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Bondarenko N.O.
PhD in Law, Associate Professor,
Associate Professor at the Department of Legal Support of Business Security
State University of Trade and Economics,

TRANSFORMATION OF LEGAL EDUCATION IN THE CONTEXT OF DIGITALIZATION AND TECHNOLOGICAL CHALLENGES

The contemporary legal environment is undergoing significant changes driven by modern technologies. A vivid example of this is the minimization of bureaucratic delays in administrative service centers through digital queue management systems, as well as the transition of numerous public services online, particularly within the «Diia» platform and mobile application. The implementation of tools such as e-governance, e-justice, or digital healthcare systems directly depends on the development of appropriate infrastructure. This necessitates a reconsideration of the interaction between law and technology – not only within theoretical research or legislative activities, but also in higher legal education.

The training of future lawyers must adapt flexibly to these shifts, as ignoring digitalization risks rendering traditional educational methods obsolete and reducing the overall efficiency of the justice system [1]. Society requires specialists capable of solving non-standard legal problems in today's digital environment. Comparing global experience, the Anglo-American model emphasizes practical skills through the analysis of judicial precedents, whereas continental Europe still relies heavily on fundamental academicism, which sometimes creates a gap between theory and practical career entry.

Consequently, higher legal education requires updating curricula, introducing innovative teaching methodologies, and refocusing on real-world professional competencies. Educational innovations involve applying advanced pedagogical, scientific, and practical legal achievements to enhance quality. This implies synthesizing research with the learning process, combining theoretical foundations with practical training, and maintaining a balance between narrow specialization and fundamental knowledge.

High effectiveness in legal training is demonstrated by applying the following innovative methods and techniques: analysis of errors, conflicts, cases; audiovisual learning method; brainstorming; Socratic dialogue; decision tree; discussion with invited specialists; business (role-playing) game (students act as lawmakers, experts, legal advisors, notaries, clients, judges, prosecutors, attorneys, investigators); take a stand; commenting, evaluation (or self-evaluation) of participants' actions; masterclasses; situation analysis and diagnosis method; interviewing method; project method; modeling; training ground; PRES formula (Position – Reason – Explanation or Example – Summary); problem-based learning; public speaking; small group work; individual and group training sessions (for specific and complex skills) [2].

Legal clinics serve as an effective mechanism for combining academic knowledge with practical experience. Under the supervision of faculty members and practicing attorneys, students provide free legal assistance to citizens, gaining essential professional skills.

The quality of higher legal education increases through a balanced combination of innovative and traditional pedagogical approaches, tailored to the specifics of each discipline. Practical experience demonstrates high efficiency in combining classroom instruction with extracurricular activities. Professional competencies and active citizenship are fostered through student scientific societies, legal clinics, youth legal associations, and creative laboratories. Participation in moot courts, legal tournaments, and parliamentary debates provides additional motivation. Furthermore, visual technologies and video materials help model real-world legal situations while developing critical thinking and emotional intelligence [3].

In this context, the role of the lecturer evolves into that of a moderator and mentor who implements an individualized approach and creates an active learning environment.

Currently, the rapid development of robotics and artificial intelligence has initiated a new stage of transformation in the educational sphere. The high pace of economic change and the transformation of professional activities necessitate a revision of the interrelationships between science, practice, and education. If previously education served as a channel for transferring scientific knowledge to practice, science processed data obtained from practical experience, and practice formed a request for science and education, today this classic model of interaction no longer corresponds to reality. The reasons for this are a number of factors: the rapid evolution of society, which is happening exponentially; the need for constant updating of professional competencies; limited time for training qualified specialists; duration of scientific research; as well as high costs for educational and scientific processes [4, p. 119].

Thus, legal education in the 21st century must remain flexible, adaptive, and oriented toward societal needs, ensuring high-quality training for future legal professionals.

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