

Formation of Legal and Professional Competence of Students of Higher Educational institutions in the Context Of The COVID-19 Pandemic

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Abstract

The main purpose of the study is to identify the key aspects of the formation of legal and professional competence of students of higher educational institutions in the context of the COVID-19 pandemic. The modern system of public relations tightens the requirements for the professional and legal competence of specialists in all spheres of life. The development of a unified nationwide strategy in the field of education focused on the formation and development of young people's skills for life in the information society, is aimed at finding ways to form an active position of a future specialist, developing an experience of a holistic understanding of the professional activity, systemic action in solving new problems and tasks. The methodology includes a number of theoretical methods. Based on the results of the study, the main elements of the formation of legal and professional competence of students of higher educational institutions in the context of the COVID-19 pandemic.

Keywords:

pedagogy, legal and professional competence students, distance learning, information and communication technologies, COVID-19 pandemic.

1. Introduction

The present and future of the world and professional education require the improvement of scientific, theoretical, and practical training of future specialists. Modernity requires the education of independent, proactive, and responsible members of society, able to effectively interact in solving social, professional, and economic problems, both at the national and international levels. Be competitive in the labor market. After all, not all graduates of institutions of higher education upon graduation quickly adapt to working conditions, know the practical side of the profession, and are able to independently make the right decisions in production

situations. The problem of the formation of competent specialists is relevant, taking into account the ever-increasing proportion of students' independent work.

An analysis of the concept of "legal competence" in the scientific literature indicates that it is necessary to distinguish between the legal competencies of lawyers and the legal competencies of persons performing their professional duties, they must be experienced in legal matters, understand the essence of prescriptions and forms of implementation of the norms of law in life. The activity of a specialist is regulated by regulations for the implementation of economic activities in a particular industry, therefore it is logical to assert that it is necessary to form legal competence, which reflects the totality of ideas about legal phenomena, attitudes towards them, and ways of applying them in professional activities.

So, based on the analysis, we believe that legal competence is the ability to use acquired legal knowledge in professional activities, to achieve effective results in a legal way.

The basis of the legal competence of the relevant specialist is his knowledge of legal norms, which allows him to comply with the requirements of the current legislation in the course of his professional activities; the ability to apply this knowledge in practice; as well as his personal attitude to the need to act law-consciously in a way determined by the governing documents. remotely.

New contexts are also being produced in response to the global challenge that COVID-19 has become. Yes, the reality of COVID-19 has led to a redesign of how we learn in higher education. We

had to adapt to remote work, which allowed us to evaluate and revise traditional forms and types of education and actively apply modern technologies that have long become an integral part of our lives and have not yet been tested in distance learning. The above makes it not only relevant but also urgent to study the effectiveness of the process of organizing the educational activities of students in the current conditions.

2. Methodology

The main purpose of the article is to identify the key aspects of the formation of legal and professional competence of students of higher educational institutions in the context of the COVID-19 pandemic. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, and idealization and abstraction.

3. Research Results and Discussions

In the scientific and pedagogical literature, competence is interpreted as a set of knowledge and skills necessary for effective work: the ability to analyze, and anticipate the consequences of professional activity, use the information that a person possesses the relevant key competencies, containing his personal attitude towards himself and the subject of activity; possession of knowledge to judge something [1].

From the above definitions, we see that competence is the ability to effectively carry out specific professional activities.) The widespread introduction of distance education in 2020, due to the spread of the COVID-19 pandemic and the need to comply with all quarantine measures to preserve the health and life of all participants in the educational process, has posed new challenges for higher education applicants, which must be overcome through the joint efforts of all interested parties. with the involvement of the latest interactive platforms and increasing the motivational factor in obtaining new knowledge, and professional and professional competencies.

Scientists [2-4] most often focus on three types of competencies:

- a) relate to a person as a person, as a subject of life;
- b) refer to the interaction of a person with other people;
- c) relate to human activity, and are manifested in all its types and forms.

An essential component of all types of competence is a professional integrative characteristic of a person, which acts as an indicator of education (presence of professional education) and:

- a) is expressed in the readiness and ability to successfully carry out professional activities;
- b) is a list of conditions for a specialist in a particular field;
- c) determines professionally important knowledge and skills, personal and motivational components of activity, awareness of its social significance, and responsible attitude to business [5-6].

Therefore, the professional competence of future applicants for education should correspond to the level of the named characteristics, be an integral quality of the teacher's personality, contain content and procedural components, and correspond to the conditions of knowledge transformation, In the structure of the professional and legal competence of a specialist, scientists distinguish three basic components (Table 1).

Table 1. The basic components of legal and professional competence of students of higher educational institutions in the context of the COVID-19 pandemic

<i>Name</i>	<i>The entity of the component</i>
Mobility of knowledge	it's constant updating, mastery of new, unknown information for successful application in certain conditions of professional activity

Flexibility of thinking	a specialist must not only know the essence of the problem but also be able to practically solve it, while applying, depending on the circumstances, the most appropriate method for these conditions at the present time
Critical thinking	the ability to choose the most optimal solution, reasonably reject erroneous judgments, question effective, but not effective solutions, etc

The development of legal competence presupposes the assimilation by the student, not of separate, separated elements of legal knowledge, skills, and abilities of professional and personal qualities, but the mastery of a complex procedure in which for each specific direction there is a corresponding set of educational components that have a personal-activity character [7].

This is, in particular, a training component that provides for three priority tasks [8]:

- a) development of the theoretical component of legal competence, which provides the future professional with general legal knowledge that contributes to the successful organization of professional activities and the implementation of legal activities in an organization; create the basis for the formation of modern legal thinking, generate acts of legal consciousness;
- b) the development of the practical component of the legal competence of the future professional, which is determined, first of all, by the totality of professional skills and abilities that determine the functional readiness of the professional to solve the problems of legal activity (information-intellectual, prognostic-projective, organizational-regulatory, reflexive, emotional);
- c) the development of the personal component of legal competence, which forms such professional and personal qualities as: professional and ideological (interest and activity in professional

legal training), professional and behavioral (demanding to comply with legal norms), personally significant (humanistic orientation of the individual).

Serious technological transformations and the turbulence of the economy in the past few years have made serious changes in human life. Under the influence of global factors and trends, as well as the transformation of the world market, there have been changes in the needs of employers for the competence of specialists. The recent dynamics of changes in the labor market associated with the COVID-19 pandemic have focused even more attention on the development of professional and legal competencies of specialists, especially in the field of digital technologies and online communications and collaboration [9].

Competencies in the field of information and communication technologies are currently included by all countries in the set of basic (key, supra-professional, meta-professional) specialist competencies. All presented world studies include the study of literacy skills, computational skills, and problem-solving skills, including the use of information and communication technologies. The demand for skills and competencies differs depending on the field of activity, technologies used in enterprises and organizations, and government policies.

The Organization for Economic Co-operation and Development (OECD) has prepared an overview of in-demand adult skills, grouping them into several clusters: cognitive skills (literacy, numeracy, and problem-solving), technology skills (information and communication technology skills), interaction, learning, organization and planning, and physical skills. skills / physical activity. The World Bank skills development framework identifies three key clusters of skills – cognitive – the ability to comprehend complex ideas, adapt effectively to the environment, learn from experience, engage in various forms of reasoning, overcome obstacles, reason, literacy, numeracy, and decision making; socio-emotional skills (soft skills, non-technical) - social, emotional, personal and behavioral; related to work (technical skills), for example, the use of information and communication technologies [10].

Depending on the level of compliance with the requirements of the legislation, legal knowledge is classified according to a certain system (Table 2).

Table 2: The system of classifying the levels of legal competence of students

<i>№</i>	<i>The level</i>
1	Legal knowledge of an unsystematic nature (students understand legal provisions shallowly, superficially, and have an erroneous or false idea about the content of some articles of laws, regulations, and charters);
2	Formal legal knowledge, the acquired knowledge cannot be applied or used to solve vital legal issues due to shortcomings in legal training
3	Analytical legal knowledge, the possession of which implies the ability to analyze one's actions and the actions of comrades, to correlate their nature and consequences with the requirements of the provisions of laws and charters, while there is a passive attitude towards legal self-education as one of the means of expanding the legal worldview
4	Active legal knowledge, involving the use of interpersonal relations with comrades, teachers, and the administration of the institution in complex, conflict situations. There is a process of deepening one's own legal knowledge, making legal decisions

So, the concept of "legal competence" is defined as the level of legal awareness of the student and his legal activity; a complex of knowledge, ideas, and value ideas that determine the choice of human behavior justified by law; ability to effectively carry out professional activities in conditions of financial and economic independence [11].

Researchers studying the phenomenon of a student's legal competence in connection with the

performance of professional functions associate them with the attitude of the individual to the law as a social, state, and personal value; with legal education "as a body of knowledge on the problems of law"; with legal readiness - the availability of skills to address specific legal issues [12].

The development of legal competence presupposes the assimilation by the student, not of separate, separated elements of legal knowledge, skills, and abilities of professional and personal qualities, but the mastery of a complex procedure in which for each specific direction there is a corresponding set of educational components: an educational component that provides for the development of a theoretical component of legal competence and provides the future professional with general legal knowledge (special, political, managerial, psychological, etc.); the practical component of the legal competence of the future professional, determined by the totality of professional skills and abilities that determine the functional readiness to solve the problems of legal activity; the personal component of legal competence, which forms professional and personal qualities: professional and ideological, professionally behavioral, personally significant [13].

So, the main means of developing legal competence for future professionals in the context of the COVID-19 pandemic are legal education, legal education, and socialization in the legal environment of higher professional education.

Exploring the issues of formation and development of the legal competence of future specialists, on our important implementation of a number of activities, namely [14]:

- in the presentation of the law, one should not be limited to translating examples of existing norms of behavior, but it is necessary to give their real assessment from the point of view of legal regulation;
- pay great attention to the coverage of the correlation between the norms of law and other social values, in particular moral norms, focusing on fixing the latter in law;
- give examples of legal phenomena of legal norms that ensure the satisfaction of the interests of a person and young people in particular;
- focus on the positive characteristics of legal norms, avoid excessive criticism of both legal norms and state institutions that implement these norms;

- invite legal practitioners and civil servants to communicate with young people, who, using real examples, would prove the need for knowledge of law and its practical significance;
- to reveal the importance of law in the life of young people, primarily on positive examples of its observance, the advantages of working within the framework of the law;
- substantiate the ideas of the value of law and use the above proposals on examples that are relevant to the life of young people.

The formation of the professional competence of a future specialist in the context of the COVID-19 pandemic presupposes the following tasks [15]:

- 1) creation of a competence model for a specialist;
- 2) determination of the goals and objectives of training courses based on the competence model of a specialist;
- 3) development of competence-oriented programs of professional disciplines, where for each module there is a list of competencies formed through its mastery, determination of the number of credits for each module, depending on its labor intensity;
- 4) development of modules;
- 5) designing by the teacher of the educational process, which provides for the development of the content of lectures, tasks for independent work of students, pedagogical, didactic, and methodological tasks solved in practical classes, educational projects of a problematic nature (problem learning technology);
- 6) the use of teaching methods that model the content of the activity of a future professional: learning in discussion, role-playing and simulation games, etc. (technology of interactive learning);
- 7) designing the educational activities of students as a phased independent work aimed at resolving problem situations in the conditions of group dialogic communication with the participation of a teacher (project learning technology, information technology);
- 8) personal inclusion of the student in learning activities (context learning).

We consider this approach important concerning the competence-based understanding of the process of formation and development of the legal professional competence of specialists in non-legal specialties because it contains essential features that

make it possible to take into account not only legal knowledge in the implementation of professional functions but also a system of universal (socially appropriate) and special (professionally necessary) properties, values, and motives.

4. Conclusions

Consequently, the professional and legal competence of students, which is defined as a complex character of a specialist, manifested in a specific professional activity and including knowledge, skills, abilities, experience, motivation, and personal characteristics, is formed in the course of students mastering the material of professional academic disciplines; ensuring the assimilation of state and international legal acts; organization of extracurricular work of law; participation in the activities of student self-government bodies and others.

The current situation with the global pandemic of the coronavirus COVID-19 has fundamentally changed the traditional foundations of life, business, and education in all countries of the world.” The system of forming students' professional and legal competencies has changed significantly

The formation of a student's professional competence is a synergistic process and occurs through self-education, the development of a student-centered educational environment, the development of interdisciplinary and transdisciplinary connections, and the introduction of methods and forms of training of an interdisciplinary and transdisciplinary nature. The condition for the formation of professional competence as a synergistic structure of each student is the availability of open resources: information, communication, teaching, material, and own motivation. To this end, a higher education institution must ensure the availability of its own high-quality information resources and communications for the communication and partnership of all participants in the educational environment.

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