

## **FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF LAW**

The relevance of the study of the process of formation of professional competence of future teachers of law in higher education is due to a number of fundamentally important circumstances: it is important to look at their professional competence from the standpoint of social and legal order of society.

The activities of future law teachers place increased demands on their acquisition of professional competence. The formation of this competence in higher education institutions is considered as a process of mastering by masters professionally oriented knowledge, skills and abilities, as well as professionally significant qualities sufficient for them to make an individual creative contribution to the chosen profession. Professional competence combines personal and professional aspects on the basis of a set of interrelated competencies, determined by the level of theoretical and practical training of future lawyers to carry out professional activities.

The theoretical and methodological basis for substantiating the process of professional training of future teachers of law has a clearly defined target, content, procedural and effective approaches. The analysis of scientific and practical sources made it possible to determine the content and essence of the concept of "training", which is carried out in order to obtain a certain profession or specialty by an employee and necessarily involves different levels of training.

In the structure of professional competence of a specialist, scientists identify the following components: 1) mobility of knowledge (ie, its constant updating, mastering new, unknown information for successful use in certain conditions of professional activity); 2) flexibility of thinking (the specialist must not only know the essence of the problem, but also be able to solve it in practice, using, depending on the circumstances, the method most appropriate for these conditions at present); 3) critical thinking (ie, the ability to choose the most optimal solution, argumentatively reject erroneous judgments, question effective but not effective solutions, etc.)

As a rule, the phenomenon and structure of professional competence of a specialist are determined taking into account the competence approach in the

educational process of a higher educational institution. The formation of professional competence of future jurists in the Free Economic Zone takes place in several directions. In particular, it is their involvement in the active study of professional disciplines. Professional legal knowledge of a specialist in teaching legal discipline is based on diverse and in-depth knowledge of the legal system in general and its branches, in particular the basic principles and trends, understanding the processes of its implementation and teaching methods. Organizing the learning process, the teacher must be confident in the need for diverse deepening of knowledge as a result of students' mastery of professional activities, mastery of skills, use of methods and forms in the analysis of a legal situation. This will significantly increase the level of professional competence of the teacher, who must be aware of the need for continuous self-improvement.

Professional competence of future teachers of law according to modern requirements provides for undergraduates:

- knowledge of the standards of the profession of law teacher;
- ability to develop and competently apply regulations, implement legal norms in the future activities of students;
- knowledge of the main primary sources and modern philosophical literature on legal issues;
- knowledge of international human rights standards;
- knowledge of the ability to competently interpret regulations;
- skills of logical, critical and systematic analysis of documents, understanding of their legal nature and significance;
- ability to critically and systematically analyze legal phenomena and apply the acquired knowledge in professional activities.

The master's student as a future teacher of law is obliged to carry out legal education of students, to identify:

- ability to effectively form communication strategies in the teaching of legal discipline;
- to be creative, capable of systematic thinking, to worry about the quality of work performed;

- to show tolerance and scientific literacy.

It should be noted that the requirements for the development of professional competence of future teachers of law are built in accordance with the structure of their theoretical and practical activities, the main purpose of which is a creative approach to the curriculum in legal discipline. The presence of significant legal knowledge of teachers, and especially teachers of law, does not indicate a high level of their professional competence, because it is necessary not only to know the law, but also to be legally active.

Thus, the professional competence of a future law teacher is an integrated personal education that contains professional knowledge in the field of teaching, practical skills in solving educational problems, personal qualities that allow to perform professional activities at a high level. It is defined as a complex characteristic of the specialist, which is manifested in his specific professional activities and includes the necessary knowledge, skills, abilities, experience, motivation and personal qualities.

Considering the conditions for the formation of professional competence of future teachers of law, we can conclude that the requirements for their professional competence should ensure the full development of their professional and legal knowledge, as well as professional and personal qualities necessary for successful professional and legal activities. in educational institutions of all types.

We have proved that the process of professional training of future teachers of law should be considered as a holistic pedagogical system, formed on the basis of the interaction of its structural and functional components, the result of which is the formation of professional competence of these professionals. The analysis allowed us to conclude that professional competence is manifested in the ability of the teacher to carry out specific practical scientific and pedagogical activities on a legal basis, deep knowledge of laws and regulations; in the ability to rely on the regulatory framework in the implementation of research and teaching activities; readiness and ability to implement legal knowledge in educational activities.