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університет імені
Володимира Винниченка



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**СУЧАСНІ АСПЕКТИ
ТА АКТУАЛЬНІ ПІДХОДИ В НАВЧАННІ,
ВИКЛАДАННІ Й ДОСЛІДЖЕННІ
ДЕРЖАВНО-ПРАВОВИХ ДИСЦИПЛІН**

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Організаційний комітет:

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EXPERIENCE OF EDUCATION IN ENGLAND: COMPARATIVE LEGAL ANALYSIS

Kovach D. L.

*Ph.D., Associate Professor at the Department of Civil Law Disciplines,
Labor and Agricultural Law
State Biotechnological University
Kharkiv, Ukraine*

In the context of rapid development of humanity, education has been and will continue to be one of the most important prerequisites for progressive societal development. In modern times, there are heated debates about reforming legal education in Ukraine, and there is also a growing interest in society regarding the issue of legal professional education, directly related to significant changes in socio-economic conditions in Ukraine and other countries. Numerous attempts to find new approaches to improving legal education are transforming into a series of approaches, concepts, draft laws, and legal education development programs, which are causing controversy among the professional community. In this regard, it is appropriate to consider the peculiarities of organizing legal training through the prism of the specificity of the legal system of England.

Legal education in England is based on the study of seven core disciplines: criminal law, securities and trust management, EU law, contract law, obligations arising from harm, property law, and land law, and public law (constitutional law, administrative law, and human rights law). Jurisprudence is usually taught in a social, economic, and political context. In addition, students must participate in research.

The goal of legal education in England is for students to acquire basic knowledge and understanding of the main features of the legal system. The typical set of knowledge and skills expected of a law school graduate is quite traditional and covers knowledge and understanding of basic legal doctrines, principles and sources of law, and institutions within which the law is implemented.

In general, there is no consensus in England regarding the balance between theoretical and practical components in educational programs. The prevailing view is that legal education is a type of humanities education. However, there is a clear desire to strengthen the practical orientation of legal education. This is reflected not only in the appearance of additional and optional courses with practical content, but also in the increasing use of role-playing games and legal clinics. During their studies, students interested in legal practice have the opportunity to interact with professional lawyers.

Legal education in England is known for its high quality and reputation around the world. There are several innovations that could be useful for Ukrainian universities teaching law:

Firstly, practical orientation of teaching: most legal education courses in England are oriented towards practical experience, which allows students to learn not only theory but also to apply it in practice. This approach helps students to be better prepared for real life after graduation.

Secondly, involvement of practitioner lecturers: in most law faculties in England, practitioner lecturers teach courses. This allows students to receive the most up-to-date information from primary sources and also learn from professionals who work in the relevant field.

Thirdly, mentoring system: many law faculties in England have a mentoring system where students can seek help from lecturers or senior students. This allows students to receive individual attention and support in their studies.

Fourthly, many universities in England offer international mobility programs that allow students to study and work in other countries. This can be useful for Ukrainian students who want to study law in another country and gain international experience.

Thus, a comparative analysis of the legal education model in England showed that the university course primarily provides general preparation, and the focus is shifted towards post-university practical training. The main difference between legal education in Ukraine and Great Britain lies in the approach to learning. The Ukrainian education system involves more theoretical study of law, while in English-speaking countries, students are more actively engaged in practical tasks and exercises. For example, in English universities, teachers often use "case studies" – that is, the analysis of specific situations that students must analyze and solve based on the material studied. Additionally, in Great Britain, students have the opportunity to gain practical work experience in law firms or government agencies during their studies, which helps them to gain valuable practical experience.

Moreover, in Great Britain, it is possible to obtain a qualification as a barrister or solicitor, which requires taking additional courses and exams after completing the education. The Ukrainian education system does not provide such specialized courses, but students can gain practical experience through internships in law firms or government agencies.

In summary, both education systems have their advantages and disadvantages. The Ukrainian education system provides a broader base of theoretical knowledge, but may be less practical-oriented. Education in English-speaking countries is more oriented towards practical experience but may be less extensive in the theoretical aspect. In any case, both education