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**CONTENT COMPONENT OF PROFESSIONAL TRAINING OF BACHELORS
IN LAW AT CANADIAN UNIVERSITIES**

Introduction. Professional training in the field of law is a key area of higher education since the effective functioning of all spheres of public life depends on the development of legal education in the context of forming a democratic state governed by the rule of law. Canada is known for leading higher education institutions offering instructional programs in law that ensure the consistently high quality of legal training.

The purpose of the article is to outline the variety of instructional programs and to analyze the peculiarities of the content component in the professional training of bachelors in law at the universities of Canada.

The methods of quantitative and qualitative analysis and synthesis of materials and developments of domestic and foreign scientists, documents, instructional programs and curricula of certain disciplines; induction, deduction and generalization to identify the features of instructional programs in law at Canadian universities; systematization and classification in order to draw conclusions on the content component of the professional training of future legal specialists in Canada.

Results. On the basis of the conducted research it can be concluded that the content component of the professional training of bachelors in law encompasses the acquisition of general professional and special legal knowledge and practical skills to be acquired by undergraduates on successful completion of instructional programs of training bachelors in law, thus, providing them with personal and professional competencies and readiness for practical activity according to the chosen specialty.

The scientific originality of the results obtained is determined by the fact that for the first time the content peculiarities of the professional training of bachelors in the field of law at the universities of Canada have been identified, including variability

and flexibility of instructional programs, focus on experiential learning, autonomy of universities in drafting instructional programs and curricula, diversification and interdisciplinary nature of instructional programmes, result-oriented training.

Conclusion. The results of the study can be used to introduce Canadian experience in the university education of Ukraine, namely, in the process of professional training of bachelors in specialty 081 "Law".

Keywords: Canada; university; professional training; content component; instructional program; bachelor in law.

Formulation of the problem. Globalization trends in modern Ukrainian society, expansion of international relations, formation of a democratic legal society require professional training of highly qualified specialists in the field of law who are able to represent and protect the interests of the state, legal entities and citizens on both national and international levels. Ukraine's membership in the Council of Europe, accession to the WTO, expanding cooperation with the European Union and NATO, active participation in UN human rights bodies, signing agreements on legal assistance and cooperation in the field of law are important factors in integrating the country into a single European and global legal framework by reconciling national legislation with the norms of these organizations. In this context, reforming the content of professional training of lawyers in higher education institutions of Ukraine will help to develop the system of legal specialists' pro-

professional training. A significant role in improving future lawyers' professional training in the Ukrainian higher education system is performed by studying world experience, in particular Canada. For this purpose, a wide source base has been elaborated, namely a number of documents of Canadian government agencies (Council of Ministers of Education, Departments and Ministries of Education of Provinces and Territories of Canada, Higher Education Quality Councils, Statistics Canada); documents of educational associations (Canadian Education Association, Association of Universities and Colleges of Canada, International Association of Law Schools); reports on the activities of international and Canadian professional and public legal associations, societies and organizations (Federation of Law Societies of Canada, Federation of Lawyers of Canadian Bar Association, Law Society of Upper Canada, Commonwealth Lawyers Association, Commission of Jurists); scientific and pedagogical literature that reflects the theory and practice of future lawyers' professional training; instructional programs, curricula of bachelor's degree programs in law in Canadian universities; documentation on the education quality assurance system in Canada.

The purpose of the article is to outline the variety of instructional programs and to analyze the peculiarities of the content component in the professional training of bachelors in law at Canadian universities.

Results. Legal training occupies a leading position in Canada's higher education system due to the fact that lawyers play an important role in society by promoting the ideals of equality, freedom and justice, protecting the rights and interests of citizens, and contributing to the public legal education.

Legal education in Canada is implemented through a system of law schools, whose educational programs provide students with opportunities to acquire knowledge, form and develop the necessary skills and abilities for future professional activities. The specialty "Law" in the system of university education in Canada is developing in the field of social sciences [1].

According to the Major Field of Study Classification in Canada, developed in 1986 to provide relevant data on the Census of Population, law as a specialty belongs to the field of knowledge "Social Sciences and Related Fields" and is given the title "Law and Jurisprudence", being assigned numerical codes 153-157, where 153 - "Law and Jurisprudence in general", 154 - "Civil / Criminal / Family Law", 155 - "Commercial / Business Law", 156 - "Constitutional and International Law", 157 - "Law - Others". According to this

classification, higher legal education is defined as education and training related to the acquisition of knowledge and development of competence in the theory and practice of law and jurisprudence as a profession which is regulated by professional associations or law firms [1].

On February 21, 2005, this standard was replaced by the Classification of Instructional Programs (CIP) Canada 2000, a joint development of the federal government agency Statistics Canada and the National Center for Education Statistics in the USA, as it was a modern detailed and reliable classification with a 20-year history having a well-established mechanism for updating information and a precise hierarchical coding structure. This classification provides a list of different types of instructional programs with the corresponding numerical codes, being given the following definition: "An instructional program is a set of courses of disciplines and practical experience designed to achieve a specific aim or objectives, such as preparation for further training, obtaining qualifications for professional activity or enrichment of knowledge and understanding" [2, p. 57].

Today, the Classification of Instructional Programs operates as the official educational standard in Canada and is based on the principle of classification according to the field of study. The Classification of Instructional Programs has a three-level hierarchical structure with successive levels of disaggregation. The first level consists of a series presenting the most general groupings of the related instructional programs, which are assigned a two-digit code, indicating to their affiliation to a wide range of knowledge. The next level is represented by subseries made up of intermediate groups of programs with similar content and objectives, which have a four-digit code. The third level is formed by instructional program classes with six-digit codes that correspond to specific specialties, according to which specific curricula are formed.

According to this classification, professional training in the field of law is carried out within the field of knowledge with the code 22 "Legal professions and studies", which contains instructional programs for training both professional lawyers, legal scholars, related professionals, and also focuses on the study of legal disciplines at a non-professional level. Thus, the professional training of bachelors in the field of law has a four-digit code 22.01, where the number 22 indicates belonging to the field of knowledge, and 01 - to the specialty "Law" (bachelor's degree), which contains a class of instruc-

tional programs with the code 22.0101 "Law" (LLB, JD, BCL) [3].

These instructional programs prepare future specialists for independent professional practice in common and civil law, the profession of notary in Quebec, bar exam and research work in the field of jurisprudence. Such programs include courses in the theory and practice of the legal system, including statutory, administrative, and legal aspects of civil and criminal [3].

Examples of the instructional programs titles within this specialty are the following: "American law", "Bachelor of Civil Law", "Bachelor of law", "Bar admission course", "Commercial law", "Canadian law", "Civil law", "Common law", "Comparative law", "Corporate law", "Criminal law", "Energy law", "Environmental law", "Medical law", "Health law", "Information and technology law", "International business law", "International law", "International tax law", "Juris Doctor", "Law", "Law School", "Lawyer", "Natural resources law", "Notarial law (Quebec)", "Notary (Quebec)", "Solicitor", "Tax Law", "Technology Law" [3].

It should be noted that the Classification of instructional programs also enables to see related programs belonging to the programs of other specialties, but having a similar direction. In particular, instructional programs related in content are: 22.0301 "Legal administrative assistant / secretary"; 22.0302 "Legal assistant / paralegal"; 22.0303 "Court reporting / court reporter". Related instructional programs include 22.0000 "Legal studies", which is a general program based on the study of law and legal aspects from the perspective of social sciences and humanities. Educational program 22.9999 "Legal professions and studies, other" provides training programs for future notaries [3].

The classification of instructional programs contains related programs that belong to other fields of knowledge and are based on integrated curricula that implement courses in disciplines of different fields of knowledge in order to provide the necessary training for students [1]. In particular, 45.0401 "Criminology" is a type of instructional program based on the systematic study of crime as a sociopathological phenomenon, the behavior of criminals and social institutions created to respond to crime. These programs cover courses in such disciplines as Crime Theory, Psychological and Social Basis of Criminal Behavior, Social Value Systems and Punishment Theory, Criminal law and Criminal Justice, Penology, Rehabilitation and Recidivism, The Study of Certain Types of Crime, Social Attitudes and Policies, The Application of Certain Principles in the Administration of Justice.

In this context, related instructional programs are the following: 43.0102 "Corrections", 43.0103 "Criminal justice / law enforcement administration", 43.0104 "Criminal justice / safety studies", 43.0106 "Forensic science and technology", 43.0107 "Criminal justice / police science", 43.0109 "Security and loss prevention services", 43.0110 "Juvenile corrections", 43.0111 "Criminalistics and criminal science", 43.0112 "Securities services administration / management", 43.0113 "Corrections administration", 43.0114 "Law enforcement investigation and interviewing", 43.0115 "Law enforcement record keeping and evidence management", 43.0116 "Cyber / computer forensics and counterterrorism", 43.0117 "Financial forensics and fraud investigation", 43.0118 "Law enforcement intelligence analysis", 43.0119 "Critical incident response / special police operations", 43.0120 "Protective services operations", 43.0121 "Suspension and debarment investigation", 43.0122 "Maritime law enforcement", 43.0123 "Cultural / archaeological resources protection" [3].

The instructional programs under number 43 pertain to the field of knowledge of "Security and protective services", which includes instructional programs focused on studying the principles and procedures to meet the needs of police, fire services, specialized security and protection services and corrections administration [3].

According to the report by the Council of Canadian Law Deans, law is an intellectual discipline and legal practice requiring thorough academic training as well as the development of practical skills [4]. Hence, the purpose of legal education is to train future specialists with profound theoretical knowledge in the field of law and methodology of its application, the ability to combine the experience of the past with the present and to predict the consequences of personal actions and attitudes to other people, to ascertain the causal relationships of the observed phenomena and creatively anticipate the results, to self-realize in difficult life situations. The professional training of specialists in the field of law is aimed at the formation of competencies necessary for understanding the nature and functions of law, the content of basic legal institutions, the application of law, as well as the boundaries of legal regulation of various social relations. Future legal specialists must be prepared to serve society, be committed to the principles of human and professional dignity, justice, impartiality, empathy and adherence to high ethical standards.

The results of analyzing the content of instructional programs at Canadian law

schools indicate that the professional training of bachelors in law involves studying a significant number of disciplines to form the professional competence of a competitive graduate whose future legal activity will be aimed at implementing legal norms and ensuring law and order in diverse social spheres.

Canadian bachelor's programs in law presuppose three years of full-time studying with minimum of 90–99 ECTS credits, depending on the university requirements. They provide a number of compulsory first-year courses followed mostly by elective courses in the next years of studying “aiming not only to provide knowledge of substantive and procedural law, but also to learn to use the “legal library” (legal framework, case law, educational literature and periodicals, etc.) and legal thinking (the ability to “think like a lawyer) – to address legal issues” [5, p. 403].

Canada's law school instructional programs include only specialized compulsory courses for freshmen, which promote the formation and development of skills in fundamental areas, problems and principles of law. For example, at Calgary University, first-year law students study 7 compulsory subjects: Constitutional Law, Contracts, Legislation, Private Property, Torts, Fundamentals of Law and Justice, Crime: Law and Procedure [6]. The University of Alberta Law School offers such subjects for freshmen as Fundamentals of Law, Legal Research and Writing, Contracts, Criminal Law, Torts, Constitutional Law and Property Law [7].

Peter A. Allard School of Law at the University of British Columbia, in an effort to meet the challenges of the 21st century and global trends in law and society, has developed an innovative instructional program that combines a thorough study of the basic legal principles with the diversification of teaching methods and styles, assessment methods and the number of students in the course. In recent years, 3 new courses have been added to the core compulsory subjects of the first year of study: Public Law, Interstate Law, Legal Research and Writing [8].

Over the next two years of study, the cycle of compulsory subjects varies according to the requirements of separate law schools and ranges from one (e.g. Civil Procedure at the University of Windsor in the 2nd year or Legal Profession and Professional Responsibility in the 3rd year at Dalhousie University) to four (e.g. Constitutional Law, Administrative Law, Civil Procedure and Commercial Law at the University of Ottawa in the 2nd year) compulsory courses. The rest of the disciplines are elective and are chosen by students among a variety of subjects based on

their personal interests, needs and career prospects. The cycle of elective courses, which accounts for approximately 70% of the instructional program, is represented mainly by different branches of law or their components [9; 10]. Namely, students can choose to study administrative, clinical, educational, family, environmental, medical, labor, international, international trade, international criminal, patent law, science and law, sports and law, law and technology, law and religion, etc. It is worth highlighting that the professional training standards for bachelors in the field of law in Canada provide for the study of the course “Ethics and Professional Responsibility”, which students are required to master in any year of their choice [11].

Apart from deepening theoretical legal knowledge and improving analytical skills while attending traditional lectures and seminars, Canadian universities offer instructional programs that enable students to acquire knowledge, skills and abilities through practical experience. The opportunity to form and develop practical skills, access to justice and direct participation in public life as a representative of the legal profession is realized through a series of clinical and practical training courses for second and third-year students [12].

Participation in legal clinics gives students the opportunity to improve their professional skills such as providing legal advice, record keeping, drafting documents, interrogation and negotiation techniques, analysis of evidence or client protection in court. To enhance practical skills, develop confidence and consolidate knowledge, students of 2nd and 3rd years of study participate in moot court programs [13]. The advantages of such processes are intensive mastery of oral and written defense skills, client counseling and dispute resolution, as well as the opportunity to work in a team with other students and collaborate with future lawyers from other universities.

The professional training of bachelors in law at Canadian universities presupposes the formation and development of a system of knowledge, skills and abilities that constitute the professional competence of future legal specialists.

In 2013, all Canadian law societies approved the National Competency Profile, which identifies the knowledge and skills required to practice law in Canada. To this end, a national survey of “new” lawyers and notaries in Quebec, i.e. those practicing law during the last 5 years (2007-2012) has been conducted [14]. The provisions of this document have been successfully implemented in instructional programs in the field of law in Canada.

Undergraduate law programs at Canadian universities, including the University of British Columbia, the University of Ottawa, Queens University, the University of Alberta, McGill University, York University emphasize the need for acquiring thorough knowledge of substantive law in order to obtain the comprehensive awareness of the complexity of law and the interrelationship between different areas of legal knowledge.

In the process of studying according to this instructional program, the student should gain a general understanding of the basic legal concepts that can be applied in legal practice in Canada, in particular in such areas as: the Canadian legal system (Constitution of Canada, including federalism and distribution of legislative powers; the Charter of Rights and Freedoms, the principles of human rights and the rights of indigenous peoples of Canada, the principles of common law and equity (for common law jurisdiction) and the principles of civil law (for Quebec); the administration of law in Canada, including the organization of courts, tribunals, appeals and out-of-court dispute resolution systems, legislative and regulatory systems, the content of the statutes and their interpretation) and knowledge of substantive Canadian law (contracts, monetary obligations and guarantees; family law, corporate and commercial law, inheritance and property law, criminal law; testimony; procedures (civil, criminal, administrative and alternative dispute resolution procedures).

A fundamental role in the training of future law specialists at Canadian universities, such as McGill University, York University, the University of Alberta, the University of Western Ontario and the University of Toronto, is pertained to the formation of communicative competence, namely oral and written speaking skills enabling fluent communication in English and French, and for graduates in Quebec – the ability to communicate in French in accordance with the law; the ability to determine the communicative purpose, to apply correct grammar and spelling, to use an appropriate language style that corresponds to the purpose of communication and the target audience; the ability to elicit information from clients, to explain the legal aspects to the audience in an unambiguous language style, to formulate and present legal arguments, advice or statements effectively; the ability to advocate and negotiate in a manner appropriate to the legal and factual context; draft legal documentation, namely contracts, agreements, statements, appeals, reports, etc.

The bachelor's degree programs in law at Lakehead University, Thompson Rivers University, York University, the University of New Brunswick, the University of Windsor, the University of Manitoba pay considerable

attention to the development of analytical skills, involving the ability to properly understand the client's goals and objectives; to discover relevant facts, legal, ethical and practical issues; to analyze the research results; to apply the law in accordance with the legal and factual context; to assess an acceptable course of action and plausible consequences; to identify and evaluate the appropriateness of applying alternatives for resolving issues or disputes.

Many law schools, namely the University of Windsor, the University of Manitoba, Université de Montréal, the University of Ottawa, and the University of Saskatchewan, focus on developing students' research skills. In particular, a lawyer must be able to conduct factual and legal research that involves identifying legal issues; selecting appropriate sources and methods; using methods of legal argumentation and reasoning, for instance, case analysis and interpretation of the law to analyze legal issues; identifying, interpreting and applying research results; effectively communicating such results; conducting research on procedural issues.

A number of bachelor's degree programs in law, including Dalhousie University, McGill University, the University of Western Ontario, Université Laval, and the University of Toronto, emphasize the formation of moral, ethical and professional skills and the ability to identify and resolve ethical dilemmas in a legal context that include: the identification of ethical issues and concerns; the application of critical thinking to solving ethical problems; making reasonable and fair decisions about such issues.

Undergraduate degree programs in law in the Canadian higher education system, in particular, at the University of Alberta, the University of Ottawa, the University of Toronto, University de Montreal, York University, provide for the formation of students' managerial competencies. Management skills and managing client relationships are of crucial importance for professional legal activity, including the following: managing relations with clients (establishing and maintaining client's trust and meeting client's expectations); developing a legal strategy and advising the client considering his / her characteristics (e.g age, language, socio-economic and cultural context); customer support; documenting advice given to and instructions received from the client. In addition, a legal specialist must possess practical management skills, namely: be able to manage time, i.e set priorities and keep track of deadlines; delegate tasks and monitor them; manage files, in particular be able to open and close files, develop a checklist, store or destroy files; manage finances; handle his / her own

professional responsibilities, such as ethical, licensing and others.

Conclusions. The professional competence of future lawyers is a set of acquired general professional and highly specialized knowledge, formed and developed skills that can be fully implemented in practice. Therefore, the main task of higher legal education is to provide students with thorough knowledge of academic disciplines, the ability to apply theoretical knowledge in practice and flexibility in adapting to the realities of the rapidly changing world.

Prospects for further research include the study of the organizational component of future legal specialists' professional training at the universities of Canada consisting in the organization of practical educational and cognitive activities being implemented through the use of various modes, forms and methods of teaching and learning.

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ЗМІСТ КОМПОНЕНТУ ПРОФЕСІЙНОГО НАВЧАННЯ БАКАЛАВРІВ ПРАВА У КАНАДСЬКИХ УНІВЕРСИТЕТАХ

Анотація. У статті досліджено особливості змістового наповнення професійної підготовки бакалаврів у галузі права в університетах Канади на основі аналізу документів органів державної влади та освітніх асоціацій, звітів про діяльність професійних та громадських юридичних асоціацій, товариств й організацій, документації про систему забезпечення якості освіти у Канаді, науково-педагогічних джерел

та освітньо-професійних програм, робочих навчальних програм окремих дисциплін.

Виявлено, що спеціальність «Право» в досліджуваній країні опановується в правничих школах, які є автономними закладами вищої освіти, що функціонують при університетах і несуть абсолютну відповідальність за розробку освітньо-професійних програм, надання освітніх послуг високої якості та

пропонують низку освітньо-професійних програм, що передбачають отримання освітнього рівня бакалавра у галузі права. Дослідження змістового компоненту підготовки майбутніх фахівців з права в канадських університетах дало можливість окреслити різноманітність освітньо-професійних програм у контексті Класифікації освітньо-професійних програм Канади.

З'ясовано, що змістове наповнення освітньо-професійних програм підготовки бакалаврів у галузі права в Канаді вирізняється наявністю виключно дисциплін фахового спрямування, які поділяються на цикли професійної теоретичної та практичної підготовки.

Встановлено, що освітньо-професійні програми підготовки бакалаврів у галузі права вирізняються практичною спрямованістю освітнього процесу, зважаючи на наявність у структурі викладання різних форм практичних занять з метою формування прикладних професійних умінь та навичок. Доведено,

що зміст професійної підготовки бакалаврів у галузі права в університетах Канади характеризується високим ступенем варіативності, можливістю формувати власну освітню траєкторію завдяки співвідношенню інваріантної та варіативної складових та рівномірним розподілом навчального навантаження студентів впродовж усього періоду освітнього процесу. Освітньо-професійні програми підготовки здобувачів вищої юридичної освіти спрямовані на опанування системи знань, формування і розвиток умінь та навичок, які утворюють професійну компетентність майбутніх фахівців у галузі права.

Ключові слова: Канада; університет; професійна підготовка; змістовий компонент; освітньо-професійна програма; бакалавр у галузі права.

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