

PEDAGOGICAL CONDITIONS OF DEVELOPING LEGAL COMPETENCE OF ECONOMIC COLLEGES' TEACHING STAFF

^aROMAN KUROK, ^bOLEKSANDR RADKEYVCH,
^cNATALIIA TKACHENKO, ^dSTANISLAV BURCHAK,
^eVIRA KUROK

^{a,b}*Institute of Vocational Education and Training, National Academy of Educational Sciences of Ukraine, 98a, Vito-Litovskiy Lane, 03045, Kyiv, Ukraine*

^{c,d,e}*Oleksandr Dovzhenko Hlukhiv National Pedagogical University, 54, Kyevo-Moskovska Str., 41400, Hlukhiv, Ukraine*
email: ^etknatik2014@gmail.com

Abstract: The article identifies and substantiates the pedagogical conditions that have effective impact on the success of the process of developing economic colleges' teaching staff legal competence. It was highlighted that appropriate measures should be taken in order to ensure the necessary conditions for successful educational process aimed at developing pedagogues' personal and creative potential, encouraging them to continuous professional development and self-improvement. Therefore, to form the necessary level of legal competence the most effective pedagogical conditions have been identified based on the pedagogical researches as well as on the results of authors' own scientific and educational activities. These pedagogical conditions were the subject to expert evaluation. The results of ranking of pedagogical conditions by experts according to their impact on organizing educational activities were analyzed taking into account the consistency of experts' opinions by calculating the concordance coefficient proposed by M. Kendell and B. Smith. According to the ranking results, the hierarchy of pedagogical conditions of developing legal competence of economic colleges' teaching staff was created and the ways of implementing them into educational practice were grounded.

Keywords: economic college, legal competence, pedagogical condition, professional training, professional pre-higher education, postgraduate education institution, teaching staff.

1 Introduction

The National Program of Legal Education of the Population, approved by the President of Ukraine on October 18, 2001, stipulates that Ukraine's becoming a democratic and legal state and forming the foundations of civil society determine raising the legal culture of the population. At the same time, the issues of further development of the population legal awareness, overcoming legal nihilism, meeting the needs of citizens in obtaining knowledge about law need to be risen at the state level [1].

It should be stated that at the present stage the state contributes to raising the level of legal culture and legal awareness of citizens by improving the system of legal education, providing access to educational services for various categories of the population, and expanding forms, types and opportunities for getting education in various fields, including the Law. Educational institutions' teaching staff, regardless of ownership, play an important role in implementing these tasks, as they form and develop applicants' legal competence at all levels of education, instilling them legal values and attitudes that should be transformed into conscious legal behaviour in various everyday situations and professional activity.

2 Literature review

The following scientists carried out researches of general theoretical and practical aspects of developing pedagogical conditions for training specialists of different profiles: R. Andrusyshyn [2], V. Artemov [3], R. Hurevych [4], A. Kolomiets [5], P. Luzan [6], M. Mykhniuk [7], I. Mosya [8], V. Radkevych [9], V. Frytsiuk [10], L. Shevchuk [11], O. Yaroshynska [12] and others.

The analysis of pedagogical conditions that contribute to the achievement of the required level of legal competence and legal culture of various specialists was the subject of scientific research of domestic scientists. In particular, the outlined issues in the context of teacher's training were studied by L. Hryshchenko [13], of engineers-teachers – by D. Kovalenko [14], of bachelors in economics – by E. Pidlisny [15], of health managers – by V. Puhach [16], of specialists in accounting and taxation – by S. Puhach [17], of pedagogical staff of professional (vocational) education institutions – by O. Radkevych [18 ; 19]

and others. However, in the scientific literature there is no thorough research on pedagogical conditions for the developing legal competence of economic colleges teaching staff.

3 Problem statement

Today situation requires not only high level of economic colleges teachers' pedagogical skills for successful teaching, but also continuous improvement of their legal competence, i. e. expanding knowledge of legal phenomena and mechanisms of regulation of legal relations in various spheres of society, improving skills and application of legal knowledge in various life and pedagogical situations, awaring the need for professional development and self-development, etc.

Taking into account the fact that pedagogical conditions are the environment in which teachers' legal competence development is carried out, in order to ensure the necessary conditions for successful educational process appropriate measures should be taken, aimed at creating favourable conditions for developing pedagogue's personal and creative potential, encouraging him to continuous professional development and self-improvement.

Therefore, to form the necessary level of legal culture of citizens, to increase the legal education of students, it is necessary to identify and ground the pedagogical conditions under which the process of developing legal competence of economic colleges teaching staff would be the most effective and would ensure successful fulfilling the tasks, determined in the National Legal Education Program, educational standards and other legal documents of the educational sphere.

The article is aimed at singling out and substantiating the pedagogical conditions of developing legal competence of economic colleges' teaching staff based on the theoretical analysis of the research problem.

4 Methods and materials

To achieve the aim the set of the following methods was used: theoretical analysis of scientific literature and legislation to find out the state of the research problem, identify and substantiate pedagogical conditions of developing legal competence of economic colleges' teaching staff; expert assessment to rank pedagogical conditions; statistical methods of mathematical processing of experimental results (calculation of the concordance coefficient proposed by M. Kendell and B. Smith) to determine the consistency of experts' opinions.

5 Results

The reference point for searching pedagogical conditions was the high level of mastering legal competence by economic colleges teaching staff. Based on the pedagogical researches of domestic scientists, as well as on the results of our own scientific and educational activities, and taking into account the principles and factors of economic colleges teaching staff legal competence development, we have identified such pedagogical conditions:

- 1) forming stable motivation of teaching staff to increase the level of legal competence;
- 2) taking managerial and organizational-methodological measures by the management of institutions of professional pre-higher education, aimed at purposeful development of legal competence;
- 3) creating information and educational environment in postgraduate education institutions, which will help to meet the educational needs of teachers;
- 4) using innovative teaching technologies for developing legal competence of economic colleges' teaching staff;
- 5) ensuring teaching staff free access to educational resources and data banks, that contain legal information, directly from

- the workplace and improving the material and technical base of the institution of professional pre-higher education;
- 6) stimulating teaching staff to increasing the level of legal competence by means of self-educational activities;
 - 7) improving the content of educational programs for professional development of economic colleges teaching staff through the introduction of integrated legal courses that would ensure the purposeful development of their legal competence;
 - 8) creating favorable educational environment in the institution of professional pre-higher education, which promotes professional development and self-improvement of teachers;
 - 9) encouraging teaching staff to purposefully develop the reflective sphere of their personality, which will contribute to a deeper and more comprehensive understanding of the need for systematic improving of legal competence and professionalism.

These pedagogical conditions were the subject to expert evaluation. 12 experts were included to the expert group. In order to form the expert group, we used the recommendations of the "ideal expert", who must meet the following requirements: relatively independent administrative position; experience of active work; experience of active scientific work; health (absence of irritability, pessimism, insincerity); intellectual productivity; efficiency; confidence in judgments; natural curiosity; balance of the realist; natural sincerity; strict adherence to morality; sense of social responsibility.

Experts were asked to determine the importance of pedagogical conditions (ranking). To do this, they should put in the first place those pedagogical conditions that, in their opinion, have a positive impact on development of the legal competence of economic colleges' teaching staff. If the pedagogical conditions in the ranked list are equivalent, they must be assigned the same ranks.

In some cases, an expert may not prefer one of the two or more objects when ranking. If the ranking of 9 objects did not reveal related ranks, their sum is equal to $\sum = 45$ ($1 + 2 + 3... + 9 = 45$). This amount is a control and it checks the correctness of the clarification of ranks.

The results of the expert evaluation are presented in table 1.

Tab. 1: Matrix of results of ranking of pedagogical conditions of developing legal competence of economic colleges' teaching staff

Ped. conditions	Experts												Ranks sum	d	d'
	1	2	3	4	5	6	7	8	9	10	11	12			
1	7	6	5	4	7	6	7	6,5	7,5	6,5	6	6	74,5	14,5	210,25
2	1	4,5	1,5	2	2	3	1	2	4	4	3	4	32	-28	784
3	6	7	8	9	8	9	9	8	7,5	8,5	8	9	97	37	1369
4	8	9	7	6	6	7	6	6,5	6	6,5	7	7	82	22	484
5	5	2	6	7	5	5	4,5	5	5	5	4	3	57,5	-2,5	6,25
6	3	4,5	3	5	2	2	2,5	3,5	3	2	5	5	40,5	-19,5	380,25
7	9	8	9	8	9	8	8	9	9	8,5	9	8	102,5	42,6	1814,75
8	4	2	4	3	4	4	4,5	3,5	2	2	1	2	36	-24	576
9	2	1	1,5	1	2	1	2,5	1	1	2	2	1	18	-42	1764
Sum	45	45	45	45	45	45	45	45	45	45	45	45	540		7388,5

where:
$$d = \sum x_{ij} - \frac{\sum \sum x_{ij}}{n} = \sum x_{ij} - 60$$

Checking the correctness of the matrix is based on the calculation of the checksum:

$$\sum x_{ij} = \frac{(1+n)n}{2} = \frac{(1+9)9}{2} = 45$$

The sum of the matrix columns and the checksum are equal. No mistakes were made in the process of compiling the matrix.

Let's analyze the importance of pedagogical conditions of developing legal competence of economic colleges' teaching staff and compile the table. The location of pedagogical conditions by their importance is presented in table 2.

Tab 2: Location of pedagogical conditions by their importance

Pedagogical conditions	7	3	4	1	5	6	8	2	9
Ranks sum	102,5	97	82	74,5	57,5	40,5	36	32	18

The consistency of experts' opinions on the rankings of the studied pedagogical conditions is determined by calculating the concordance coefficient proposed by M. Kendell and B. Smith. The coefficient is calculated by the formula:

$$W = \frac{12S}{m^2(n^3 - n)}, \quad \text{where} \quad S = \sum_{j=1}^n \sum_{i=1}^m \frac{\sum_{j=1}^n \sum_{i=1}^m x_{ij}}{n}^2$$

where m – number of experts,
n – number of pedagogical conditions.

In our case S = 7388.5; n = 9; m = 12

Then
$$W = \frac{12 \cdot 7388,5}{12^2(9^3 - 9)} = 0,855$$

The concordance coefficient W = 0.855 means that the consistency of experts' opinions is high, as the continuum of values of the concordance coefficient is in the range from 0 to 1: in the case of a complete divergence of experts' opinions W = 0; in the case of complete unity of experts opinions W = 1. Therefore, based on the value of the concordance coefficient W we can conclude that the experts' opinions are consistent.

To assess the significance of the concordance coefficient W, we use the Pearson statistical criterion χ^2 , according to which:

$$\chi^2 = \frac{12S}{mn(n+1)} = n(m-1)W$$

In our case
$$\chi^2 = 9(12 - 1) \cdot 0,855 = 84,15$$

Comparing the empirical value of χ^2_{emp} with a tabular value of χ^2_{crit} for the number of degrees of freedom k = n-1 = 9-1 = 8 at the level of significance $\alpha = 0,05$, we note that obtained $\chi^2_{emp} = 84,15$, and tabular $\chi^2_{crit} = 15,51$.

In our case $\chi^2_{emp} > 15,51$.

This means that W = 0.855 is not a random variable, so the results are logical, reliable and can be used in further studies.

According to the ranking results, we have a hierarchy of pedagogical conditions of developing legal competence of economic colleges' teaching staff (Fig. 1).

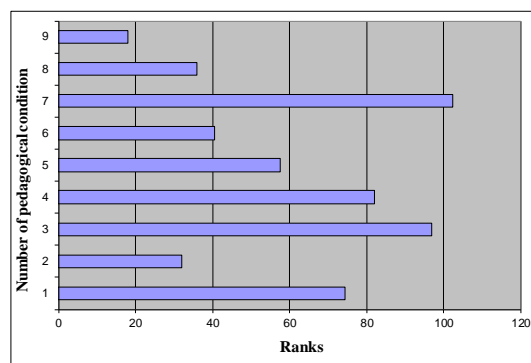


Figure 1 – Ranks of pedagogical conditions of developing legal competence of economic colleges' teaching staff

The pedagogical condition of developing legal competence of economic colleges' teaching staff with the rank №1 is *improving the content of educational programs for professional development of economic colleges teaching staff through the introduction of integrated legal courses that would ensure the purposeful development of their legal competence.*

The analysis of the proposals of the subjects of advanced training and internships, which are presented on the domestic market of educational services, gives grounds to claim that insufficient attention is paid to the development of legal competence of teachers of various educational institutions, including economic colleges. It should be noted that some topics related to the legal regulation of educational activities are sometimes provided by the content of relevant educational and professional programs, which, in our opinion, is insufficient. Therefore, in order to ensure a successful process of developing economic colleges teachers' staff legal competence, there is a need to work out integrated courses of a legal thematic and implement them in the educational activities of postgraduate education institutions.

The integrated nature of these courses implies the need to structure and combine in a logical chain educational material from different fields of law, knowledge of which is necessary for the successful implementation of professional activities by teachers of economic colleges. In particular, in our opinion, such knowledge includes the provisions of legislation in education sphere, constitutional, labor, civil and intellectual property law, as well as the regulation of legal relations in various spheres of economic activity according to the specifics of disciplines taught by teachers.

For this purpose, we have developed a special course-workshop "Legal competence of economics college teachers' staff: theory, methodology, practice", which aims to meet the educational needs of teachers in current legal knowledge. These special course combines educational materials from various fields of law and economics and is directed on the purposeful developing of legal competence of teachers staff of economic colleges.

Pedagogical condition of developing legal competence of economic colleges' teaching staff with the rank № 2 is *creating information and educational environment in postgraduate education institutions, which will help to meet the educational needs of teachers.*

In our opinion, the thesis that in modern conditions providing quality educational services is impossible without the widespread use of information and telecommunications technologies is convincing. At the same time, depending on the form of educational process organizing, they can serve as the additional aids to improve the quality of learning and providing control, and be the main tool, as well, as in distance education.

Information and telecommunication technologies applying in educational activities makes it more accessible to different categories of citizens, expands the geography of educational services, provides structuring of educational material, contributes to the successful achieving the goals of the educational process and more. It is the introduction of information and telecommunication technologies in the educational activities of educational institutions that is associated with the emergence of such a category as the educational and information environment.

O. Koshuk notes that so far there is no terminological unity of scientists in defining the concept "educational and information environment". Scientists interpret it as a set of technical and software means of storing, processing and transmitting information, as a set of conditions for the implementing information technologies in the educational process, as a pedagogical system (or subsystem of the pedagogical system). At the same time, the scientist stresses that it is generally accepted that the use of information resources, electronic means, methods of obtaining, processing, using, creating information in a holistic, systematic way significantly intensifies the educational process, makes it effective (or makes the pedagogical system effective) [20, p. 250-251].

Introducing information and telecommunication technologies to the pedagogical system of developing legal competence of economic colleges' teaching staff will lead to qualitative changes

in functioning of structural elements of this system and will promote the introduction of innovative learning technologies. Changes in the traditional roles of the subjects of the educational process, modernization of its tasks, tools, forms and methods of educational activities will be the consequence of this process and will ultimately promote the quality of education in general.

We support the opinion of O. Koshuk that the information and educational environment is not only technical and software tools, and the problem of creating it cannot be solved with delivering them to the educational institution. The researcher notes that for the effective use of information technologies in education it is necessary, first of all, to provide the intellectual component of such environment: informatization of the educational institution should be carried out with the help of network coordinators-programmers who manage the process of information and educational environment creating and the teachers staff should possess knowledge of techniques for working with new computer technologies and the ability to effectively use this knowledge to solve pedagogical problems [20, p. 251]. This requires increasing the level of information and telecommunication competence and digital literacy of teaching staff of economic colleges, which will allow them to navigate freely in the arrays of legal information contained in free access on the Internet, analyze it analytically, use educational online platforms and data banks create educational content and communicate with students, colleagues and scholars to participate in various educational and research projects on legal issues. The availability of the outlined competencies will also contribute to the effective legal self-development of teachers staff of economic colleges in the intercourse period of professional development or internship.

Thus, creating information and educational environment in postgraduate education institutions and increase the level of information and telecommunication competence of economic colleges' teachers staff will promote the development of their legal competence and provide such opportunities: to receive educational services from various domestic and foreign entities without paying attention to their location in the convenient time and way; to have access to legal information, scientific, educational and reference literature on legal issues; to use information technologies for legal self-development; finding ways to solve problematic issues of professional activity with the use of legal mechanisms; participate in scientific and educational forums aimed at developing the professional qualities of teachers, including legal issues, etc.

Creating information and educational environment in postgraduate education institutions forms the basis for constructing a third pedagogical condition - *using innovative teaching technologies for developing legal competence of economic colleges' teaching staff, which a group of experts gave rank № 3.*

The use of innovative teaching technologies in the educational process is due to the rapid digitalization of the educational sphere and aimed at introducing new or improving existing technologies for educational activities, the ultimate goal of which is to improve the quality of educational services.

Innovative technologies, along with traditional ones, allow to significantly expand the opportunities for education in Ukraine and effectively implement the concept of lifelong learning in the domestic educational space. They give teachers the opportunity to choose the individual educational trajectory depending on their lifestyle, location and work, interest in studying in the appropriate specialty, in a particular educational institution in Ukraine or abroad, and so on.

Among the set of innovative technologies that can contribute to achieving this goal, we distinguish distance learning, technology project and problem-based learning, coaching and case technology. Each of them is aimed at the development of various components of legal competence and has its own specific application.

The introduction of innovative learning technologies aimed at gaining experience in solving professional problems using legal knowledge can be recommended both in the system of postgraduate pedagogical education, including direct training and internships, and in the intercourse period through self-education and in the process of preparing for classes with future specialists of economic profile.

The next pedagogical condition of developing legal competence of economic colleges' teaching staff, which has a rank № 4, is the *forming stable motivation of teaching staff to increase the level of legal competence.*

The importance of motivation problems is undeniable in terms of both science and practice, because the clear development of effective system of motivation depends not only on increasing social and creative activity of the person, but also specific results achieved in various fields.

Psychological science defines motivation as a person's interest, justification of his/her desires and aspirations. It is a combination of intellectual, physiological, mental processes that in specific situations determine how decisively a person acts, and in which direction his /her energy is concentrated [21, p. 3].

The basis of the motivational sphere of the individual are the needs, which are dynamically active states of the individual, expressing his/her dependence on specific conditions of existence and generating activities aimed at giving up with this dependence. The need, mediated by a complex psychological process of motivation, manifests itself psychologically in the form of a motive for behaviour. The need is a person's lack of something specific, and the motive is justifying a decision to satisfy or not to satisfy a specified need in a given objective and subjective environment.

Based on the results of research by M. Varyi [22], O. Leontiev [23], S. Maksimenko [24], A. Maslow [25] and others, we can state that motivation is one of the key problems of personality psychology, which determines activity and the success of any activity, including cognitive. This is what motivates human activity, why it happens. Motives denote all sorts of phenomena and conditions that cause a person's activity. The motive can be only a conscious need and only if the satisfaction of this specific need, repeatedly going through the stage of motivation, directly takes effect [26]. In this context, O. Radkevych rightly notes that "...only the conscious activity of the individual has a developmental impact on it. In this case, the individual as a subject of activity interacts with the environment, consciously sets a goal, selects tools for achieving it, shows physical and mental activity, plans the means to achieve the goal, realizes their plans and aspirations" [19, p. 297-298].

Thus, understanding the motives provides the key to explaining human behaviour and organized activities. If a person has a motive that motivates action, then his/her energy and efforts are manifested largely than in the absence of such one. They can manifest themselves in the form of desires, intentions, beliefs, ideals, interests, and so on. Persistent motives, endowed with considerable motivation, are usually leading and give a person's actions a certain personal significance.

I. Mosya in the thesis, based on the theoretical approaches of V. Milman [27], gives the structure of the person activity, which consists of motivation (need, motive, object, purpose); instrumental (conditions, means, composition) and controlling (control, evaluation, product) subsystems [8, p. 78]. At the same time, the researcher considers need as a source of human activity, because the process of satisfying needs is an active, purposeful process of mastering the form of activity; motive – as a motivating cause of actions and deeds and the goal – as an imaginary result, the program of actions of the person [8, p. 78]. The said above gives the grounds to suggest that the activity and success of developing the legal competence of economic colleges' teachers staff depends on the level of forming and developing of the incentive subsystem, namely the needs,

motives and purpose of activities, which in turn activates the instrumental and control subsystems, which ultimately leads to obtaining the end result – increasing the level of legal competence.

Useful for understanding the psychological aspects of the professional development of economic colleges' teaching staff are the provisions of motivation theories, which are based on the results of psychological research of human activity in the society. According to them, human activity is determined simultaneously by several motives, one of which is the main, leading, and others subordinate, sometimes performing the function of additional stimulation.

The peculiarity of the leading motives is that in addition to the function of motivation and direction of activity, they give the activity, its objects and conditions a specific personal meaning. Each of the motivation theories seeks to reflect this specificity. Theories of motivation developed so far can be divided into two categories: content and procedural [28].

Content motivation theories are based on determining the list and structure of people's needs that force them to act in a certain way. They consider active needs that motivate people to take action, especially in determining the scope and content of these activities.

The component of content motivation theory is the theory of the needs hierarchy of A. Maslow, which divides the whole set of human needs into five levels:

- 1) Physiological needs - necessary for human existence. It is the need for food, water, sleep, housing etc.
- 2) Needs for security and protection – necessary for protection against dangers, confidence in the future, etc.
- 3) Social needs or needs for belonging - a sense of belonging to someone or something (individual, family, team, organization, etc.), the feeling that you are perceived, social interaction and support.
- 4) The need for respect is the need for recognition of one's own achievements, sense of self-worth, independence, competence, and so on.
- 5) The need for self-realization which is an opportunity to apply one's own creative potential in everyday life [28, p. 274].

All these needs are located in the form of a hierarchical pyramid, which is based on physiological needs. The theory determines that at any given time a person will strive to meet the need that is stronger and more important (dominant) for him. On the other hand, before the need of the next level becomes the most powerful, determining factor in human behavior, the need of a lower level must be met. At the same time, as a person's development as an individual expands his or her potential, the need for self-expression can never be fully met. Therefore, the process of motivation through needs is infinite [28, p. 275].

Transforming the provisions of the theory of the hierarchy of needs into pedagogical conditions of developing legal competence, we can admit that economic colleges' teachers staff will be motivated to improve their professional level when the following needs of lower level are met: creating proper professional and living conditions for pedagogical activity; providing proper payment for work, ensuring the necessary material and technical base; working out organizational, informational and methodological support of the educational process, introducing adequate requirements for the effectiveness of professional activities, etc.

Procedural theories investigate how a person distributes efforts to meet needs in the process of achieving goals and how he/she chooses a particular type of behaviour (action). They also provide motivating role of needs, but the motivation itself is considered in terms of how a person forms and directs his/her efforts to achieve results [29, p. 234].

In the context of developing legal competence of economic colleges teachers staff the provisions of the theory of expectations of A. Vroom, one of the procedural theories, are useful. The theory determines that the presence of any active need is not the only necessary condition for motivating a person to achieve certain results. One must also hope that the type of behaviour one chooses will really satisfy a need or obtain a desired good.

Expectation is considered to be the person's assessment the probability of a certain event. In the analysis of motivation, the theory of expectation focuses on three interdependencies:

- time - results (the relationship between effort and results);
- results - rewards (expectation of certain rewards for the achieved results);
- valence (predicted degree of relative satisfaction or dissatisfaction with the reward) [28, p. 248].

That is, the theory of expectations determines that a person wants to get a reward for the work performed, which will meet his/her needs. The ratio between the received rewards to the desired (expected) is considered as the degree of satisfaction of needs. A person intensifies his/her activity if the amount of reward received is close to expected, i.e. the degree of satisfaction of the need is maximum.

The expected reward is determined by the person subjectively based on an assessment of the cost of effort and results. The lack of a clear relationship between costs and performance, as well as between performance and reward, can lead to internal psychological stress, and a person will seek to reduce the intensity of the work.

This means that in order to effectively motivate economic colleges' teaching staff to increase the level of their legal competence, it is necessary to ensure the optimal ratio between the effort spent on professional development, the results obtained and the reward for this activity. That is, teachers must be clearly aware of the benefits of achieving the appropriate level of legal competence (career opportunities, financial incentives, increasing authority in the team, the ability to defend their rights using legal knowledge, rapid adaptation to new conditions and requirements for educational activities, etc.) , as well as be able to take appropriate measures in the optimal time and in a convenient way with a guaranteed ability to achieve the expected results.

Other identified pedagogical conditions (taking managerial and organizational-methodological measures by the management of institutions of professional pre-higher education, aimed at purposeful development of legal competence; ensuring teaching staff free access to educational resources and data banks, that contain legal information, directly from the workplace and improving the material and technical base of the institution of professional pre-higher education; stimulating teaching staff to increasing the level of legal competence by means of self-educational activities; creating favourable educational environment in the institution of professional pre-higher education, which promotes professional development and self-improvement of teachers; encouraging teaching staff to purposefully develop the reflective sphere of their personality, which will contribute to a deeper and more comprehensive understanding of the need for systematic improving of legal competence and professionalism) have their impact on organizing educational activities aimed at developing legal competence of economic colleges teachers staff, but are of somewhat secondary importance.

6 Conclusion

In the process of research the method of expert assessments allowed to identify and substantiate pedagogical conditions that have an effective impact on the success of the process of developing economic colleges' teachers staff legal competence, including: improving the content of educational programs for

professional development of economic colleges teaching staff through the introduction of integrated legal courses that would ensure the purposeful development of their legal competence; creating information and educational environment in postgraduate education institutions, which will help to meet the educational needs of teachers; using innovative teaching technologies for developing legal competence of economic colleges' teaching staff; forming stable motivation of teaching staff to increase the level of legal competence.

Further research will be aimed at experimental verification of identified and theoretically grounded pedagogical conditions by conducting a formative experiment.

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