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**ON THE STRUCTURE OF THE PUPIL'S LAW SUBJECT COMPETENCE**

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In the article, the competence-based approach to teaching law for schoolchildren is covered. The concept of the "pupil's law subject competence" was defined; an analysis was conducted on its structure; its components, namely, informational, logical, axiological and practical-behavioral ones were found out and featured. Keywords: law, law subject competence, competence-based approach.

**Introduction.** The topicality of the article is predetermined by the need to specify the structure of the pupils' law subject competence in terms of the competence-based approach which has been determined by the State standard of the basic and the complete secondary education as a fundamental one whereas its implementation is aimed at the results of the achievements, namely, the formation of the hierarchically subordinate key, general subject and subject (branch) competencies of a pupil.

**1. The competence-based approach essence.** In accordance with the competence-based approach, the final academic outcome is to develop such individual competencies as the abilities that are comprised in the set of the skills based on knowledge, values orientations, and experience activities. The main differences of the abovementioned approach and the knowledge-based one are represented in the Table 1.

*Table 1*

**Comparison of the knowledge-based and the competence-based teaching approaches**

<b>Indexes</b>	<b>Knowledge-based approach</b>	<b>Competence-based approach</b>
Teaching process purposes	Pupils' comprehension of the subject	Sequel formation and the further demonstration of the pupils' subject competencies
The main index of the pupils' outcomes	School subject awareness	Pupil's effective performance in the certain kinds of work and activity
The principal form of the academic material	Teacher's explanations, pupils' practical and research-based	Applying to various methods and forms of the academic material

presentation	works	presentation (challenging search for information, role-games, work in pairs, etc.)
Concentration on the results	Incoming	Issuant
Criteria on the pupils' skills and abilities	Standardized assessment scale	Pupils' practical demonstration of their skills and abilities, applying to different kinds and ways of the pupils' assessment
Knowledge assessment scale	After learning the planned volume of the academic material in accordance with the subject curriculum	Systematic control assessment of the pupils' knowledge

In accordance with the competence-based approach to education, at first, not pupil's awareness is put forward but his/her ability to solve problems that are faced in the process of cognition and reality explanation, mastering modern equipment and technologies in relations with people while performing social roles, analyzing their own behavior, choice of lifestyles and ways of resolving conflicts [2, p. 17]. In this case, the emphasis shifts from the acquirement of the regulatory identified knowledge, skills, and abilities to the formation and the development of the pupils' ability to act, to apply to the individual techniques and the experience of successful operations in the situations that occur in the professional and the social practice [4, p. 73].

First of all, the implementation of the competence-based approach to training requires the formation and the development of the pupils' ability to act in practice, apply to their individual experience of the successful actions in different situations. Secondly, it promotes the upbringing of a competent motivated individual who is able to surf in the information space quickly, to make clear decisions based on the acquired knowledge and skills [6]. Thus, the pupil's competence is the main indicator of the educational quality results [1, p. 10].

Applying the abovementioned arguments to a particular school subject, we note that the implementation of the competence-based approach to teaching pupils law is reflected in the goals and the content of the school subject of law, the educational process organization, and its results evaluation. Therefore, the purpose and the result of the pupils' studying law will be the improvement of the pupils' legal awareness, combining legal knowledge acquired by them with their internal position, developing the ability and the willingness to be guided by legal awareness in life and

act obeying law and its provisions. As we see, the abovementioned issues are considered as the pupil's legal competence, as well.

**2. Structure of the legal subject competence.** In the State Standard of the basic and the complete secondary education, subject (sector) competence is defined as the experience of a specific activity associated with assimilation, understanding and application of new knowledge gained by pupils in the process of studying law, whereas subject competency is found as a combination of knowledge, skills and characteristics within the specific subject content that is necessary to perform certain actions by pupils in order to solve educational problems, to fulfill the tasks, to deal with some kinds of situations [7, p. 5]. Let us lay this definition in the basis of our discussion.

In the process of conducting a research on the abovementioned problem we have found that the vast majority of scholars who consider the problems of the competence structure in general and the subject competence in particular find the latter as a result of the pupil's individual learning activities, prompted by his/her mastery of the content, axiological (motivational) and procedural (activity) components. In our previous works, we have determined that the structure of the pupils' legal subject competence was a combination of the cognitive, the practical, the behavioral and the axiological competencies and found out that it was difficult to study the behavioral competence of a pupil at the lesson; that is the reason why a set of behavioral and practical competencies form the activity-based competence [8, p. 84]. Our approach to the problem of the subject law competence structure is the same as the one of a number of such researchers as: A.Budas, N.Pysmenna, O.Pyshko (legal subject competence), Z.Vozna, O.Pometun (social science competence); O.Kucher, T.Smahina (civic competences).

O.Pyshko considers the subject law competence as an integrated result of the pupil's cognitive activity in the process of learning law. We supported the idea of the researcher that lies in the fact that the law subject competence is a characteristic of an individual, which includes cognitive (legal knowledge), activity-procedural (legal skills and positive social and legal experience in the legal field) and axiological

components (the personal valuable attitude to the legal phenomena and processes) [5, p.28-29].

It is noteworthy to state that the attitude towards the law and the readiness to obey the rules cannot be ensured without the legal awareness. Therefore, the basis for the law subject competence will be its cognitive component that includes certain legal knowledge and skills. In this case, we find that it is the pupil's both value conscious understanding of the legal reality and impersonal knowledge.

Legal skills and experience in the law area form the activity-based and the procedural component of the law subject competence. Subject skills as the pupils' ability to apply to the methods of action enable their independent mastery and assimilation of their legal knowledge, solving cognitive problems of the legal content in the life and academic situations. The main subject skills of the pupils are the following: to formulate the legal concepts and to operate with them; to analyze regulations; to conduct an analysis and to solve legal problems as well as to fulfil legal tasks, and to draw up some legal documents.

The degree of the approval or the rejection of law by a pupil is the demonstration of the axiological component of the law subject competence as the pupils' cognition of the legal phenomena is accompanied by the correlation of these phenomena with their experience, needs, interests, which, in their turn, lead to the pupils' certain feelings which are the emotional and value attitude to the legal reality and practice. Therefore, the axiological component of the law subject competence is considered to be the legal definition of the subjective importance of law and justice that is implemented in that or another legal event. [4, p. 75].

A somewhat different perspective for the structure of the law subject competence is found in the works of some researchers who have studied the abovementioned problem. For example, L. Riabovol believes that it is a set of such subject components-competencies as cognitive, axiological (value-motivational), practical and behavioral ones [9]. In some aspects, the scholar's opinion coincides with the position of S. Netosov, the researcher, who characterizes the pupils' subject law competence as a set of components that are the pupils' integrated skills. The scholar finds that the following subject competences that are comprised in the law

subject competence: 1) axiological (attitude to the rights and the legal norms as the universal social values); 2) logical (the ability to analyze the act on the basis of law and legislation); 3) legally-speech (ability to make up the oral and written statements on legal issues); 4) informational (the ability to work with information sources), 5) practical (the ability to apply to the legal knowledge and skills in everyday life) [3, p. 10].

We state that the law subject competence is a set of the pieces of legal knowledge, skills and traits which are necessary to perform certain actions in order to solve problems and fulfil the tasks according to the prescriptions of the law and are acquired by pupils in the process of studying it [9]. Therefore, these are the competencies which are linked to each other. On the basis of the lay-outs developed by O.Pometun (the structure of the historical subject competence), L. Riabovol (the elements of the law subject competence), S. Netyosova, O.Pyshko (components of the law subject competence, criteria and levels of its formation), we represent the subject law competence as a set of law competences (see Table 2).

*Table 2*

**Structure of the pupil's law subject competence**

<b>Competence</b>	<b>Description</b>
<b>Informational</b>	Pupil's skill to work on the legal sources and documents, use a textbook on law, reference books (including encyclopedic ones), Internet etc. for the purpose of the independent search for legal information, analyze and systematize the information of the legal content, plan, abstracts, tables and diagrams, use the legal documents samples.
<b>Logical</b>	Pupil's ability to identify and to apply to the theoretical legal concepts, terms, categories for the analysis and explanation of legal phenomena, processes, events, state legal reality, determine the cause-effect relationships, the nature and the value of legal phenomena, processes and events related to the law, determine the nature and the forms of the links between individual and society, state and society, state and individual, analyze, synthesize, compare and summarize information of the legal content.
<b>Axiological</b>	Pupil's ability to form the emotional and value attitude to the law as a social phenomenon that meets the interests and needs of society, outlines the desired ideological guideline value, express their estimated opinions, operate with such categories as justice, law, democracy, freedom, human rights, on the basis of the acquired knowledge, human and national values and its own system of values, formulate a reasoned opinion on the social issues related to the law.
<b>Practical-behavioral</b>	Pupil's ability to represent legal theoretical knowledge in various forms (oral, written, graphic, etc.), apply to them for the practical tasks fulfillment, analyze and solve legal problems and situations in order to

	identify and to choose the alternative approaches and solutions; the ability to make choices and explain patterns of behavior in the everyday life situations on the basis of the law and the provisions of the legislation to implement them in different kinds of relationships, determine the kinds of situations in which it is necessary to turn to the legal help of a lawyer; realize the responsibility for their own behavior.
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**Conclusion.** Therefore, the formed law subject competence is the pupil's ability to carry out practical activities that require knowledge of the conceptual system of law, the corresponding kind of thinking, behavioral patterns which are consistent with the rule of law as well as the skills and the attitudes that allow solving the academic and life problems quickly and efficiently. As an integrated result of the pupil's studying law, it is represented in their ability to implement the acquired legal knowledge, relevant skills and abilities in practice effectively, to show the formed values and attitudes. In this case, the law subject competence requires the presence of all legal competences in their entirety.

The promising researches in this problem area are the characteristics of the components of the law subject competence of the pupils of the specialized classes, the development of the criteria and the procedures for the assessment of the levels of the pupils' law subject competences.

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