

<https://doi.org/10.15407/sofs2025.02.132>

UDC 340.11

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“GLOBAL LEGAL SKILLS’ 2024”: A PLATFORM FOR EXCHANGING BEST PRACTICES IN THE LEGAL EDUCATION

Ukraine, amidst its European integration aspirations and the broader post-war reconstruction context, has recognized the urgent need to modernize its legal education system. A critical component of Ukraine’s legal education reform strategy is the incorporation of progressive international experience. In this regard, participation in international forums such as the Global Legal Skills Conference 2024, held in Bari, Italy, proves invaluable. During the opening plenary session of the Global Legal Skills Conference 2024, the Ukrainian perspective on legal education reform was prominently featured. This presentation highlighted several key challenges facing Ukraine’s legal education sector: outdated curricula, limited practical training opportunities, insufficient focus on legal ethics, and a lack of systematic preparation for international legal practice. Addressing these issues is critical not only for raising the quality of legal services domestically but also for ensuring that Ukrainian lawyers can effectively engage in the global legal market and contribute to Ukraine’s broader European integration efforts. The Ukrainian experience exemplifies the broader global trend towards a more holistic and skills-oriented model of legal education. Comparative analysis reveals that leading jurisdictions are increasingly emphasizing experiential learning, critical thinking development, and cross-disciplinary competence. In this sense, Ukraine’s proposed reforms are not occurring in isolation but are part of a global movement towards modernizing legal education to meet contemporary societal

Citation: Kiriiak O.V. “Global Legal Skills’ 2024”: A Platform for Exchanging Best Practices in the Legal Education. *Science and Science of Science*. 2025. N 2 (128). C. 132—144. <https://doi.org/10.15407/sofs2025.02.132>

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needs. Particularly important is the role of legal education in fostering respect for the rule of law, human rights, and democratic values. In post-conflict and transitional societies such as Ukraine, legal education bears an additional burden: to cultivate a legal culture that supports transparency, accountability, and sustainable democratic governance. Hence, the reform of legal education is not merely a professional imperative but also a national developmental priority. Looking forward, the successful implementation of legal education reform in Ukraine will require sustained political will, institutional collaboration, and international support. Ukrainian law faculties must embrace curriculum innovation, invest in faculty development, expand opportunities for student mobility, and strengthen partnerships with legal practitioners and international educational institutions. Monitoring and evaluation mechanisms must be established to ensure the continuous improvement of educational quality and relevance. Furthermore, it is essential to develop national standards for legal education that are harmonized with the Bologna Process and the European Higher Education Area principles. Accreditation systems must prioritize quality over quantity, focusing on the competencies that modern legal practice demands. Entry into the legal profession should be based on meritocratic principles.

Keywords: *legal education, mentoring techniques, legal skills, legal English instruction, curriculum design.*

In the context of globalization and rapid technological transformation, the legal profession is undergoing significant evolution, prompting a rethinking of traditional approaches to legal education [1]. The demands placed on future legal professionals now extend far beyond doctrinal knowledge, requiring enhanced competencies in cross-border communication, digital literacy, and practical legal skills. As legal systems become increasingly interconnected, the ability to operate effectively in diverse legal environments has become essential, thereby placing renewed emphasis on educational models that prioritize both theoretical grounding and applied learning.

In the contemporary legal landscape, states are increasingly acknowledging the pressing need to reform legal education systems and revise pedagogical standards to reflect not only the transmission of theoretical knowledge but also the cultivation of practical competencies essential for the modern legal profession. This imperative has recently gained momentum in Ukraine, where, on December 19, 2024, the Highest Legislative Body of Ukraine — Verkhovna Rada of Ukraine — was presented with a draft Concept for the Reform of Legal Education in our country. The proposal explicitly addressed the necessity of aligning legal training with the evolving expectations of legal practice and underscored the importance of innovative curricular strategies.

Within this framework, the integration of advanced international experiences becomes particularly valuable. The Global Legal Skills Conference, held from June 4 to 10, 2024, in Bari, Italy, served as a pivotal platform for the exchange of best practices among leading legal education institutions from Europe and the United States.

As part of the opening plenary session of the Global Legal Skills Conference 2024, the author had the opportunity to contribute to the broader discourse on the future of legal education by presenting a Ukrainian perspective on reform and innovation in this field. The author's presentation focused on the current challenges facing legal education in Ukraine, particularly in light of ongoing institutional transformations and the country's aspirations toward European integration. This contribution served as a bridge between the Ukrainian reform agenda and the global dialogue on legal skills enhancement, setting the stage for deeper discussions throughout the conference on comparative models and pedagogical strategies.

The author began her presentation by emphasizing the significance of Ukraine's academic representation at the conference, noting that the three lecturers from Ukraine each came from distinct regions of the country. This regional diversity reflected a broad spectrum of experiences in adapting to the challenges posed by the full-scale invasion of February 2022 — experiences that continue to shape the resilience and responsiveness of our legal education system. The author specifically highlighted her personal and professional connection to Chernivtsi, a historic town in southwestern Ukraine renowned for its rich multicultural heritage and Austro-Hungarian architectural legacy. Chernivtsi is also home to Yuriy Fedkovych Chernivtsi National University, one of the oldest and most respected classical universities in Eastern Europe, which has remained an active center of legal scholarship and civic engagement throughout times of national hardship. This context provided a meaningful backdrop for the author's reflections on legal education reform and the evolving role of Ukrainian law schools within the broader European academic community.

Following the introductory remarks, the author turned the audience's attention to the historical and intellectual foundations of legal education in the region, emphasizing the enduring legacy of the interwar period in shaping the development of jurisprudence in Central and Eastern Europe. The author noted that this era was marked by a remarkable flourishing of legal scholarship, with institutions such as Chernivtsi University serving as important intellectual hubs where legal science, philosophy, and comparative law were deeply intertwined.

In this context, the author paid particular tribute to several eminent scholars whose contributions continue to influence legal theory and pedagogy to this day. Among them, the author highlighted Hans Gross, known as one of the founding figures of modern criminalistics, whose systematic approach to criminal procedure laid a cornerstone for contemporary legal investigations. The author also drew attention to Eugene Ehrlich, a legal sociologist and professor at Chernivtsi University, who introduced the groundbreaking idea of "living law" — the notion that legal norms are often shaped

not only by legislation but by the social practices of a given community. In addition, the author mentioned Joseph Schumpeter, a visionary economist and legal thinker, who combined legal education with economic innovation, and Karl Adler, whose work in legal philosophy reflected a deeply humanistic and ethical dimension of law.

Together, these scholars embodied a broader mission of legal education — one that transcended technical instruction and sought to develop critical thinking, civic responsibility, and interdisciplinary understanding. By invoking their legacies, the author aimed to situate the current reform of legal education in Ukraine within a deeper intellectual tradition, underscoring the importance of combining national identity with universal values in the shaping of future legal professionals.

It is particularly noteworthy that the historic architectural ensemble of Yuriy Fedkovych Chernivtsi National University — formerly the Residence of the Metropolitans of Bukovina and Dalmatia, and now inscribed on the UNESCO World Heritage List — has taken on a renewed role in today’s war-time context. While it continues to serve as a symbol of cultural and academic heritage, the university now also functions as one of the largest civilian shelters in the region. During air raids and large-scale missile attacks, the site offers protection and refuge for university staff, students, and residents of nearby buildings. This dual role — a center of intellectual history and a place of physical safety — profoundly illustrates the resilience of Ukrainian academic institutions amid crisis, and underscores their enduring commitment not only to education but to community solidarity and public service.

In general, the author emphasized how university life has changed since the onset of unprovoked aggression. The educational process often resembles classes in bomb shelters, with many refugees finding shelter in student dormitories. Numerous internally displaced students have been integrated into the relevant faculties of Chernivtsi University. A help hub for victims, providing basic necessities, has been established on campus. Additionally, many teachers and students have volunteered to go to the front, and, unfortunately, the number of casualties among them continues to rise.

However, the lion’s share of the report concerned cooperation with Legal English Specialist Senior Lecturer Emerita Indiana University Robert H. McKinney School of Law — Catherine M. Beck.

Professor Beck’s enthusiastic response to the author’s cooperation initiative significantly influenced the development of the syllabus for the author’s English-language course, “Obligations in Private International Law.” Over a period of four months, professor Beck and the author held online meetings every two weeks. These included individual and collective sessions, which were joined by other Ukrainian teachers facing the urgent need to teach legal disciplines in English.

Next group of speakers — *prof. Claire Kowarsky* (Zurich University of Applied Sciences) and *prof. Laurel Simmons* (University of Houston Law Center) — was exploring the topic of Proactive Mentoring to Expand Student Horizons Globally: Perspectives from a Mentor Professor and Mentee Student.

The conference session featured two speakers — a teacher (*prof. Claire Kowarsky*) and her former student (*prof. Laurel Simmons*) — who discussed mentoring techniques and how these methods have evolved, with the mentee now becoming a mentor herself for her own students. The speakers delved into various techniques used in a U.S. law school professor's classroom for foreign lawyers and their impact on a lawyer who has lived and practiced on two different continents.

Prof. Claire Kowarsky emphasized several key mentoring techniques essential for fostering student success. One of the primary methods discussed was the Priming Survey, which is sent before the course begins. This survey helps establish a welcoming tone and sets the context for the class, demonstrating genuine interest in the students as individuals. The speaker highlighted how this approach effectively sets the stage for creating a supportive and inclusive learning environment.

Another important technique was One-on-One Coaching. Prof. Claire Kowarsky underscored the value of personalized coaching sessions, particularly in addressing the unique fears and psychological barriers to success often faced by foreign-trained lawyers. Through specific examples, the speaker illustrated how individualized support has enabled students to overcome various obstacles and build confidence in their professional journeys.

Prof. Claire Kowarsky also stressed the importance of Connecting Students with Opportunities by introducing them to professional organizations, such as the Texas International Lawyers Society (TILS), and encouraging mentees to actively participate or even establish new professional networks. Such connections were presented as vital steps in fostering career development and expanding professional horizons.

Furthermore, *prof. Claire Kowarsky* noted the significance of Encouragement Through Professional Challenges, emphasizing the critical role of psychological support during demanding times, such as preparing for the bar exam. According to the speaker, encouragement and motivation provided during these challenging periods can make a decisive difference in students' academic and professional outcomes.

Finally, *prof. Claire Kowarsky* reflected on the importance of Maintaining Contact Post-Studies. Continued engagement with former students, particularly those who have navigated the complexities of international legal education, was portrayed as an essential strategy. These individuals, having first-hand experience with the unique challenges of cross-border legal studies, are well-positioned to become empathetic mentors and effective teachers within the international legal community.

The second speaker (prof. Laurel Simmons) provided her perspective on how each of these techniques resonated with her as a student and whether she adopted similar methods for her classes. She shared her experiences and insights on the effectiveness of these mentoring strategies, illustrating their impact on her professional growth and her approach to mentoring her own students.

Prof. Laurel Simmons elaborated on five practical mentoring techniques developed over many years since starting as a high school English teacher. Prof. Claire Kowarsky then reflected on how these techniques impacted her during her studies and how she has incorporated similar approaches in her current teaching practice. This comprehensive discussion highlighted the enduring influence of effective mentoring and its significance in the educational journey of both mentors and mentees.

Then the floor was given to *prof. Rosa Kim* (Suffolk University) with Innovative Ideas for Building Global Lawyering Communities. She presented on the mission and activities of the Texas International Lawyers Society (TILS), a non-profit organization dedicated to advancing the interests of international lawyers and law students connected to Texas. The speaker emphasized TILS's goal of fostering business and personal relationships, promoting cross-cultural understanding, and enhancing the networks and career prospects for international lawyers in Texas.

Prof. Rosa Kim detailed how TILS organizes business and social events, and provides communications of interest to its target community. She highlighted that membership to TILS is open to both US and foreign licensed attorneys and law students, and noted the diverse composition of their board and advisory council, which includes professionals from various nationalities and roles within academia, in-house positions, private practice, and more.

During the presentation, Professor Rosa Kim also outlined the discussion topics from both past and future Global Gatherings. Reflecting on the 2021 event, she emphasized the theme of "Integration," focusing on ways to effectively support and integrate international, domestic, and LL.M. students. The aim was to create environments where students could learn global legal skills from one another through shared experiences and perspectives.

Turning to the 2022 discussion, Professor Kim highlighted the topic of "Promoting Peer-to-Peer Exchanges Among International Law Students." The conversation centered around innovations like the Law Jaw model and other creative initiatives designed to foster stronger peer-to-peer connections within a global legal context, encouraging collaborative learning and international networking.

For 2024, the gathering addressed the provocative question, "What are Global Legal Skills Anyway? A True Global Perspective." Here, the speaker opened an important dialogue about the nature of global legal skills, examining how best to define and cultivate these skills to prepare the next generation of lawyers for success in an increasingly interconnected and dynamic legal market.

Finally, looking ahead to 2025, Professor Kim invited the audience to engage actively by contributing ideas for future discussion topics under the theme “Let us know your ideas!” This invitation reflected a strong commitment to fostering an inclusive, participatory environment where a broad range of perspectives could help shape the ongoing evolution of global legal education.

The session underscored the importance of these initiatives in supporting and enhancing the professional journeys of international lawyers and law students in Texas.

After that the microphone was moved to *prof. Susan D. Dudley* (University of Richmond School of Law) and *prof. Lindsey Kurtz* (Penn State Law) with their thought on the Embedded Linguist Approach to Legal English Assistance. At the conference, two speakers delved into the growing necessity for Legal English instruction in law schools worldwide. They emphasized the increasing use of English in legal education and practice, highlighting the need for effective Legal English training to equip students with essential skills.

During their presentation, Professors Susan D. Dudley and Lindsey Kurtz engaged in a nuanced discussion of various models for providing Legal English instruction to international law students. Their analysis highlighted the practical considerations, strengths, and inherent challenges associated with each instructional model, offering valuable insights for institutions seeking to enhance the linguistic and academic success of their diverse student bodies.

The first model discussed was the Outside Legal English Courses approach, which involves delegating responsibility for language instruction to other departments within the university, typically to units specializing in English for Academic Purposes (EAP) or English as a Second Language (ESL). Professors Dudley and Kurtz noted that this model can leverage the specialized expertise of language instructors and ease the administrative burden on law school faculty. However, they emphasized significant drawbacks, particularly regarding the lack of integration between language support and the specific needs of legal education. Students in this model may receive generalized academic English training without sufficient focus on legal discourse, terminology, and analytical skills specific to law school success. Coordination challenges between departments were also cited as potential obstacles to effective implementation.

The second model explored was the use of Part-Time English Tutors, a more flexible and individualized system. In this model, part-time tutors are available to support students through individual conferences, small group sessions, and occasional workshops. Professors Dudley and Kurtz outlined several key advantages of this model: it allows for highly personalized instruction, minimizes the administrative complexity for students by delivering services directly within the law school environment, and remains financially sustainable for institutions due to the flexible nature of hiring part-time

staff as needed. Additionally, the model offers adaptability, enabling law schools to adjust the number of tutors each semester based on fluctuating demand. Despite these benefits, the speakers highlighted considerable challenges. Identifying and recruiting appropriately qualified tutors with a background in both language instruction and legal communication is not always straightforward. Furthermore, new tutors often face a significant learning curve in acquiring the linguistic and substantive nuances of legal discourse. Variability in tutors' levels of expertise and the necessity for ongoing supervision to ensure quality and consistency present further administrative burdens. Moreover, while effective for immediate student needs, this model generally lacks the structural capacity to contribute to long-term program development or to institutionalize best practices in Legal English instruction.

Finally, Professors Dudley and Kurtz presented the Full-Time Embedded Linguist model as a particularly promising, though resource-intensive, solution. Under this model, a full-time linguist is permanently embedded within the law school, providing continuous, curriculum-integrated language support to students. The speakers emphasized several key benefits of this approach. Having a linguist who is consistently present within the law school fosters stronger relationships between the language specialist, faculty, and students, enabling a more seamless integration of language instruction with substantive legal education. It also permits the development of specialized workshops, tailored interventions, and targeted curricular support aligned with the evolving needs of the institution. In addition, an embedded linguist can contribute meaningfully to broader pedagogical initiatives, such as faculty development in working with multilingual learners and the creation of best practices for Legal English programming. However, Professors Dudley and Kurtz acknowledged that this model requires a significant financial and administrative investment, which may be a barrier for smaller institutions or those with limited budgets.

Across all three models, the speakers underscored the importance of context-specific decision-making. They encouraged institutions to carefully consider their unique student demographics, available resources, faculty expertise, and long-term goals when selecting an appropriate model for Legal English instruction. Effective Legal English support, they argued, is not only essential for the academic success of international students but also plays a critical role in promoting inclusion, professional readiness, and the overall global engagement of the law school community.

Professors Dudley and Kurtz highlighted the benefits of commercial Legal English study through individual entrepreneurs and large-scale corporate classes. They cited examples such as the Test of Legal English Skills (TOLES), Trans Legal, US Law Essentials, and other Legal English courses. These courses offer holistic knowledge of legal language, background legal, and cultural

knowledge. However, the speakers noted challenges such as the short duration of these courses and the lack of university funding.

Addressing student needs, professors Dudley and Kurtz discussed factors such as cohort size, incoming language proficiency, and educational culture. They emphasized the importance of expertise in Legal English assistance, striking the right balance between law and teaching language expertise, and the need for ongoing professional development.

Lastly, professors Dudley and Kurtz explored university motives in adopting an embedded linguist approach, aligning degree program goals with the institution's broader objectives. This session provided a comprehensive overview of the current state of Legal English instruction and the various models and strategies law schools can adopt to meet the growing demand for these essential skills.

The other prominent speaker was *prof. James Lupo* (Northwestern University Pritzker School of Law) whose presentation was dedicated to the Engaging the Practice in Skills Curriculum Design: Northwestern University's Center for Practice Engagement and Innovation. He provided an insightful presentation on curriculum design in legal education. Prof. James Lupo began by asserting that a curriculum is essentially a knowledge-building system or architecture. Emphasizing the importance of innovation in this system, prof. Lupo highlighted that such innovation should be guided by specific design principles.

During his presentation, Professor James Lupo introduced the Center for Practice Engagement, outlining its core mission and objectives. He explained that the Center was established to create both a space and a structured system designed to foster sustained engagement with the legal services sector. One of the Center's primary goals is to facilitate dialogue regarding the drivers of change in the legal marketplace, enabling law schools and practitioners to remain responsive to emerging trends and challenges. In addition, the Center is dedicated to designing educational responses tailored to these changes, ensuring that curricular offerings remain relevant and forward-looking. A key aspect of its work involves the dynamic assessment of curricular imperatives, allowing for continuous refinement and innovation in legal education.

Professor Lupo further addressed the proposed amendment to the American Bar Association (ABA) Standard 315, which directly relates to the objectives of the Center. The proposed amendment emphasizes the necessity for law schools to engage in regular curriculum review and revision processes. Specifically, it stipulates that each law school must review, and if appropriate, revise its program of learning outcomes and curriculum at least once every five years. Such revisions must be informed by empirical data analyzing developments in legal practice, ensuring that academic programs reflect the evolving realities of the profession. Moreover, information gathered from graduates and their employers should play a critical role in shaping these

curricular updates, ensuring that legal education remains closely aligned with professional demands and societal needs.

Throughout his presentation, prof. Lupo emphasized the importance of keeping legal education responsive to changes in the legal profession. He advocated for a proactive approach to curriculum development, ensuring that law schools continually adapt to meet the evolving needs of the legal market.

Professor Claudia Amato's presentation "Legal English as a Gateway to Global Legal Discourse" offered valuable insights into the growing importance of English language proficiency within the legal profession. Drawing from her experience as a practicing lawyer in Italy, prof. Amato emphasized that strong English skills have become indispensable for law professionals aiming to participate effectively in global legal discourse. She particularly highlighted three key areas where English proficiency proves crucial: working with foreign clients, collaborating with international colleagues, and accessing and utilizing legal resources that are predominantly available in English.

In her capacity as a Legal English teacher, prof. Amato recognized the pressing need to assess the English language competencies of Italian legal professionals in order to develop more targeted and relevant learning programs. To this end, she designed and administered a comprehensive survey aimed at identifying current skill levels and pinpointing existing gaps. The survey was structured into three distinct sections comprising a total of thirty questions. The first ten questions assessed general English grammar as applied to legal scenarios, the next ten questions focused specifically on legal grammar related to core legal concepts, and the final ten questions evaluated participants' knowledge of technical legal vocabulary commonly used in commercial law contexts.

Presenting the results of the survey, prof. Amato highlighted several noteworthy findings. Younger lawyers, specifically those aged 25 to 34 and trainee lawyers, displayed the highest scores across all sections, reflecting stronger English language preparation among newer generations of legal professionals. In contrast, lawyers aged 50 and above performed well overall but demonstrated a consistent decline in scores across the different question groups, signaling a potential need for targeted retraining, particularly concerning legal grammar and specialized terminology. Interestingly, the survey revealed that translators, paralegals, and legal trainees outperformed practicing lawyers on average, suggesting that these professions may place a greater emphasis on developing legal English competencies during their education or early career stages.

With regard to judges, the survey data showed fluctuating performance across the various sections, without a clear correlation between age and overall proficiency. This pattern suggests that individual specialization and exposure to specific legal domains may have a greater impact on English language skills among judges than generational differences alone.

Prof. Amato concluded her presentation by stressing the critical importance of implementing targeted training programs tailored to address the specific gaps in legal English proficiency identified through the survey. She emphasized that equipping legal professionals with strong and practical English language skills is essential for enabling effective engagement in the increasingly globalized legal field, thereby enhancing their ability to navigate cross-border legal matters, international collaborations, and access to world-wide legal resources.

Summarizing the author's general insights from the conference, it is important to emphasize that the event concentrated on contemporary methods of delivering legal education, with particular focus on the expansion of experiential learning and the practical application of legal skills within transnational and multicultural contexts. Throughout the sessions and discussions, participants examined innovative pedagogical strategies designed to bridge the gap between theoretical legal education and the realities of modern legal practice. Special attention was devoted to the role of skills training — legal research, writing, advocacy, negotiation, and cross-border communication — as essential elements of a 21st-century legal education.

The conference's agenda and its outcomes offered not only a wide array of critical insights into the ongoing modernization of legal education globally but also provided a highly relevant and adaptable model for jurisdictions currently undertaking systemic reform efforts, such as Ukraine. The sessions collectively underscored the necessity of integrating experiential methodologies, such as clinical legal education, simulations, moot court competitions, and practical internships, into core curricula. In this regard, the discussions demonstrated a clear consensus: legal education must evolve from a predominantly doctrinal and lecture-based approach into a more dynamic, skills-centered process that equips graduates with the competencies necessary to succeed in increasingly complex and interconnected legal environments.

Reflecting on these developments within the context of Ukrainian legal science highlights both opportunities and challenges. Ukraine, which is in the midst of a critical transformation of its legal education system in line with European standards and its broader European integration ambitions, can draw valuable lessons from the models and strategies discussed at the conference. Incorporating experiential learning methods into Ukrainian legal education is not merely a desirable innovation but a vital necessity to ensure that future legal professionals are well-prepared to operate within international, European, and transnational legal frameworks.

Furthermore, the Ukrainian legal academic community must prioritize the development of curricula that combine strong theoretical foundations with applied skills training. This dual emphasis will strengthen Ukraine's ability to produce practitioners and scholars capable of contributing meaningful-

ly to both domestic reform and international legal discourse. The modernization of legal education, as advocated during the conference, also calls for a rethinking of traditional evaluation systems, moving toward competency-based assessments that better reflect the practical demands placed upon legal professionals.

The Ukrainian experience is particularly significant in this context because of the country’s ongoing post-conflict reconstruction, democratic consolidation, and legal harmonization with European Union standards. In this transformative moment, reforming legal education is intrinsically tied to broader national goals: the reinforcement of the rule of law, the advancement of human rights protections, the promotion of transparency and accountability, and the strengthening of democratic institutions. Therefore, the successful adaptation of modern legal education models, such as those presented at the conference, will directly contribute to Ukraine’s legal and societal development.

In conclusion, the conference served as a valuable platform not only for exchanging best practices but also for inspiring jurisdictions like Ukraine to reimagine legal education in ways that are responsive to both local realities and global challenges. By embracing experiential learning, practical skill-building, and a transnational outlook, Ukraine can cultivate a new generation of legal professionals capable of advancing justice, fostering democratic values, and representing the country with distinction on the international stage.

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Одержано / Received 11.01.2025

Прорецензовано / Revised 13.02.2025

Підписано до друку / Accepted 01.03.2025

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“GLOBAL LEGAL SKILLS’ 2024”: ПЛАТФОРМА
ДЛЯ ОБМІНУ НАЙКРАЩИМ ДОСВІДОМ
У ЮРИДИЧНІЙ ОСВІТІ

В умовах прагнення до європейської інтеграції та у ширшому контексті повоєнної відбудови Україна усвідомила нагальну потребу модернізації системи юридичної освіти. Одним із ключових напрямів стратегії реформи є інтеграція передового

міжнародного досвіду. У цьому контексті надзвичайно цінною стала участь у міжнародних форумах, зокрема у Глобальній конференції з юридичних навичок (*Global Legal Skills Conference*) (2024 р., Барі, Італія). На конференції висвітлено основні проблеми вітчизняної юридичної освіти: застарілі навчальні програми, обмежені можливості для практичного навчання, недостатня увага до формування етичної культури та брак системної підготовки до роботи у міжнародному правовому середовищі. Їх подолання має вирішальне значення не лише для підвищення якості надання правничих послуг в Україні, а й для активної інтеграції українських юристів до глобального правового ринку та сприяння загальному процесу європейської інтеграції країни. Український досвід реформування відображає ширшу світову тенденцію переходу до більш цілісної, навичково орієнтованої моделі юридичної освіти. Порівняльний аналіз засвідчує, що у провідних юрисдикціях дедалі більше уваги приділяють розвитку критичного мислення, міждисциплінарних компетентностей та практичного навчання. У цьому контексті українські реформи є складовою глобального руху з модернізації юридичної освіти відповідно до сучасних суспільних потреб. Особливо важливу роль юридична освіта відіграє у зміцненні поваги до верховенства права, прав людини та демократичних цінностей. У постконфліктних і перехідних суспільствах, таких як Україна, юридична освіта має додаткову місію: формування правової культури, що забезпечує прозорість, підзвітність та стійке демократичне врядування. Тому реформа юридичної освіти є не лише професійним імперативом, а й національним пріоритетом. У майбутньому успішна реалізація реформи юридичної освіти в Україні потребуватиме сталого політичного консенсусу, ефективної співпраці освітніх установ, державних органів і міжнародних партнерів. Юридичні факультети мають активно впроваджувати інновації у навчальні програми, інвестувати в розвиток викладацького складу, розширювати можливості академічної мобільності студентів та поглиблювати співпрацю з професійною спільнотою і міжнародними навчальними закладами. Водночас необхідно запровадити ефективні механізми моніторингу та оцінювання якості освіти. Крім того, важливо розробити національні стандарти юридичної освіти, гармонізовані з принципами Болонського процесу та Європейського простору вищої освіти. Системи акредитації мають ставити в пріоритет якість навчання та сформованість професійних компетентностей, а не лише кількісні показники. Вступ до юридичної професії повинен ґрунтуватися на засадах меритократії.

Ключові слова: юридична освіта, методи наставництва, юридичні навички, навчальний курс із юридичної англійської мови, навчальний план.