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FORMATION OF LEGAL COMPETENCE OF FUTURE ENGINEERS-PEDAGOGUES IN THE PROCESS OF VOCATIONAL TRAINING

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Legal competence is an integral part of the vocational training of future engineers-pedagogues and a component of legal competence of a specialist. The article examines the process of forming legal competence of future engineers-pedagogues in the conditions of a higher education institution. Attention is drawn to the levels of formation of legal competence of a person: the level of formation of key legal competencies, the level of formation of basic legal competencies, and the level of formation of special legal competencies. In the process of forming legal competence in future engineers-pedagogues, a significant role is played by the educational component, which involves the development of theoretical, practical and personal components of legal competence.

It is noted that the educational and professional bachelor's degree program in higher education institutions covers a wide range of modern innovative vectors of development of the theory and practice of modern vocational education in general and vocational (vocational and technical) education in particular, but does not pay attention to the formation of legal competence. One of the ways to improve the educational process of legal training of future engineers-pedagogues is the active use of modern pedagogical technologies. Interactive teaching technologies contribute to the formation of self-determination (the ability to develop one's own position in life); the acquisition of an individual worldview; the ability to set and fulfill tasks; and also contribute to self-realization and assertion of oneself as a personality in legal matters. At the same time, a special place is occupied by training technologies and the project method. Trainings in the field of legal relations, human resources management, legal conflict resolution, communication training, decision-making training, etc. become effective for students during their training. The use of the project method contributes to the implementation of certain pedagogical tasks faced by teachers (intensification of the educational process, improvement of its efficiency and quality of student learning outcomes; systematic integration of subject tasks, etc.), and also contributes to the manifestation of student's abilities to solve legal problems of a wider range of research and to establish legal relations between students.

Keywords: legal competence of engineers-pedagogues, vocational training, training technologies, project method.

Кравченко Г. Ю., Котелевець О. О. «Формування правової компетентності майбутніх інженерів-педагогів у процесі професійної підготовки»

Правова компетентність є невід'ємною складовою професійної підготовки майбутніх інженерів-педагогів та складником правової компетентності фахівця. У змісті статті досліджується питання процесу формування правової компетентності майбутніх інженерів-педагогів в умовах закладу вищої освіти. Звернено увагу на рівні формування правової компетентності особистості: рівень формування ключових правових компетенцій; рівень формування базових правових компетенцій; рівень формування спеціальних правових компетенцій. У процесі формування правової компетентності у майбутніх інженерів-педагогів значну роль відіграє навчальний компонент, який передбачає розвиток теоретичного, практичного та особистісного компонентів правової компетентності.

Зазначено, що освітньо-професійна програма підготовки бакалаврів у закладах вищої освіти охоплює широке коло сучасних інноваційних векторів розвитку теорії і практики сучасної професійної освіти загалом та професійної (професійно-технічної) освіти зокрема, але не звертає увагу на формування правової компетентності. Одним із напрямків удосконалення освітнього

процесу правової підготовки майбутніх інженерів-педагогів є активне застосування сучасних педагогічних технологій. Інтерактивні технології навчання сприяють формуванню самовизначення (уміння виробляти свої позиції в житті); набуттю власного світогляду; уміння ставити й виконувати поставлені перед собою завдання; а також сприяють самореалізації та утвердженню себе як особистості з питань правознавства. При цьому особливе місце займають тренінгові технології та метод проєктів. Для студентів ефективними під час підготовки стають тренінги в сфері правових відносин, управління персоналом, розв'язання правових конфліктів, комунікативні тренінги, тренінги прийняття рішень тощо. Застосування методу проєктів сприяє реалізації як певних педагогічних завдань, що стоять перед викладачами (інтенсифікації освітнього процесу, підвищенню його ефективності та якості результатів навчання студентів; системній інтеграції предметних завдань тощо), так і сприяють прояву здатностей студента у вирішенні правових завдань більш широкого спектру дослідження, налагодженню правових взаємовідносин між студентами.

Ключові слова: правова компетентність інженерів-педагогів, професійна підготовка, тренінгові технології, метод проєктів.

Introduction. The conditions in which modern enterprises and organizations are established, operate and develop impose increasingly stringent requirements for the training of legal professionals. The main problem faced by both young professionals and employers is the low level of legal competence of employees. In today's realities, legal competence is an integral part of the professional training of future professionals. Therefore, one of the main components of the professional competence of a future engineer-pedagogue is legal competence, since he or she must have a thorough legal knowledge in the field of his or her professional activity, be legally aware and clearly understand his or her responsibility for decisions made in professional activities.

Legal competence has been studied by G. Bush, A. Verbytskyi, V. Horshkova, C. Yotov, M. Clarin, N. Kulyutkin, M. Lisina, V. Laudis, A. Matiushkin, M. Postaliuk, D. Shazle, and others. Studying the issue of legal competence, foreign researchers such as: T. Parsons substantiate the differentiation of legal competence, its independence from tradition, experience and value orientations [14, p. 462-478]; P. Bourdieu defines it as a redistribution of legal resources that structure the hierarchy of levels of social management [9]; P. Drucker [9] and T. Stewart [9] note that legal competence is achieved by using legal knowledge as a methodology for obtaining specific results, coordination of highly specialized competence. O. Kravchenko [3] defines legal competence as a component of professional competence of a specialist, which is a qualitative characteristic of the subject of legal relations, which determines a high level of awareness of the rules of law, development of professionally important and personal and business qualities and value orientations reflecting the level of development of legal ideas.

At the same time, the problem of forming the legal competence of future engineers-pedagogues, whose professional activity belongs to the sphere of material production and pedagogical activity, has been studied little.

Analysis of recent research and publications. Studying the issue of the process of forming legal competence, H. Lazarchuk distinguishes the levels of formation of legal competence of a person, namely: the level of formation of key legal competences (from the moment of birth of a person to his/her professionally oriented training); formation of basic legal competences (from the moment of determining the personality regarding future professional activity and until graduation from a higher education institution); formation of special legal competences (in the process of self-study and professional development) [4]. In other words, in the process of obtaining the specialty of an engineer-pedagogue, students develop basic legal competencies based on the existing key legal competencies.

The formation of legal competence involves the student's mastery of not individual, isolated elements of legal knowledge, skills and abilities of professional and personal qualities, but mastery of a comprehensive procedure in which for each specific area there is an appropriate set of educational components that have a personal and active character [11; 12]. This is, in particular, the educational component, which includes three priority tasks

a) development of the theoretical component of legal competence, which provides the future engineer-pedagogue with general legal knowledge that contributes to the successful organization of professional activity and the implementation of legal activities in the organization; create the basis for the formation of modern legal thinking, generate acts of legal consciousness;

b) development of the practical component of the legal competence of the future engineer-pedagogue, which is determined, first of all, by the set of professional skills that determine the functional readiness of the engineer-pedagogue to solve the problems of legal activity (information and intellectual, prognostic and projective, organizational and regulatory, reflective, emotional and volitional, etc;)

c) development of the personal component of legal competence, which forms such professional and personal qualities as: professional and ideological (interest and activity in professional and legal training), professional and behavioral (demanding compliance with legal norms), personally significant (humanistic orientation of the personality, adequate self-esteem, etc.)

In his research, I. Halushchak notes that the formation of legal competence involves the student's mastery of not individual, isolated elements of legal knowledge, skills and qualities, but mastery of a set of educational components that have a personal and activity character [10]. This includes, in particular, the educational component, which involves the development of theoretical, practical and personal components of legal competence.

Thus, the main means of forming legal competence in future engineer-pedagogues are legal education and socialization in the legal environment of a higher education institution.

The purpose of the article is to reveal the process of forming the legal competence of future engineers-pedagogues in the context of professional training.

Presentation of the main material. The training of future engineers-teachers in a higher technical education institution necessitates a new understanding of the professionalism of an engineer which is associated with qualitative changes in technical activities: the complexity of content and the rapid growth of legal knowledge, and the spread of information technology to all areas of the economy. The professional competence of a future engineer-teacher is an integrated personal formation that includes professional knowledge in the field of production, practical skills in solving production problems, personal qualities that allow for high-level professional teaching activities.

Analysis of the educational and professional program of higher education institutions in Ukraine "Vocational Education (Computer Technologies)" of the first (bachelor's) level of higher education in the specialty 015 Vocational Education, which aims to provide training of engineers-teachers in vocational education in the specialty "Computer Technologies" with access to employment in the education system, to prepare students with a special interest in certain problems of vocational education during pedagogical activity. Learning outcomes (expected use of acquired competencies): formation of general and professional competencies in psychological and pedagogical, information systems and technologies (ICT) that contribute to the social and professional sustainability and mobility of the graduate in the labor market; obtaining higher professional education that will allow the bachelor to successfully carry out professional development, implementation and research of ICT in various fields of activity, the national system of vocational education, economy and production.

The theoretical content of the subject area covers concepts and principles (basics of scientific and pedagogical research, theoretical and legal foundations of education and introduction to the specialty, vocational pedagogy, methods of vocational training, pedagogical skills, psychology, conflictology in professional activities, engineering and computer graphics, automatic control theory, automated organizational management systems, engineering design for professional purposes, information processing and transmission systems, computer technologies in educational and training activities). Types of professional activity for which graduates who have completed the bachelor's program are prepared: pedagogical, design and technological; production and technological; organizational and managerial; educational and research (innovative). Features of the educational and professional program - the program covers a wide range of modern innovative vectors of development of the theory and practice of modern vocational education in general and vocational education in particular, which forms an updated practice-oriented basis for professional pedagogical activity in vocational education institutions.

As we can see, the program covers a wide range of modern innovative vectors of development of the theory and practice of modern vocational education, but does not pay attention to the formation of legal competence.

Legal training of future engineer-pedagogues to study legal disciplines solves some of the problems in forming students' legal competence, but in some technical higher education institutions, due to lack of hours in the curriculum, these disciplines are canceled or minimized. Graduates of technical universities have gaps in their knowledge of educational law, the legal status of subjects of a

wide range of legal relations, subjects of educational relations, lack skills in the practical application of legal knowledge and professional and legal skills, and have a sufficient level of legal literacy. And these problems are largely due to the fact that the curricula and training programs for future engineers and teachers do not sufficiently take into account the nature and scope of legal knowledge and professional and legal skills, and do not develop requirements for selecting the optimal content of legal disciplines for students of technical universities.

Recent research by scholars allows us to identify, on the basis of the goals of modern vocational education, the following key competencies of a future specialist which influence the formation of legal competence: - active life and professional position; - responsibility for one's own well-being and for the state of society, ability to self-organization; - orientation towards social and professional self-determination and self-realization; - mastering basic social skills, practical skills in the field of economics and social relations; - ability to enter the open information society.

Thus, as we can see, the formation of legal competence, which is determined by the purpose and result of vocational education, is a generally recognized key competence.

In the framework of our study, the process of professional training of an engineer-pedagogue is characterized by: industry focus; information, methodological and logistical support; combination of theory and practice, organization of the enterprise; interaction with production and research workers; focus on specialization of future engineers-pedagogues.

The professional training of future engineers-pedagogues involves three forms of organization of the educational process: 1) classroom training to form professional competence to perform the duties of an engineer; 2) extracurricular training with involvement in research and development; 3) independent participation of students in production and research activities at enterprises [2].

The system of professional training of engineers-pedagogues in obtaining legal knowledge focuses on providing students with the optimal amount of legal knowledge, skills and abilities necessary to perform their duties in future professional activities, forming readiness and abilities for production activities through practical experience, understanding of personal responsibility, engineering, pedagogical and legal thinking and culture, attitude to the chosen specialty, which imposes clear requirements for the level of professional competence.

In our opinion, one of the ways to improve the educational process of training future engineers-teachers is the active use of modern pedagogical technologies.

In general, pedagogical technology is understood as the study, development and systematic use of the principles of organizing the educational process based on the latest achievements of pedagogy, psychology, management theory, computer science, sociology, etc. to develop teaching aids that increase the effectiveness of the educational process [8].

The educational process, which uses only traditional types of classes (lectures, practical, seminar, laboratory), contributes to the formation of basic knowledge, skills and abilities. However, it is not only their availability that is important, but also the ability to apply them in practice.

This is facilitated by interactive learning technologies.

Interactive learning is considered in pedagogy as "a special form of organizing cognitive activity that has a specific, predictable goal - to create comfortable learning conditions in which each student feels successful and intellectually capable" [7]. In their professional activities, engineers-pedagogues solve problems that require instant, non-standard solutions. O. Pshenychna notes that "in the process of studying, students must acquire knowledge and actions that model the practical performance of work in the specialty, that is, operations of planning, organizing, coordinating, motivating, controlling and finding a solution" [7]. Interactive learning technologies contribute to the formation of: self-determination - the ability to develop one's own position in life; one's own worldview, the ability to set and fulfill tasks; self-realization - assertion of oneself as a person; creative abilities; self-organization - skills of elementary mental self-regulation, etc.

Let's consider some of them that have an impact on the effectiveness of the process of training engineers-pedagogues on the formation of legal competence.

Among the interactive teaching technologies, we pay special attention to training in the process of training engineers-pedagogues on the formation of legal competence.

A special place is occupied by training technologies, which is reflected in the works of such authors as L. Voitseshchuk, V. Savchenko, V. Yahodnikova (theoretical aspects of the use of interactive teaching methods), H. Kovalchuk, O. Kuklin, O. Shcherbak (application of training in

the learning process), O. Aksenova, A. Antonets, H. Kovalchuk, V. Kukhta (application of interactive teaching technologies in teaching economic and legal disciplines to students).

Training is a planned process of modifying (changing) the attitude, knowledge or behavioral skills of a learner through the acquisition of learning experience in order to achieve effective performance in one activity or in a particular field [7].

Training involves a set of exercises and games that are developed on a scientific basis and carried out according to a special methodology. It is "the game that teaches you to apply knowledge in practice, develops creativity, fosters a sense of teamwork, increases interest in future work and confidence in the right choice of specialty" [1].

Training for students pursuing higher education is becoming an integral part of the educational process. Students are offered training in legal relations, human resources management, legal conflict resolution, communication training, decision-making training, etc.

The set of exercises implemented during the training involves a combination of various interactive technologies: for updating knowledge and assessing the level of students' awareness - work in small groups, presentation, brainstorming; for finding ways to solve a problem - "circle", work in small groups, business game; for reflection - "microphone", "aquarium", discussion; for creating a positive mood and the necessary emotional atmosphere, relieving tension, setting up for a new task, forming small groups - exercises and "moves" [7].

Of particular importance is independent work and evaluation of training results.

The experience of using trainings in the educational process in the training of engineers-pedagogues allows solving the following tasks: subordination of the learning process to the actions of the teacher; increasing student motivation in learning; ensuring their active participation in the learning process; establishing direct control over the process of learning the educational material.

The peculiarity of using training technologies in the training of engineers-pedagogues is that they promote active participation of students in the development of legal knowledge, formation of professional skills, professional and legal competencies. In addition, they encourage: interpersonal interaction of students in teamwork; search for necessary information and analytical thinking (which is a component of the success of developing skills in making management decisions in conditions of uncertainty or insufficient information on legal issues); development of practical skills in students to perform individual tasks and take individual responsibility, public presentation of individual and collective results.

The systematic and comprehensive use of training technologies contributes to the formation of both the key competencies of an engineer-teacher and legal competencies: the ability to build communication processes; the ability to summarize information; the ability to persuade and form a group of like-minded people; the ability to delegate and distribute authority; the ability to separate decision-making stages; the ability to apply various methods of making management decisions; the ability to develop alternative solutions, the ability to evaluate the effectiveness .

Innovative activities in teaching students of higher education institutions have different forms and require fundamentally new mechanisms of interaction between theory and practice. One of the most effective, but little used in the modern innovative educational environment of departments is the project method.

The prerequisite for introducing the project method into the practice of educational activities of departments of technical higher education institutions is two main motives: the search for methods that would allow the educational process to be presented as an organization of mainly independent work of students and the desire to consider education more broadly than just the transfer of a certain amount of knowledge.

The term "project" in Latin means "thrown forward". In the modern sense, a project is an intention that will be realized in the future [4].

According to A. Dakhin, the term "project" has several meanings. Firstly, a project is a preliminary (oriented) text of a document (draft concept, draft education standard, draft program, etc.). Secondly, a project is understood as a specific action, a set of activities united by a program, or an organizational form of purposeful activity - the research activities of students. Third, it is an activity aimed at creating (developing, planning, designing) any system, object or model [6].

Modeling students' educational activities involves the didactic integration of academic disciplines, which can be compensatory (obtaining new scientific and theoretical knowledge), technological (expanding the range of professional and practical skills), innovative and practical (learning new and effective experience), creative (developing the creative potential of all participants in the educational process) [8].

For higher education institutions, it is relevant to create and develop a research project,

which can be: mono-subject (based on the material of one subject); interdisciplinary (integrates related topics of several subjects); final, when the results of its implementation assess the students' mastery of certain educational material; ongoing, when only part of the course content is taken out of the training course for self-education and practical activities.

That is why project-based learning is becoming an effective technology that directs students to conscious activity and provides for their professional development.

The use of the project method contributes to the implementation of certain pedagogical tasks faced by teachers: intensification of the educational process, improving its efficiency and quality of student learning outcomes; systematic integration of subject tasks, development of students' experimental research skills; building an open education system that provides each participant (teacher, student) with their own trajectory of self-education; formation of information culture for both students and teachers. At the same time, we cannot ignore the role of motivational development, which is a manageable process. It begins with the professionalization of the learning process in higher education by creating a professionally creative learning and teaching environment. In such an environment, a system of conditions for organizing the life of future specialists is formed, which are aimed at shaping their attitude to the world and their future professional activities.

Considering the project method, it should be noted that the technology of its implementation is based on student research work, which is built on the principles of co-creation of students and teachers.

With this approach, a good project should: have practical value; provide for independent research by students; be equally unpredictable both in the process of working on it and during its completion; be flexible regarding the direction of work and the speed of its implementation; provide for the possibility of solving urgent problems; to give the student the opportunity to learn according to their capabilities; promote the manifestation of the student's abilities when solving tasks of a wider range; promote the establishment of relationships between students [6].

The most difficult to implement in the educational process of research projects is the organization of this activity, and especially the preparatory stage. When planning for the academic year, teachers should highlight in the academic disciplines a leading topic or several topics that will be submitted for design. It is necessary to formulate an appropriate number of both individual and group topics, the work on which requires the assimilation of the necessary knowledge by students and the formation of the necessary experience. But teachers should keep in mind that a student's project can very often turn into an abstract, and the abstract is simply "extracted" from the Internet.

Unfortunately, the school system emphasizes reproductive activities. The transition to higher education and increasing the proportion of independent work during the project, causes some dissatisfaction among junior students, since they do not have the necessary skills and abilities of such creative independent work, they almost do not have clearly understood motives and instructions for such work. Search and research work in junior courses is directed to the organization of educational and cognitive activities, which contributes to the acquisition of new experience by students. At the same time, students are involved in the process of independently collecting and processing information, acquiring knowledge and finding ways to solve the problem. Search and research activities involve independent work with educational, popular scientific and reference literature, the use of such sources of new knowledge as audio, video programs, Internet systems, computer libraries, electronic textbooks, websites, etc. The search and research activities include: bibliographic search, local history work, discussions on scientific problems, modeling of certain processes, facts, research, assistance to senior students, undergraduates, graduate students in conducting research, processing its results, etc. [7].

The most common methods of student research, in addition to working with literature, are conversations, surveys, questionnaires, tests, analysis of the results obtained, the construction of schemes, diagrams, tables, etc. In the course of the work, students clarify the received topic, comprehend it in a new way, as a result of the work they make unexpected, sometimes paradoxical conclusions. The results of research during the implementation of projects are designed by students in different ways: they prepare presentations, web pages, booklets, wall newspapers, illustrations, abstracts, oral reports, etc. The final stage of the work is the protection of the project and the presentation of the work done. The completed project can be presented at a scientific and practical conference held by the department within the institution.

Consequently, the search and research activity becomes the first step to the research activity of students, which is one of the forms of self-expression of the student's personality,

develops his creative thinking initiative, independence. Important features of independent work is that, firstly, it has a pronounced cognitive character, and secondly, it forms professional independence, the ability to creatively solve not only educational tasks, but also those that will arise in further professional activity in the conditions of real production.

Summarizing all the above, we can conclude that today project activity is considered one of the promising areas of study, creates conditions for creative self-realization of students, increases motivation for obtaining knowledge, promotes the development of their intellectual abilities and gaining practical experience in solving real problems of future professional activity, which are designed during training.

The need to implement project activities and apply the project method is due to the fact that today's higher education is a contemporary of the process of the emergence of a new world open educational space.

So, the analysis of pedagogical and legal literature, experience of practical activity of higher education institutions suggests that the problem of formation of legal competence of students of technical specialties is not fully studied and requires in-depth research. In addition, in the process of analyzing the educational and professional program, a number of problems were outlined in the field of training educational engineers: the inconsistency of the content of the legal training of future educational engineers with modern requirements for specialists, the real needs of society; optional study of legal disciplines by students and, as a result, a low level of quality of legal knowledge among future specialists; lack of universalism in the formation of legal culture in the process of training future educational engineers.

Thus, summarizing all of the above, we can conclude that today the process of professional training of future engineers-teachers on the issue of formation 6 involves the development of general legal and professional legal competencies. The effectiveness of legal training of future specialists largely depends on the creation by teachers in higher education institutions of appropriate conditions for the organization of the educational process, namely: modeling the educational activities of students, which implies didactic integration of academic disciplines and the introduction of interactive learning technologies.

Prospects for further research include the development of tools for determining the effectiveness of the development of general legal and professional legal competencies of future educational engineers in higher education institutions.

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