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STUDY OF LAW STUDENTS' PROFESSIONAL READINESS MOTIVATIONAL COMPONENT

The paper aims to highlight the significance of the motivational component of future lawyers' readiness for work. The study involved 82 students of Odessa secondary school and 106 students of the National University “Odessa Academy of Law”, as well as 19 university graduates. The following research methods were used in the study: a specially designed questionnaire containing questions making it possible to assess the level of the respondents' primary motivation for work, Professional Readiness Inventory by L. Kabardova, a modified technique Labor Motives Structure by T. Badoiev, and Academic Motivation Inventory by T. Ilina. It has been proved that the decisive indicator of the quality of law students' training is the formation of their stable motivation for work in the chosen field, awareness of the social significance of their occupation, as well as adequate professional expectations of the future profession. The assessment of the motivational component maturity of the respondents' professional readiness has shown that in most of the students it is developed at a low level, which is indicative of the need to conduct purposeful work on its improvement.

Keywords: *future lawyers, motivation, professional competence, readiness for professional activity, motivational component, students of legal status.*

Introduction

The modern stage of the society development is characterized by a high degree of dynamism and uncertainty, which predetermine all spheres of public life and manifest themselves at its various levels. These fundamentally new conditions for the existence of the individual put forward other requirements for professional training and education, which are aimed at the formation of an intelligent, self-critical, thinking, initiative, competitive expert. The implementation of constitutional provisions on the construction of a democratic, social and legal state in Ukraine envisages the modernization of legal education, the training of specialists capable of effective legal support of reforms, implementation of the principles of law, and measures for the legal education of the population in all spheres of life.

Conceptual provisions of the study are based on the Laws of Ukraine “On Education”, “On Higher Education”, the National Doctrine of Education Development, the Legal Education Development Program, as well as the Bologna Declaration, the European Commission's Memorandum “Life-long Learning”.

There are a number of research works reflecting the specifics of future lawyers' professional training at higher educational institutions and revealing the uniqueness of their occupation. This issue has been addressed in the following areas: examining a communicative aspect of legal profession (Bazorov, 2002); psychological peculiarities of

a legal profession (Alekseev, 1994); types of the legal profession and their features (Vasiliev, 2012); professionally important qualities for lawyers (Filina); peculiarities of the formation of lawyers' professional competence (Svidovska, 2017).

The scientific sources review has proved that one of the leading factors of future lawyers' professional readiness is motivation. Despite the fact that the issue of motivation is relevant both in domestic and foreign psychology, we focus our research attention on the motivational aspect of future lawyers' professional readiness as a factor of their successful professional training.

Aim and Tasks

The paper aims to examine significance of the motivational component of future lawyers' professional readiness.

Research tasks are as follows:

- 1) reviewing psycho-pedagogical scientific sources in order to clarify the meaning of the concept under study;
- 2) based on the scientific sources review, highlighting the role of motivation in the development of future lawyers' professional readiness;
- 3) assessing the maturity of the motivation for work in the law students.

Research Methods

The pedagogical experiment involved 82 students of Odessa secondary school and 106 students of the National

University “Odessa Law Academy”, as well as 19 university graduates. The study was aimed at examining the respondents’ (university entrants, students of higher educational institutions, and university graduates) expectations of the educational process results and obtaining a diploma.

In order to examine the respondents’ attitudes towards their profession, we designed a questionnaire containing questions making it possible to assess the level of primary motivation for work in the field of the chosen profession (e.g. Why have you chosen a legal profession? Where (in which bodies) do you want/plan to be employed? Where have you found information about the profession that impelled you to choose it?).

In order to examine the respondents’ motivational component maturity, we applied Professional Readiness Inventory by L. Kabardova (Karelin, 2003), by means of which we examined a professional aspect of future lawyers’ motivation for further employment.

Besides, we applied a modified technique Labor Motives Structure Inventory by T. Badoiev (Raihorodskiy, 1998), which helps to reveal the parameters of motivation for different kinds of work.

In order to examine academic motivation of the respondents, we used Academic Motivation Inventory by T. Iliina (Balin, 2003).

Theoretical Study Results

In recent years, legal education in Ukraine has undergone significant changes. Recent reforms in this area, in particular, in the field of law enforcement, restructured the content of legal education in higher education institutions. Some specialists working at Ministry of Education and Science of Ukraine emphasize that students majoring in International Law and Law Enforcement are not trained according to the qualification requirements of legal education, though previously these specialties belonged to higher legal education, which gave grounds for appointing graduates to the positions in the bodies of the Ministry of Internal Affairs, Security Service of Ukraine, which require law academic degree.

In addition, the uniqueness of a mechanism of graduate’s employment in the field of law in Ukraine is worth considering. If a law graduate wants to obtain a certificate providing the right to practice law, he or she has to pass an exam consisting of written and oral parts, as well as to gain additional experience in the field of law for at least 2 years, as well as to complete internship as a lawyer assistant within six months (Article 6 of the Law of Ukraine “On Advocacy”). If a graduate wants to become a notary officer, he or she must pass an examination consisting of written and oral parts as well, have at least six years of experience in the field of law, of which to be employed as a notary assistant for not less than three years (paragraph 2 of Article 3 of the Law of Ukraine “On Notaries”).

The researcher O. Kotykova conducted a thorough analysis of the theoretical and methodological foundations of the training of future lawyers at higher education institutions. In particular, the author’s conclusions regarding the significance of the motivational component of future

lawyers’ in terms of effective work are significant for our study.

O. Kotykova’s scientific concept is based on a systematic approach, and therefore, in her opinion, every component of psychological and pedagogical training of lawyers at higher education institutions has a functional significance for future employment.

The author emphasizes the need to create a system of practical psychological and pedagogical training of law students, which should ensure the formation of their psychological and pedagogical experience from the first days of training in higher education institutions. After the stage of the basic psychological and pedagogical training, there should be formed the appropriate competence, the structural components of which are as follows: motivational, cognitive, personal, behavioral (interpersonal and role competence), and as a result of professional psychological and pedagogical training – a special psycho-pedagogical competence (motivational, cognitive, personal, behavioral components) (Kotykova, 2012).

In the structure of the general professional competence of a lawyer, the interpersonal-role and multi-role professional competencies are distinguished, where the motivational component itself is of primary importance.

Another aspect of lawyers’ professional readiness – psychological – has been investigated by Yu. Boiko.

The psychological readiness of future lawyers for work is a complex personality formation, the unity of motivational, operational, emotional-volitional and personality interconnected components. Before determining the directions of forming the psychological readiness of future lawyers, the author introduced legal occupation by means of several substructures, “planes”.

Among the planes of legal occupation, Yu. Boiko distinguishes social (the need to make socially significant decisions in the process of interpretation and implementation of legal norms, to act as a protector of rights and legitimate interests of citizens, an organizer of the fight against offenders, including crime prevention; to conduct legal propaganda among the population, as well rehabilitation of potential offenders and criminals); search (application of professional skills in establishing facts having legal significance in the collection of information necessary to resolve legal cases); reconstructive (analysis and generalization of all information gathered by a lawyer from a legal case in order to construct a model of a situation requiring legal evaluation); communicative (constant communication with colleagues, clients, case participants and all those who have an attitude to it); identity (proper documentation of legal acts: decisions, resolutions, protocols, sentences, etc.); organizational (effective realization of official powers, expressed in voluntary actions on the organization of individual work and teamwork); technical (manifests itself initially at the level of consciousness in the form of knowledge of formal and legal “parameters” of law, its structure, procedures, and then in the process of this activity as an inherent “technical” aspect, which manifests itself

in the legal and technical quality of the act, the system of legislation) (Boiko, 2008).

Based on legal profession content, Yu. Boiko defines professional readiness of a lawyer as an integrated structural personal entity, which is a prerequisite for the successful work in the field of law and includes the following components: motivational (system of personal attitudes to the occupation); operational (system of regulation of work); emotional-volitional (the system of regulation of the activity of the individual as a subject of work); personal (the system of personal attitudes toward oneself and accepting oneself as a subject of work) (Boiko, 2008).

As we see, the researcher also emphasizes the need to determine and take into account the significance of the motivational component of the psychological readiness of lawyers for work.

A. Rybachuk has a similar opinion, whose research is devoted to the development of directions for improving legal training at higher educational institutions.

The quality of performance and its outcome depend, first of all, on the motivation and needs of the individual. It is motivation that causes purposeful activity, which determines the choice of means and techniques, and their ordering to achieve goals. The effectiveness of learning is determined not only by the scope of the acquired knowledge, but also by the ability to use it, the attitude of future lawyers to learning, and the desire to acquire knowledge, understanding the practical application of the knowledge gained. For future lawyers, these factors are decisive in the process of studying specific disciplines, that is, it is the basis for creating motivation. First-year law students rarely have an idea of the features and realities of their further occupation, which is a prerequisite for misunderstanding of the study of professional and fundamental disciplines, and therefore, they have no clear motivation to study (Rybachuk, 2010).

Investigating the specificity of future lawyers' academic motivation, O. Vasylenko notes that the components of individual psychological readiness for self-study include moral-volitional, intellectual, organizational, and individual characteristics, namely: educational motivation, attitude to learning and self-study, self-study skills (intellectual skills, theoretical knowledge, ability to work with information sources, and self-organization skills) (Vasylenko, 2008).

Summing up the ideas of the scientists who examined various aspects of law students' professional readiness, we conclude that the decisive indicator of the quality of their training is the formation of a stable motivation to work in the chosen field, awareness of the social significance of their occupation, as well as adequate professional expectations from the profession.

Empirical Study Results

Before assessing the respondents' motivation for work we conducted a survey in order to examine their attitudes toward different aspects of the legal profession.

In legal education, even after the reduction of the number of state-financial openings in "Law" specialization, the specialty 081 "Law" still remains popular on a contractual basis – more than 19.3 thousand students were enrolled in Ukrainian universities in 2016 to study on a fee-paying basis (Balin, Haida, Herbachevskyi, 2003).

The oversupply in the legal structure is only an example of the general state of labor market oversupply in Ukraine by workers with academic degrees, and therefore the ways of eliminating this problem offered by scientists (such as obtaining legal education only at state-owned institutions of higher education; increasing material and personnel provision of higher legal education; the development and approval of general standards of the legal profession) (Kahanovska) are related to the educational system reforming and the issue of improving the universities financing, however, in order to improve the level of law graduates employment the content of the educational process should be changed, namely in the field of their motivation.

During vocational guidance work, 82 students of Odessa secondary schools were interviewed concerning the issue of motivation for choosing a legal profession and their expectations. When answering the question: "Why do you want to have a legal profession?" 58 students replied that it was interesting for them, and the other 24 students answered that it was recommended by their relatives. When they were asked where they planned to work, 47 students answered that they wanted to be judges or prosecutors, 10 students answered that they wanted to work as investigators, 7 – lawyers, and others were undecided. Besides, it was found 60 students learnt about the legal profession by means of media, and 22 – with the help of relatives or friends.

The survey of 106 undergraduate students of the National University "Odessa Law Academy" showed that 65 respondents were unable to clearly identify the future direction of their work as legal experts, 26 students planned to practice law as attorneys or lawyers, 10 students planned to work in the civil service, and 5 wanted to continue studying law in the field of jurisprudence. The inability of some respondents to choose a certain direction of law specialty was explained by them by the impossibility of "foreseeing the variety of vacancies at the moment of 'job hunting' in the future".

The survey of 19 graduates of the National University "Odessa Law Academy", who work in their degree fields, on the issue of correspondence of their field of work and the nature of the chosen direction of the legal profession to their motivational expectations showed that: 11 respondents stated that their direction in the legal profession did not meet their expectations because of low salary (6 respondents), uncertainty in the reform of the state institution where they worked (5 respondents); though 3 respondents were satisfied with the chosen direction of the legal specialty, and 5 lawyers were undecided.

The indicated results show that school leavers consider "interest in the profession" concept as prestige of a

department of the state system of government (court, prosecutor's office, Ministry of Internal Affairs, etc.) in the society. University students (undergraduates), on the other hand, instead of clearly identifying their future specializations, could not indicate the further field of their employment, explaining this by the lack of information on vacancies in future employment, although the respondents were repeatedly explained that the issue was to determine their specialty in the legal profession that was interesting for them, and not the availability of vacancies for further employment in one or another area of the legal profession.

The study of the attitudes of school leavers, students, and graduates shows that the reasons for the mismatch of motivation expectations of the desired profession of a lawyer and the field of specialty chosen after graduation are as follows:

- insufficient volume of reliable information about the profession;
- insufficient volume of practice provided by the educational process, which would enable graduates to choose a direction of the legal profession for employment.

After the survey, we conducted a research using validated methods for examining the maturity of the motivational component of law students' professional readiness (56 students of the Faculty of Civil and Economic Justice – group 1; and 50 students of the Faculty of Social of the National University “Odessa Law Academy” – group 2).

The results of evaluating the maturity of the motivation component of law students' professional readiness according to the Professional Readiness Inventory by L. Kabadova showed that most of the students had a low level (77.8% in group 1 and 76.4% in group 2), the average level was found in 13.9% in group 1 and 14.2% in group 2, the high level was peculiar for 8.3% of the students in group 1 and 9.4% in group 2.

The assessment of the students' motivation based on modified technique Labor Motives Structure by T. Badoiev showed that most students had a low level (78.7% of the students in group 1 and 81.1% in group 2), the average level was found in 13.9% respondents in group 1 and 12.3% in group 2, high level – 7.4% in group 1 and 6.6% in group 2.

The results of the analysis of experimental data according to Academic Motivation Inventory by T. Ilina showed that 71.3% of the students in group 1 and 74.5% of the respondents in group 2 had a low level, 17.6% of the students in group 1 and 15.1% in group 2 – the average level, and the high level was peculiar for 11.1% of the students in group 1 and 10.4% in group 2.

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Discussion

In our opinion, the low level of the maturity of the motivational component of students' professional readiness necessitates to pay special attention to the practical component of training, in particular – in the course of internship.

In addition, one should take into account the fact that in Ukraine, law students undertake various kinds of internship, which, in general, covers about 5-6 months of full-time studies at a university. At the same time, after graduation, a law graduate does not have the right to work in the prosecutor's office, as well as to practice law as a lawyer or notary.

The indicated direction of the reform of legal education in the field of law enforcement activities, as well as the results of the survey indicate the need to increase the practical component of the educational process in terms of higher legal education.

Our conclusions are in line with those of other scholars, in particular O. Kotykova (Kotykova, 2012), who has proved that the psychological and pedagogical training of future lawyers nowadays is focused primarily on the acquisition of knowledge, rather than gaining practical experience, therefore, it requires the development of an experience and role approach to its implementation. In addition, we agree with the author that the guarantee of a high level of professional competence of a lawyer is his/her conscious choice of professional specialization, that is, a stable motivation for work.

Conclusions

1. Based on the results of scientific sources review, “law students' professional and psychological readiness for work” is considered as an integrated structural personal formation, which is a prerequisite for the successful implementation of professional duties in the field of jurisprudence and includes the following components: motivational, operational, emotional-volitional, and personal.

2. It has been proved that the decisive indicator of the quality of law students training is the formation of a stable motivation for work in the chosen specialty, awareness of the social significance of their occupation, as well as adequate expectations of the future profession.

3. The assessment of the motivational component maturity of the respondents' professional readiness has shown that most of the students of the Faculty of Civil and Economic Law as well as the students of the Social-Legal Faculty have a low level, which is indicative of the need to conduct purposeful work on its improvement.

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ДОСЛІДЖЕННЯ МОТИВАЦІЙНОГО КОМПОНЕНТА ПРОФЕСІЙНОЇ ГОТОВНОСТІ МАЙБУТНІХ ЮРИСТІВ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Мета дослідження полягає у дослідженні рівня мотиваційного компонента готовності майбутніх юристів до професійної діяльності. З метою діагностики ставлення студентів-майбутніх юристів до майбутньої професійної діяльності було використано спеціально розроблену анкету, яка містила запитання, що дозволили визначити рівень первинної мотивації до професії («Чому Ви обираєте професію юриста?», «Де (в яких органах, секторі економіки) плануєте працювати?», «Із якого джерела Ви отримали інформацію про професію юриста?»). Для діагностики параметрів мотиваційного компонента готовності до професійної діяльності було використано психодіагностичний тест професійної готовності Л. Н. Кабардової, що дозволив дослідити професійний аспект мотивації майбутніх юристів до майбутньої професійної діяльності; модифіковану методику діагностики структури мотивів трудової діяльності Т. Л. Бадоева (призначена для висвітлення параметрів мотивації до різних видів професійної діяльності правника); а також методику дослідження мотивів навчання у вищому навчальному закладі Т. І. Ільїної, що уможливила діагностику навчальної мотивації студентів-майбутніх юристів. Спираючись на результати аналізу психологічної, науково-педагогічної літератури, поняття «готовність до професійної діяльності майбутніх юристів» визначено як інтегроване структурне особистісне утворення, що є передумовою успішного виконання діяльності в сфері правознавства та включає такі компоненти: мотиваційний, операційний, емоційно-вольовий, особистісний. Доведено, що вирішальним показником якості підготовки випускників закладів вищої освіти юридичного профілю є формування стійкої мотивації до обраного фаху, усвідомлення соціальної значущості професійної діяльності, а також вірне уявлення про професійні очікування від майбутньої професії та власні цілі при виборі юридичного фаху. Діагностовано стан сформованості мотиваційного компонента готовності до професійної діяльності у майбутніх юристів: студенти факультету цивільної та господарської юстиції (низький рівень – 75,93%; середній – 15,13%; високий – 8,93%) та студенти соціально-правового факультету (низький рівень – 77,33%; середній – 13,86%; високий – 8,8%) Національного університету «Одеська юридична академія», що дає підстави дійти висновку щодо необхідності приділення значної уваги практико-орієнтованому компоненту професійної підготовки майбутніх правників, зокрема – у ході юридичної практики.

Ключові слова: майбутні юристи, мотивація, професійна компетентність, готовність до професійної діяльності, мотиваційний компонент, студенти юридичного профілю.

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