employment of graduates of institutions of higher education and increasing their competitiveness in the labor market, professional, psychological training for practical activities in the legal sphere, it should be noted that according to Mantz Yorke, to be employed means to be in the risk zone, to be able to obtain employment means to be safe (Yorke, 2006). Therefore, employability is one of the key issues of the European higher education area that are actively considered and undergo structural reforms. Ability to obtain employment includes subject-specialized, methodological, psychological and pedagogical, social and individual

competencies that enable a graduate to successfully accept an offer of employment, get full-time primary employment and engage in a profession or work. They facilitate lifelong learning, as well as opportunities for further professional development in the course of their professional activities (Robinson, 2000).

Special methods, forms, means, and techniques of active learning, which are aimed at overcoming such problems of higher education can stimulate interest in lifelong learning, activation of students' educational and cognitive activity: the need to develop thinking, cognitive activity, cognitive interest, as well as cognitive interest - personal context of professional activity.

Activation of educational and learning activity of students stimulates their cognitive activity, contributing to the intensification of the educational process. Under activation of learning means a purposeful process of joint educational and cognitive activity of the student and the teacher, during which the removal of existing psychological barriers and entry to a productive, creative level: future specialists not only master the means of standard actions but also learn independent decision-making in non-standard decisions situations (Rybachuk, 2018).

Therefore, students who have formed employability, are independent and responsible in the learning process, demonstrate the ability to think critically. Also, the ability of the graduate to obtain employment is improved with the use of innovative teaching methods, teaching and assessment, which ensure the understanding of information by students, their deep and meaningful immersion in the training.

Employability is a process of learning, and not the final product that is provided by educational institutions (structural reforms working group: report by the structural reforms working group to the Bfug, 2014).

At the same time, we believe that more attention should be paid to such methods of interactive learning as problem-finding methods, discussions, educational games, independent work, small

group work, etc., which activates students' creative potential when solving problems.

Also, given the informatization of the society and the active use of information technologies in all spheres of our lives, it is also important to use the potential of the latest technologies in the learning process, which gives the opportunity to build training courses, tasks, etc. Individually for each user, to make greater use of distance learning.

The recognition of the importance and the necessity of increasing the level of employability can also be seen in the actions of the ministry of education and science of Ukraine, the draft of the concept of improvement of legal education for training of a lawyer in compliance with European standards of higher education and the legal profession (hereinafter – the concept) was published on its website. The concept indicated that the goal of legal education is the formation of competences necessary for understanding the nature and functions of law, the basic content of legal institutions, the application of the law, the limits of legal regulation of various social relations. The concept envisages the introduction of new teaching methods in the law school as a legal clinic, a lab, mock trial, etc. (the concept of improvement of legal education for professional training of a lawyer..., 2019).

The developers of the white paper on the reform of the Ukrainian legal education came to the conclusion that traditional forms of teaching (lectures and seminars), which are not always filled with information such as: reviews practices (decisions) of national and international courts, generalization of public administration activities, etc. Are preserved in most of Ukrainian law schools. They also point out the need for a complete reorientation of the content and focus of the seminars, which should be focused not on the repetition of theoretical material, but on the solution of specially developed practical situations that are as close as possible to the realities of law enforcement activities (white paper on the reform of Ukrainian legal education, 2019).

To overcome the problem of using outdated pedagogical technologies and methods in the preparation of a future lawyer, it is necessary to use various means of professionally directed training, which help to reconstitute the elements of a lawyer's professional activity. There are traditional and innovative (active and interactive) techniques. It is necessary to focus on innovative methods, which include educational litigation, business games, participation in the work of law clinics, because it helps to think creatively, to work in a team, to find non-standard ways to solve a question and make important decisions. The practical component in the educational process is necessary because it influences the formation of primary and practical law enforcement skills.

Summing up the above-mentioned, in order to improve the employability of graduates of higher educational institutions, we offer laws schools to develop and implement educational programs that: 1) are based on vocational guidance, as well as reliable information on the position of graduates in the labor market; 2) strengthen the focus on results and aim students for critical life-long learning; 3) involve practitioners of the legal sphere in the educational process (especially seminars) within their powers of teaching in accordance with the specialization of educational institutions and programs.

The last suggestion, in our opinion, deserves more attention. So, as a practicing lawyer on family law and the protection of minors, during the past five years I have been conducting seminars for students of the first cycle (bachelors) of different law schools. In the process of conducting seminars in each group (without exception) i observed the following pattern. During the study, discussion of the next topic, the theoretical material of the seminar session and relevant issues are perceived by students 'sluggishly', there is no interest, which in turn affects understanding, mastering the subject and, accordingly, applying it to further practical work.

As soon as a certain theoretical material is 'transferred' to specific life situations that occurred in my practice and, which is important, i identify students with specific characters in life's story - interest

and passion immediately appear, students begin to actively analyze the rules of law, look for ways to solve the problem. In addition, rivalry, competition between the students of the group immediately appear, because they take different sides in a situation or dispute, which also stimulates the development and self-improvement of the individual.

It should be emphasized that the activity, the interest of students increases significantly in the case of assigning them a character party of the dispute (assuming the role of the deceived wife, husband, abandoned child, etc.).

The effectiveness of this approach, the performance in perception and active use of it by students, in my opinion, is related to the presentation of situations by the practitioner who was involved in their solution in real life, therefore, he knows the full, detailed information about the situation and the options for its solution in reality, what is of great importance for future legal professionals in the legal sphere.

The aforesaid highlights the need to attract practitioners to the educational process. Due to the fact that the number of teachers-practitioners in higher educational institutions of Ukraine is small, the involvement of them in the educational process is almost not carried out by the senior executive staff (one of the reasons is the teaching practice of subjects in the school part-time, which is not welcomed by the senior staff, particularly in terms of reducing academic load); so, I offer to consolidate the regulatory peremptory norm on the minimum amount (in percentage terms) then, I suggest standardizing the imperative rule on the minimum number (in percentage terms) of lecturers-practitioners to the lecturers of the law school. In turn, it will provide the graduates with the necessary subject-specialized, psychological-pedagogical, social, individual competences for entry into the recruitment process, will enable graduates to adapt to practical activity, to promote intellectual culture, to be competitive in the labor market, that is, generate employability.

At the same time, it should be noted that general ideas on strengthening the practical component of the study of legal disciplines should be specified and differentiated depending on the study of the field of law.

Reforming legal education in the context of considering it as a response to the challenges of time, in our opinion, involves, first of all, a revision of the subject of study and the way of teaching (learning).

**Actual problems of teaching civilistic disciplines and ways of solving them.**

First of all, it should be established that in modern conditions it should be the subject of study (teaching) hat is covered by the term "civilistic discipline". And if there is no difficulty in interpreting the concept of "discipline" in the context of the problem of reforming legal education, then the concept of "civilistic" is ambiguous. Therefore, its use, in our opinion, requires some caveats, since the emphasis placed depends on the choice of subject, direction, and methodology for the study of the field of knowledge, which can be attributed to "civil law".

In national jurisprudence, the term "civilistics" is considered mainly in two meanings: 1) as a generic term used to define the public relations of civil law content related to civil law, the problems of normative regulation of property and personal non-property rights of individuals and legal entities and the practice of civil legal relations (including family law, civil procedure, and private international legal relations); 2) as a branch of legal science, the subject of which is: the rules of civil law; civil legal relations as a legal form of the relevant social relations regulated by civil law; legal facts; judicial, judicial-economic and administrative practice of application of civil law norms (Nagrebelnyi, 2014).

This approach usually takes place at the legal-domestic level, which is characteristic of reference books – both professional legal and common vocabularies; for example, in the explanatory

dictionary of the Ukrainian language, "civilistics" is defined as civil law, the science of civil law (Yaremenko, & Slipushko, 1998).

At the same time, the use of the term "civilistics" in such a broad sense seems "uncertain": in fact, it is identical with the concept of "civil law" in its broad sense.

Therefore, we can conclude that "civilistics" in the exact (legally professional) sense of the word cannot be considered as a set of civil and related to civil relations (a set of relations of civil legal content, etc.). Instead, civilistics is a branch of legal science that has its subject, structure, methodology, lines of research, tasks and more. Civil science, as a science of civil law, is a set of constantly updated knowledge on the legal status of the individuals, their civil rights, means of their realization and protection, integrated into a system of concepts, categories, ideas, theories, and concepts.

On this basis, we can talk about "civilistic disciplines" as a field of legal education, which have their own subject, structure, methodology, directions, and tasks of study, etc.

The subject of civilistic disciplines is the concept of private and civil law; principles of determining the legal status of an individual; rules of civil law; civil relations and legal relations; grounds for the emergence of civil rights and obligations; the conditions and procedure for the exercise of civil rights and their protection; interpretation and practice of application of the rules of civil law.

At the same time, in our view, the use of the term "civilistic", though traditional, does not accurately reflect the essence of the phenomenon in question and which has a "private legal" nature. In order to reveal our vision of the essence of this phenomenon, we must characterize the areas of private and public law.

This approach is based on the methodological maxim of the famous roman lawyer ulpian: "the study of law is divided into the right of the private and the law of the public" (Kofanov, 2002),

which, due to the phenomenon of receptions of law (which are also characterized as "legal transplantation" (Watson, 1974; 2000; 2019), still relevant.

These areas of law were distinguished by Aristotle, referring to a right that violates the whole community, and a right that harms individual members of the community (Aristotle. Politics: translation from ancient Greek, 2000). However, this dichotomy became particularly popular in the form of the Ulpian sentiment, preserved as a fragment of digest's first book. In doing so, Ulpian distinguished between the study of private and public law, depending on whose benefit it relates: public (public) or private (individuals).

In order to distinguish between these spheres of legal regulation, modern legal scholars are also invited to take into account that private and public relations are regulated in different ways: the private method is a dispositive method, the public law is characterized by the imperative method of regulating public relations, that is, the method of "public administration" and compulsion.

Private law, together with public law form a supranational system of objective law, which is an integral part of civilization (culture), as will be discussed later.

Given the current tendency to identify the concepts of "private law" and "civil law", and therefore use them as synonyms (Dovgert, 2000; Siviy, 2006), we will begin by defining the correlation of these categories.

First of all, we consider that private law, as well as public law, is a supranational system of law. However, such a supranational system is private rather than civil law. The question may be, why not talk about "supranational civil law"? Moreover, a corresponding position already exists in domestic jurisprudence (Dovgert, 2009).

This is possible but not desirable. After all, in this case, the methodological foundations of the vision of the essence of private law, which became the factors of its emergence, remain out of the question. In ancient rome, "yus privatum", as a universal, supranational law that protected the

interests of the abstract private person, was created in opposition to "yus civile", as a set of norms of traditional, national law that regulated relations only between the citizens of rome. In our view, in the context of the current integration processes, one should not abandon the term-concept of "private law", which is inherently an integrative law (Kotz, 2019), in favor of "civil law" ("supranational").

From the foregoing considerations, it seems incorrect to speak of the "private law of ukraine". Instead, it should be about the "tradition of private law in Ukraine", that is, the manifestation of the properties of a supranational phenomenon at the national level.

At the same time, the division of the right into branches, sub-branches, institutes, etc. Is widespread in national jurisprudence, for example, “civil law of Ukraine”, “family law of Ukraine”, “labor law of Ukraine”, etc. We will hereafter refer to this approach as "sectoral".

Civil law, considered from such an angle, can be regarded as a manifestation of private law at the level of the national legal system, which looks like a branch of national law (civil law in the objective sense). In such a context, it is possible to understand the civil law of Ukraine as a set of concepts, ideas, principles and legal norms that determine the legal status of an individual, the reasons for the acquisition and implementation of such civil rights and obligations by that person, as well as the basis for the protection of his rights and interests.

At the same time, unlike private law, which can be considered as an "ideal model" of the status of a private person, the mechanism for regulating real civil relations at the national level covers elements of private and public legal character. For example, the relationships that emerge in the field of entrepreneurship, the branch of which today provokes discussions; for example, in determining the nature of the relationship between entrepreneurs and the state, establishing state guarantees for the implementation of such activities, taxation of entrepreneurs, determining the consequences of unfair competition, and so on - public-law principles are used. It takes into account

a collective interest, the imperative method of legal regulation is applied, the principles of public law are applied. On the other hand, to regulate relations arising from contracts between individuals, even in the course of their business activities, the rules of private law are fully applicable.

Some provisions of civil law are inherently public in nature and purpose. In an obligation that is arisen as a result of the injury, the rules for reparation, as well as grounds, conditions, and procedures for damages are imperative. Although the injured person (the creditor) in most cases can release the debtor from compensation, the general orientation of the rules on compensation (chapter 82 of the civil code of Ukraine) is of an imperative nature. At the same time, from the use of the imperative method of legal regulation, relations arising from harm are not transformed from civil to administrative. Thus, civil law regulation includes dispositive (empowering) and imperative (binding) means of influence.

Thus, as regards real relations, they are regulated on the basis of private or public law, depending on their specific content and purpose of legal regulation, which makes it undesirable to identify private law with civil law and public law with administrative law. Instead, civil law mainly reflects the principles, rules, and rules of private law, and administrative law means the principles and rules of public law.

The mechanism of civil law regulation uses the means of both private and public law, so teaching (study) of civilistic disciplines using the "sectoral" approach to the vision of the system of national law necessitates the delimitation of groups of norms, normative arrays governing similar relationships.

It should be noted, that the separation of civil law in the objective sense as a branch of national law is based mainly on the so-called "normativist" (positivist) approach, since it is, first of all, about the totality of legal norms, which regulate civil relations. This position is also reflected in many civil law textbooks in Ukraine, where civil law is defined as “a system of legal norms that regulate civil

relations (property, personal non-property, organizational and other) between independent, property based on privacy and freedom of action in the private sphere. Embodied participants in the civil law ways of shaping their behavior to meet the needs and legitimate interests of man and socially created by people" (Shishka, 2018).

At the same time, if for public law, with its tendency to the most complete and accurate legislative regulation of relations between the person and the state and its subjects, then the principle "everything which is not forbidden is allowed" is decisive for the right of the private. Such a feature of private law complicates the task of studying its practical component since it is not the assimilation of the provisions of legislative acts, their interpretation, and application to specific cases. Therefore, given this circumstance, it is advisable to differentiate the "practical component" of the study of the legal disciplines that belong to the field of private or public law.

It should be borne in mind that the "practical component" (in the exact sense of the word referred to at the beginning of this article) of studying civilistic disciplines can only be effective in examining the application of the provisions of civil law in practice. In this case, real-life examples or well-simulated case studies allow students to learn the algorithm of law, but not law. In fact, this approach is guided by the concept of the civil code of Ukraine, which refers to the principles of "civil legislation" and not "civil law".

However, such a vision of the "practical component" does not exhaust the content of the concept (discipline) "civil law". Given the national tradition of teaching civic disciplines, we must operate the concept of "civil law of Ukraine", understanding the set of concepts, ideas and legal norms that establish on the basis of dispositive, legal equality and initiative of the parties, the grounds of acquisition, order of realization and protection of rights and obligations individuals and legal entities, as well as social entities that act as subjects of civil relations in order to meet the needs of individuals and protect their interests (Kharytonov, 2012).

Determining for didactic purposes the relation between the concepts of civil law and civil law, one should proceed from the general methodological link according to which the law interacts with the law on the principle of unity of form and content. The legislation is an external form of expression of law. In turn, the law affects the nature and content of legislation (Shemshuchenko, 1999).

However, while civil law may be regarded as the substance of civil law and the latter as a form of expression of civil law, such a determination of the relationship between civil law and civil law requires clarification. After all, with this approach, these concepts look almost identical, though they are in different planes. However, the concept of "civil legislation" is a narrower concept of "civil law", since the latter should include not only legal rules, but also the doctrine of civil law, ideas and other achievements of civilistic thought, which take on practical significance in the conclusion of treaties not provided for by civil law legislation, the use of analogy, the interpretation of the rules of civil law by the courts, etc. Therefore, while civil law constitutes the content of civil legislation, civil legislation is a set of forms of expression of only the normative part of civil law.

Therefore, in addition to the practical component, studying the practice of applying civil law, students should develop skills to solve cases in cases not provided by the rules of civil law. That is, it is not just a "practical component" but also a "theoretical and practical component" of the study of civil law disciplines. The latter is the practical solution of cases. However, it is not through the application of specific rules of law but based on the principles of law and the general concept of civil law. Such a technique was applied in the formation of roman private law based on official consultations of lawyers (Kharytonov & Kharytonova, 2014). Case law has a similar basis (Zweigert, & Ketz, 1998).

The complexity of didactic tasks that arise in connection with the study of "civilistic disciplines" with the use of the "theoretical and practical component", necessitates the search for the most effective teaching methodology for the relevant material.

In our opinion (based on some empirical data), the "conceptual method" can be effective here, the essence of which will be outlined below.

Higher education applicants (who are in the process of obtaining bachelor's, master's, and Ph.D. degrees) were interviewed for the effectiveness of using the "conceptual" and "basic" approaches (figure 1). Nine Ph.D. students, 29 masters, and 25 bachelors participated in the survey. The results of the survey can be analyzed using the histogram below, where the number of respondents at each level of study was considered as 100%.

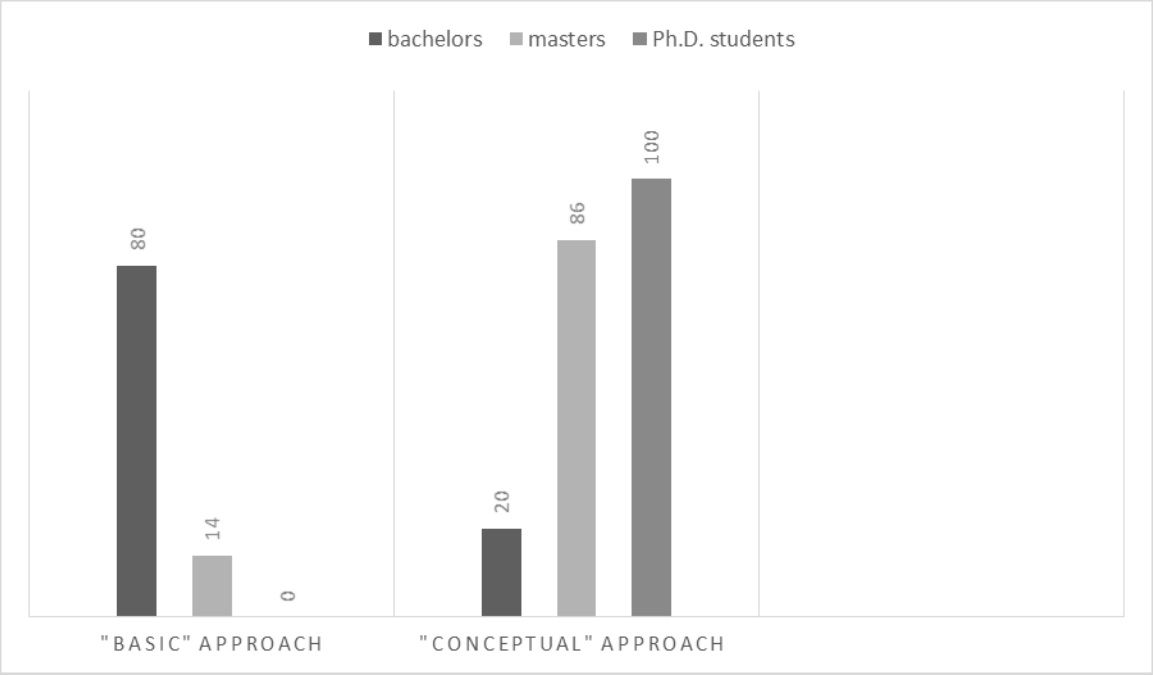


Figure 1. An interview of higher education applicants.

Thus, the results show that for the "basic" approach, the majority of voters received bachelor's degrees (80% of respondents), less - masters (14% of respondents). For the "concept" approach, ph.d. Students were unanimous (100%), masters - less (86%) and least bachelors. Thus, it can be concluded that "more experienced" higher education students are inclined to use the conceptual approach, find it more effective and appropriate.

In the study of private law, it seems justified to assume that law (and above all - private law) is a civilizational phenomenon, which simultaneously acts as an element of socio-political system and an element of public consciousness, is part of the spiritual world of man and his worldview, reflecting the idea of status human rights, justice, good and evil, violations and restoration of rights, torts and punishments, etc.

The understanding of the essence of private law is formed on the basis of its characterization as a concept. The definition of a concept is based on an analysis of the concept itself; the definition of a category is based on another category. In other words, the definition of a concept is to convey the meaning of the word to which this concept is designated in accordance with the elements that form it (Bergel, 2000). So, the concept is a formed verbal representation, a rational and emotional perception of the human right as a part of the world in which this person exists, feeling part of this world.

The didactic value of the concept category lies in the fact that its use provides knowledge about the person of the world and himself and his place in the world. If in philosophy, linguistics, etc., the concept is the subject of research, then in the field of science (in particular, jurisprudence) it is the basis of the "concept" method, which allows for the use in the study of civilistic disciplines, the basic concepts of "law", "justice", "private law", "subject of law", "property", "contract", etc., and legal concepts "law", "civil law", "transactions", "obligations", "damages", etc.

Applying the concept method in the teaching (study) of civilistic disciplines, we must take into account the following provisions, which are basic in this field: 1) the concept of "private law" is a scientific abstraction that serves to denote the number of ideas about that part of the phenomenon of law relating to legal status individual in general. As such, it serves as a methodological basis for determining the nature and content of civil law and civil legislation; 2) it is expedient to use the concept of "civil law" for didactic purposes to refer to ideas about the totality of doctrines,

principles and legal norms, which determine the status of an individual at the level of the national legal system; 3) the concept of "civil law of Ukraine" is a reflection of the legal reality and consists in the idea of the system of legal rules governing civil relations.

Taking into account the peculiarities of these concepts makes it possible to combine conceptual and other methods of teaching civilistic disciplines in the conditions of reforming legal education.

The algorithm for teaching civilistic disciplines with the use of the conceptual method can look like this: the lectures present concepts based on practical cases and their analysis (theoretical and practical component). Then, in these areas, students seek independent “normative filling” of concepts in order to further understand, in practical classes, in specific cases with the help of a teacher (preferably - practice or with experience of practical work), how these normative materials are applied in practice, providing solutions for practical tasks (practical component).

Checking the level of mastery of concepts by students (which is the subject of study, their essence, as well as students' acquisition of skills in interpreting relevant legislation and practice materials) can be carried out with the help of current and final testing. It should be noted that, since legal concepts are a reflection of complex (holistic) ideas about certain social, cultural (legal) phenomena, testing allows to structure them, to analyze individual aspects, to creatively interpret, and thus to integrate at the desired level (theoretical, practical, etc.).

**CONCLUSIONS.**

Summarizing the above, it should be noted that obtaining a professional qualification in the sphere of law should be based on a free choice and deep personal awareness of social significance, humanistic orientation of the profession. Such an attitude to one's professional choice can be formed in the future lawyer only on the assumption of knowledge about the essence of human rights and freedoms, the education of respect for them, which ultimately aims at overcoming legal nihilism, developing an understanding and responsible attitude to the rule of law.

Thus, it is suggested that the sphere of access to higher legal education should be improved by expanding the volume and improving the quality of the system of teaching legal knowledge in the secondary school, which will enable the future professional to form their attitude to this profession in such young years, identify with the directions of future development and understand the whole professional choice. It is especially important at this stage to pay attention to the study of human rights and freedoms as universal values, which will contribute to the formation and development of legal culture, universal respect for the person, raising the spirituality and morality of society.

An important direction in the development of legal education in Ukraine at the stage of its entry into the European educational space is the reformation of the educational process itself, which will stimulate the individual learning activity of students with better knowledge of legal technology, the techniques of argumentation, the ability to solve individual legal problems, incidents, find alternatives, etc.

In view of the above-mentioned, it is expedient to bring the content of general theoretical and humanitarian courses to the sphere of professional training of lawyers, to bring the labor market closer to the legal professions with the educational environment, in particular, to encourage the days of legal careers, to expand and improve the internship institute in private companies and state institutions, and organizations, to introduce new forms and methods of training: simulation (game) court sessions, administrative legal procedures, participation in solving real rights conflicts (disputes, cases, negotiations) with the participation of a lawyer-practitioner. These changes are possible only with the active participation of teachers-practitioners in the educational processes, and in this connection, it is offered to establish normative mandatory rules on the minimum number (in percentage terms) of teachers-practitioners to lecturers of the law school (higher legal educational institution).

Thus, comprehensive measures for the qualitative updating of the contents and forms of training through a combination of teaching and scientific research, theory with practice, classic methods of teaching with innovative ones provide versatility, multifaceted approach, flexibility and efficiency of modern educational process, which, in turn, will enable graduates to obtain employment according to their abilities, wishes, create competitive professionals.

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