



Analysis of demand for legal education in higher education institutions and prospects for subsequent employment in Ukraine

Oleksandr Lytvynov*

Doctor of Law, Professor

R. Glier Kyiv Municipal Academy of Music

01032, 31 Hetman Pavlo Skoropadskyi Str., Kyiv, Ukraine

<https://orcid.org/0000-0002-2257-2224>

Volodymyr Lytvynov

Postgraduate Student

Volodymyr Dahl East Ukrainian National University

01042, 17 John Paul II Str., Kyiv, Ukraine

<https://orcid.org/0009-0004-2081-4017>

■ **Abstract.** The relevance of the study is determined by the need to modernise Ukraine's system of legal education in the context of increasing competition in the labour market and the necessity to align the professional training of lawyers with contemporary international standards. The purpose of the study was to identify the specific features of legal training in Ukraine and to assess its compliance with the requirements of the legal labour market. The methodological framework comprised analysis, synthesis, comparison, deduction, as well as formal-legal and comparative methods. On the basis of reports by the Ministry of Education and Science of Ukraine, the National Agency for Higher Education Quality Assurance, and the Association of Legal Clinics of Ukraine, it was established that the practical component of training accounts for only 15-20% of the curriculum, whereas in the United States its share reaches 30-35%. The comparative analysis of educational models demonstrated the higher effectiveness of clinical education, paid internships, and formative assessment of competences, which provide graduates with a broader range of professional skills. An additional analysis of employment trends showed that the proportion of young lawyers who obtain employment in their field within the first year remains below 50%, which correlates with the limited volume of practical modules and underdeveloped mechanisms for assessing professional skills. A conceptual three-level model for evaluating the effectiveness of training future lawyers (content-structural, competence-based, and market-analytical levels) was developed, enabling educational outcomes to be correlated with employment indicators and the structure of demand for legal services. The proposed recommendations may be used to update standards of legal education, develop dual programmes, and strengthen practice-oriented training in Ukrainian law schools

■ **Keywords:** competence-based approach; graduate employment; legal education; quality assurance in education; legal labour market

■ Introduction

The relevance of the study is determined by the need to create an effective model of higher legal education in Ukraine that would meet the contemporary requirements of the country's socio-economic and legal

development. Despite the introduction of new mechanisms of quality assurance in education over the past decade, a coherent model for regulating the market for legal education provision has yet to be formed. The

Suggested Citation:

Lytvynov, O., & Lytvynov, V. (2025). Analysis of demand for legal education in higher education institutions and prospects for subsequent employment in Ukraine. *Professional Education: Methodology, Theory and Technologies*, 11(2), 61-74. doi: 10.69587/pemtt/2.2025.61.



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

*Corresponding author

reform of higher education has stimulated the development of educational programmes, including those in legal disciplines, their alignment with the standards of the Bologna Process, and the introduction of a competence-based approach. However, the effectiveness of these changes in the context of training competitive legal professionals and their subsequent employment remains an open question.

Problems of legal education and graduate employment are actively examined in academic doctrine. As noted by O.A. Bilichak (2019), there is an urgent need to overcome the gap between the theoretical knowledge provided to students and its practical application. The researcher found that the majority of higher education institutions do not include, within compulsory course blocks, practical tasks such as drafting procedural documents, analysing real court cases, or participating in moot court hearings. V. Ternavska (2022) analysed trends in the development of legal education in Ukraine and proposed ways to improve it, concluding that there is a need to strengthen the practical component of training and introduce interactive teaching methods. N. Milovska (2021) examined the problems of adapting graduates of law faculties to labour market requirements, emphasising the lack of practical experience in working with procedural documents and participating in court proceedings. N. Spasibukhov (2024) highlighted the effectiveness of involving practising lawyers in teaching and organising internships as a tool for developing practical skills. A.V. Ivantsova (2020), comparing American and Ukrainian models of legal training, concluded that clinical legal education, widespread in the United States, is one of the most effective ways of forming practical competences, and that its elements should be integrated into the educational process of Ukrainian higher education institutions.

Current trends in the global development of legal education indicate a gradual shift from an academic-theoretical to a practice-oriented approach. F. Bartlett *et al.* (2022) demonstrated that student participation in pro bono clinics not only develops professional skills but also increases employability. A comparative study conducted in Australia, South Africa, and Chile showed that students who participated in clinical programmes display more developed legal reflection, stronger client-handling skills, an enhanced ability to analyse legal risks, and greater flexibility in adapting to employer requirements. This research is relevant for the Ukrainian context, as it confirms the advantages of learning-through-practice models in legal training, which correspond to European approaches to competence-based educational design.

Further development of this idea was presented by J. Alexander (2023), who proposed a model for shaping professional identity and confidence in future lawyers through clinical education. The author argued that clinical courses are a powerful instrument not only for

developing practical skills but also for cultivating professional values such as responsibility, ethical sensitivity, communication skills, and the capacity for self-reflection. Successful professional training of lawyers presupposes a combination of academic theory with experiential learning that facilitates the transfer of legal knowledge into practice. Such programmes enable future professionals to recognise the social role of the profession and to prepare for cooperation with various sectors of society.

Digital competence of lawyers is gaining additional importance and is now regarded as an integral component of professional readiness. K. Martzoukou *et al.* (2022) found that a significant proportion of law students assess their own digital skills as insufficient for the contemporary labour market. The development of information-analytical abilities, skills in using legal databases, electronic court platforms, and artificial intelligence tools is becoming a crucial condition for successful professional realisation of graduates. Consequently, educational programmes should integrate elements of digital literacy at all stages of the learning process and provide students with practical tools for working in the electronic legal environment. In the European context, M. Mazzetti (2024) drew attention to the comparative-law approach in professional legal education, emphasising the importance of methodological analysis in teaching law and forming competences of future professionals. The researcher demonstrated that the comparative-law method contributes to the development of analytical thinking and a deeper understanding of legal processes in an international context. Integrating such methods into the curricula of law faculties promotes the formation of global legal awareness and the ability to adapt to a changing international environment.

Despite a substantial body of research devoted to the modernisation of legal education, a number of important aspects remain insufficiently explored. Academic studies tend to focus on individual structural elements of educational programmes, while a comprehensive comparison of the content-structural, competence-based, and market components of legal training in Ukraine has not yet been presented in a systematic manner. The relationship between theoretical modules and practice-oriented components, the misalignment between learning outcomes and labour market requirements, as well as the real impact of clinical training, digital tools, and interdisciplinary specialisations on graduates' professional capacity remain under-researched. There is also a lack of studies in which the Ukrainian model of legal education is directly compared with the American one in terms of practical training, professional identity, and employment indicators.

The purpose of the study was to identify the specific characteristics of legal training in Ukraine and to assess its compliance with labour market requirements in the legal sphere. The objectives of the study were to

identify key problems in the training of Ukrainian lawyers, analyse employer requirements for young professionals, and, drawing on the experience of the United States, develop recommendations to enhance the effectiveness of professional legal education.

■ Materials and Methods

The methodological framework of the study constituted an integrated system of analytical tools aimed at a comprehensive analysis of legal training in Ukraine and its comparison with the American model of professional legal education. The study covered the period from 2020 to 2025, selected as a representative timeframe for assessing structural changes in legal education, updates in state policy, and dynamics of graduate employment, which were most pronounced during this period. The first stage involved a systematic examination of statistical reports of the Ministry of Education and Science of Ukraine (2025), containing data on enrolment dynamics in the specialty 081 “Law”, admission volumes to higher education institutions, and graduate employment indicators. These materials made it possible to conduct a structural-dynamic analysis of changes in state policy regarding legal education, correlate employment trends with the overall number of graduates, and clarify the proportion of individuals who successfully integrate into the labour market. Additionally, regulatory and analytical reports of the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b), an analytical review by the Ministry of Justice of Ukraine (2018), and materials from the International Labour Organization (2021) were analysed. Content analysis of these sources enabled the identification of institutional parameters of state regulation, accreditation requirements, assessment mechanisms, and socio-economic factors shaping demand for legal professions.

Within the study, an in-depth analysis of the structure of Ukrainian educational programmes for training lawyers was conducted. For this purpose, reports of the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b) concerning the composition of typical curricula, the ratio of theoretical and practical disciplines, quantitative indicators of practical training, as well as the requirements of state standards (Ministry of Education and Science of Ukraine, 2025) were examined. The method of analysis allowed the identification of key structural elements of programmes, while the comparative method made it possible to determine the average proportion of practical components in Ukrainian higher education institutions.

The comparative analysis of the American model of legal education was based on official reports of the American Bar Association (n.d.) for 2022-2024, in particular the Employment Summary Reports (Standard 509), which constitute the primary source of standardised information on the structure of Juris Doctor programmes, the scope of clinical courses, formative assessment

mechanisms, and graduate employment outcomes. The choice of these documents was justified by their evidential value, as they provide the most representative data for accurate comparison with the Ukrainian context. For an in-depth analysis of the practice-oriented component, contemporary empirical studies on clinical education and the formation of professional competences of future lawyers were used (Bartlett *et al.*, 2022; Donnelly, 2022; Alexander, 2023). The use of these sources made it possible to combine structural data from the American Bar Association with empirical evidence on the effectiveness of clinical learning, ensuring a methodologically robust basis for model comparison. Content analysis of programme and analytical materials enabled the generalisation of key parameters of American programmes: the share of practical modules, the structure of clinical training, the use of simulation-based courses, systems of admission to the profession, and the logic of professional accreditation. This made it possible to correlate them with the Ukrainian model, in particular by identifying differences in the share of practical training, the use of formative assessment, the level of institutional autonomy, and the degree of student integration into the professional environment.

The method of synthesis was applied to integrate the results of analysing Ukrainian and American educational models and to construct a generalised logic of the functioning of the contemporary legal education system. Attention was focused on identifying common and distinctive features of the models that determine graduates' competitiveness in the labour market. The application of the comparative method made it possible to juxtapose different models of professional legal training, generalise structural characteristics, levels of practice-oriented preparation, and the logic of competence assessment. In this context, external studies describing alternative models of legal education were examined (Kakhnych, 2021; Weber *et al.*, 2025; Karttunen *et al.*, 2025), enabling the identification of universal parameters of an effective system of professional training and their correlation with the state of Ukrainian programmes.

The final stage involved the development of a conceptual model for evaluating the effectiveness of professional legal training, integrating three interrelated levels – content-structural, competence-based, and market-analytical. Its construction was based on the analysis of statistical reports on enrolment and employment by the Ministry of Education and Science of Ukraine (2025), accreditation requirements of the National Agency for Higher Education Quality Assurance of Ukraine (2024a), and comparison with external international models. This approach made it possible to systematically assess the interconnection between the normatively defined structure of education, the actual level of competence formation among students, and employment factors, thereby ensuring the comprehensive nature of the study.

■ Results

The study of the professional training of future lawyers in Ukraine in 2020-2025 made it possible to identify a set of systemic problems and development trends within the education sector. Analysis of the Ministry of Education and Science of Ukraine (2025) report showed that demand for the specialty 081 "Law" remains consistently high, although the graduate labour market over the period in question was characterised by oversupply. Despite a reduction in the number of state-funded places and an increase in the competitive entry threshold, legal education continues to hold its position among the most popular fields. A structural-dynamic analysis of statistical data made it possible to trace changes in the profile of applicants and the relationship between demand for legal education and actual employment outcomes, revealing uneven trends at different stages of 2020-2025. According to the Ministry of Education and Science of Ukraine report, the share of law graduates employed in their field within the first year after obtaining a diploma is only 42-47%, depending on the graduation year and region. This figure was confirmed by comparing the share of graduates employed in-field with the total number of individuals who completed studies in the relevant year, in accordance with the statistical data of the Ministry of Education and Science of Ukraine report.

Among the key reasons for this situation is a mismatch between students' academic achievements and the practical competences required for work in the legal environment. According to the analytical review by the Ministry of Justice of Ukraine (2018), employers noted an insufficient level of practical skills among law graduates: 42% of applicants experienced difficulties in drafting procedural documents, 37% in performing basic representation procedures, and 46% in applying legal analysis algorithms. This indicates the absence of an effective mechanism for assessing professional competences within master's programmes. Traditional formats – defence of a qualification thesis or a state examination – do not always reflect the real level of students' practical preparation. Overall, demand for legal education among prospective graduates remains steady despite the progressive oversaturation of labour supply in the market. Applicants do not always base their choice on the "prestige" of a particular institution; factors influencing their decision also include geographical proximity to their place of residence, the organisational support offered to students, and tuition fees (Lauder & Mayhew, 2020). Based on data from the Ministry of Education and Science of Ukraine (2025) report, it was established that, notwithstanding high and stable demand for legal education, the proportion of graduates who secure in-field employment within the first year after receiving a diploma remains below 50%. The main causes of this phenomenon remain both a mismatch between jobseekers' expectations and available

vacancies on the labour market (in particular, the level of remuneration offered to junior specialists) and a mismatch between jobseekers' qualifications and employers' requirements.

An analysis of current educational programmes in law faculties of Ukrainian higher education institutions confirmed the dominance of a theoretical-dogmatic approach over practical training, which substantially reduces graduates' competitiveness in the labour market. According to the National Agency for Higher Education Quality Assurance (2024) and the Ministry of Justice of Ukraine (2018), on average more than 70% of subjects belong to the theoretical block – constitutional, administrative, civil, criminal, commercial, and international law – whereas practical modules – legal clinics, internships, court simulations, and applied disciplines – account for, on average, 15-20% of the curriculum. This imbalance produces a predominantly academic type of specialist who possesses deep knowledge of legal norms but does not always have the skills to draft procedural documents, conduct negotiations, use legal IT tools, and comply with professional ethics in a real working environment. A comparison of typical curricula of Ukrainian universities with those of leading American institutions, as presented in the Employment Summary Reports (Standard 509), shows that in the United States the share of practical courses, clinical work, and paid internships amounts to 30-35% of total training volume (American Bar Association, n.d.). As a result, students in Ukrainian higher education institutions acquire predominantly theoretical knowledge without the opportunity for systematic application, which explains the low in-field employment rates recorded in the Ministry of Education and Science of Ukraine (2025) report. Content analysis of materials from the Ministry of Education and Science of Ukraine and the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b) confirmed that the key problem areas remain legal writing, analysis of case law, and application of representation procedures. The Association of Legal Clinics of Ukraine report (2024) notes that students in legal clinics prepared 8,960 procedural-legal documents and carried out 326 instances of representation of interests in courts and other bodies. The performance indicators of educational programmes and the activities of legal clinics recorded in the Association of Legal Clinics of Ukraine report demonstrate that the practice-oriented component of training directly affects graduates' level of professional readiness. The International Labour Organization (2021) programme identifies the need to combine professional educational outcomes with the principles of decent work, digitalisation, and labour-market mobility, which may serve as a benchmark for modernising Ukrainian law programmes. Employers in the legal sector, according to analytical data from the National Agency for Higher Education Quality Assurance (2024)

and the International Labour Organization, set a clear requirement to combine deep knowledge in core substantive and procedural fields with practical skills of applying it. This concerns not only knowledge of normative acts, but also the ability to draft procedural documents correctly, analyse case law, negotiate, conduct legal risk analysis, and provide legal support for projects in the business environment. A graduate of a higher law school who has not been able to gain practical experience during study or has not completed internships typically does not meet these requirements. This creates a gap between employers' expectations and the actual level of preparation of young specialists, which is particularly visible in the private sector, where a lawyer is expected not only to be legally literate but also capable of making operational decisions in a dynamic legal environment (Li, 2023).

A comparative analysis based on the Employment Summary Reports (Standard 509) – the official reporting form of US law schools published by the American Bar Association (n.d.) – confirmed that in the United States the emphasis in legal training is shifted towards building professional competences through clinical practice, simulated court proceedings, and extended paid internships. Students have the opportunity to apply knowledge in real or near-real conditions already during their studies. In Ukrainian universities, such a model has not yet become systemic: practical training is often reduced to short-term work placements without a clear mechanism for assessing outcomes. A difference is also evident in approaches to quality assurance: in the United States, key benchmarks include the bar passage rate and employment in the JD Advantage category, whereas in Ukraine employment outcomes do not directly influence curriculum updates. According to the National Agency for Higher Education Quality Assurance (2024), Ukrainian legal education partially corresponds to the principles of “employability-oriented education”, but lacks systemic implementation of the competence-based approach. Unlike Ukraine, legal education in the United States is postgraduate in nature. To enter law school, students first obtain a bachelor's degree (four years) in any field, and then study for a three-year Juris Doctor programme. It is accredited by the American Bar Association and includes compulsory modules in legal writing, advocacy, mediation, legal research, and clinical practice. The share of practical training within the programme reaches 30-35%, and students' participation in clinics, internships, and educational moot court proceedings is a necessary condition for obtaining the degree. The final stage of

professional training is the Bar Exam – a comprehensive examination in substantive and procedural law, characterised by a high level of difficulty and serving as a marker of graduates' professional readiness.

Legal training in the United States has a distinct system that differs substantially from the Ukrainian one. Unlike Ukraine, where students may enter a law faculty directly after school, in the United States legal education is postgraduate. Future lawyers must first obtain a bachelor's degree (typically four years of study) in any field. Popular subjects include political science, history, and English, but any discipline may be chosen. After earning a bachelor's degree, candidates apply to law schools. They must take the standardised Law School Admission Test, which assesses analytical and logical skills. The admissions process also includes submitting letters of recommendation, writing a personal statement, and undertaking an interview. The programme of study at law school usually lasts three years and leads to the Juris Doctor degree. The first year typically covers foundational areas of law: civil law, criminal law, constitutional law, contract law, and so forth. In the second and third years students may choose specialised courses aligned with their interests. Considerable attention is paid to the development of practical skills. Students participate in moot courts (simulated hearings) and clinical programmes where they work with real clients under the supervision of academic staff. Many students undertake summer internships in law firms, which often serve as a route into future employment. After graduating from law school, graduates must pass the licensing examination in the state where they intend to practise. This examination is difficult and comprehensive, testing knowledge of both federal law and the law of the specific state. Preparation for the Bar Exam often takes several months of intensive study.

After obtaining a licence to practise, lawyers are required to engage in continuous professional development. Most states require lawyers to complete a certain number of hours of further training each year to maintain their licence. Many lawyers pursue additional specialisation through Master of Laws (LLM) programmes, which usually last one year. Some also obtain a doctoral degree (S.J.D. or J.S.D.) for an academic career. The American Bar Association plays a key role in setting standards for legal education and accrediting law schools. Membership in professional associations is important for networking and professional development. Table 1 presents a generalised comparison of the key structural differences between the Ukrainian and American models of legal education.

Table 1. *Structural differences between the Ukrainian and American models of legal education*

Criterion	Ukraine	US
Type of educational model	Bachelor's + Master's (5.5-6 years)	Postgraduate J.D. programme (3 years after a Bachelor's)
Share of practical subjects	15-20%	30-35%

Table 1. Continued

Criterion	Ukraine	US
Availability of legal clinics	In 38% of universities; irregular	A compulsory component of the J.D. programme
Internships	Irregular; mostly short-term	Paid internships and clerkships are standard
Assessment of readiness for the profession	State examination / qualification thesis	Bar Exam, a condition of entry to the profession
Links with employers	Episodic; informal	Institutional; embedded in accreditation
Level of digitalisation in education	Moderate; fragmented implementation	High; digital justice is part of training
Graduate employment	42-47% in the first year	80-90% in Bar Passage Required + JD Advantage categories

Source: compiled by the authors on the basis of F. Bartlett et al. (2022), L. Donnelly (2022), J. Alexander (2023), National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b), the Ministry of Education and Science of Ukraine (2025), the American Bar Association (n.d.)

The Ukrainian system of legal education is characterised by earlier entry of students into professional training (from the bachelor's level), but has a substantially lower share of practice-oriented components – 15-20% versus 30-35% in leading international models – and a weaker institutional link with the legal labour market, as reflected in the limited role of paid internships, clinical education, and partnerships with legal employers. The American model demonstrates a higher level of integration between theory and practice, clear accreditation standards, and direct participation of professional associations in regulating educational quality. In the longer

term, it is advisable for Ukraine to introduce structural elements characteristic of the US system, in particular a unified qualification examination for lawyers, an increased share of clinical education, expanded partnerships with law firms and international organisations, and a focus of curricula on developing practical and interdisciplinary competences that determine the competitiveness of the modern legal professional. On the basis of the findings, a conceptual model for evaluating the effectiveness of training future lawyers was developed, encompassing three interrelated levels: content-structural, competence-based, and market-analytical (Fig. 1).



Figure 1. Conceptual model for evaluating the effectiveness of training future lawyers

Source: compiled by the authors

The first level, presented in Figure 1, defines the logic of curriculum design, the ratio of theoretical and practical subjects, and the presence of clinics, internships, and interdisciplinary modules. The second level provides for assessing the formation of professional skills (drafting procedural documents, legal analysis, client communication). The third, market-analytical level assesses the correlation between educational training and in-field employment indicators, and also takes into account trends in the legal services market. It is this level that ensures the transition from internal parameters of programme quality to external indicators of graduate success and makes it possible to interpret educational outcomes through the prism of labour-market supply and demand. Accordingly, further analysis of enrolment dynamics, applicants' motivations, and actual employment trajectories is viewed as an empirical test of the hypotheses embedded in the model: the extent to which the current structure of programmes and the real level of competences formed correspond to employers' expectations and macro-trends in the legal market.

Within the study, employer requirements in the legal sector regarding professional and general competences

of future lawyers were also systematised. Analysis of the legal services market shows that the modern legal professional must possess not only solid theoretical knowledge but also practical skills in applying legal rules, the ability to negotiate, analyse risks, draft procedural and contractual documents, provide legal support for commercial activity, and work with digital platforms of a legal focus. This is also confirmed by surveys of law firms and recruitment agencies, which note that candidates for junior lawyer positions should demonstrate the ability to work with large volumes of information, build legal argumentation, analyse case law, and apply problem-solving algorithms to legal issues. Labour-market indicators in the legal field clearly point to the growing role of practical competences, which become decisive in hiring decisions. Studies by the International Labour Organization (2021) and the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b) emphasise that graduates are expected not only to possess academic knowledge, but also to be able to apply it in practical situations, work with cases, payment documents, contractual structures, procedural motions, and other

documents forming the basis of a lawyer's day-to-day work. In this context, the problem of insufficiently developed soft skills is highlighted: communication, critical thinking, time management, and teamwork. Particular attention was drawn to interdisciplinarity as one of the defining criteria of modern legal education. According to the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b), employers expect young lawyers to be able to operate at the intersection of law, economics, finance, management, and information technology. At the same time, in most Ukrainian programmes interdisciplinary preparation is fragmented, largely through elective courses or individual study loads. As a result, graduates are often insufficiently prepared for work in areas where legal issues are closely intertwined with business analytics, financial audit, IT compliance, communications, and project management. A further aspect concerned assessing students' readiness for professional activity, including psychological and communicative components. According to survey results reported by the National Agency for Higher Education Quality Assurance (2024) and the International Labour Organization, a significant proportion of students face fear of responsibility, insufficient independence in decision-making, difficulties in negotiating with clients, and lack of confidence in their professional skills. These problems are exacerbated by the absence of adequate preparation for work in a real legal environment, where high requirements for accuracy and responsibility are combined with the need to respond quickly to changing circumstances. The conclusions confirm that young lawyers often have inflated expectations regarding working conditions and pay, linked to insufficient awareness of the real state of the legal services market. A significant proportion of graduates are not ready for high workloads, intensive schedules, complex negotiations, and diverse tasks, which creates an imbalance between their expectations and the realities of professional activity. This is evident both in the public sector, where competition for posts is high, and in the private sector, where employers require flexibility, adaptability, and an understanding of business processes from junior specialists.

A separate strand of the research examined the impact of digitalisation on the quality of legal education. The introduction of electronic platforms for analysing case law, training simulators, and digital justice tools is gradually transforming approaches to teaching legal disciplines. In Ukraine during 2020-2025 there was a gradual expansion of digital services such as court-decision analysis systems, counterparty checkers, automated legal document builders, and other digital solutions for legal practice. This contributes to increased digital literacy and skills in using legal-tech tools. One of the key instruments of digitalisation in Ukrainian legal education has been platforms providing online access to court decisions and legal databases. The use

of such resources allows students to work through real cases, analyse precedents, and prepare legal positions on the basis of up-to-date practice. Big-data processing technologies, artificial intelligence in legal analytics, and modelling of legal situations are becoming part of the educational process, although integration of these tools into curricula remains fragmented. Digitalisation also encompasses the use of specialised legal analytics systems such as LIGA360, YouControl, and Contractum, as well as access to international legal platforms. An important role in developing practical skills is played by court-process simulators, enabling students to practise action algorithms during courtroom debates, preparation of procedural documents, determination of legal positions, and analysis of case law. Modern simulation tools help to build future lawyers' professional readiness to work in adversarial proceedings and to respond rapidly to changing circumstances. Experience of using online platforms to organise legal clinics shows that digitalisation makes it possible to expand students' access to real practice. Online client offices, remote consultations, virtual citizen-reception rooms, and systems for documenting requests simplify the provision of primary legal assistance and ensure flexible interaction between students, mentors, and real clients. Digital tools also allow more effective case statistics, workload assessment, and the design of individual pathways for developing students' practical skills. A high level of informatization in legal practice requires modern lawyers to be able to work with legal-process automation tools, electronic document management platforms, legal data management systems, and digital communication services. Students who possess skills in working with digital tools demonstrate better preparation for professional activity, particularly in compliance, IT law, personal data protection, and case-law analytics. However, the level of students' digital competence significantly depends on the quality of universities' technical provision and the degree to which relevant tools are integrated into curricula.

The employment problems faced by graduates of law faculties in Ukraine are systemic in nature and are determined not only by the state of the labour market, but also by shortcomings within the professional education system itself. As the analysis of reports by the Ministry of Education and Science of Ukraine (2025) and the National Agency for Higher Education Quality Assurance of Ukraine (2024a; 2024b) shows, one of the key factors is the low level of students' practical training, which does not ensure sufficient professional readiness to perform the tasks expected of junior lawyers in the workplace. Most curricula in law programmes are oriented towards a lecture-based, theoretical model and do not provide an adequate volume of practical classes, internships, or simulated court proceedings. At the same time, funding for legal education remains limited: only 8–10% of institutions have the capacity

to introduce modern digital laboratories, use licensed legal software, or maintain legal clinics on a permanent basis (Association of Legal Clinics of Ukraine, 2024). A further substantial barrier is the weak digitalisation of the educational process. Although a number of online resources for lawyers have been created in Ukraine – such as the Liga:Zakon Education, PravoSud, and Online Law School platforms – their integration into curricula is fragmented. Most universities limit themselves to using electronic lectures or providing remote access to databases, whereas at leading US institutions accredited by the American Bar Association (n.d.) digital tools constitute an integral part of training: courtroom simulators, virtual legal clinics, interactive case platforms, and electronic environments for collaborative editing of procedural documents. Another problem is the absence of effective mechanisms linking educational and professional environments. Graduates often lack an adequate level of legal analytics, business writing, or client-handling skills, as confirmed by employers: 37.2% of them indicate an insufficient level of practical preparation among junior specialists (Ministry of Justice of Ukraine, 2018). This problem is compounded by weak decentralisation of regional legal services markets, which limits opportunities for internships and first jobs for graduates in smaller communities (Telestakova *et al.*, 2020). Thus, comprehensive renewal of professional legal education should include increased funding for educational institutions, expansion of the digital infrastructure of the learning process, integration of clinical and simulation-based forms of training, and the creation of sustainable partnerships between universities, law firms, and public institutions. Only such a strategy will ensure that legal training meets contemporary challenges and guarantees graduates' competitiveness in the labour market.

One factor that complicates the professional realisation of law graduates is the psychological unpreparedness of young specialists for the realities of the modern labour market. As A. Kharkivska & A. Prokopenko (2023) note, a typical graduate of a Ukrainian higher education institution is characterised by ambition, initiative, and goal orientation; however, these qualities are often accompanied by inflated expectations regarding working conditions and the speed of career progression. This combination leads to a gap between graduates' self-assessment and the real requirements of employers, which in turn negatively affects their ability to adapt to the professional environment. In legal education this tendency is particularly visible, as legal practice requires the gradual accumulation of professional experience, resilience, and a high level of responsibility. To minimise this gap, professional education should be directed towards developing in students an adequate professional self-concept, internal motivation, and the capacity for reflection on their own capabilities. Practice at leading US universities accredited

by the American Bar Association (n.d.) indicates that these qualities are developed through systematic implementation of individual learning pathways, mentoring, and coaching programmes. Within such initiatives, students receive guidance on building a career strategy, participating in public-law projects, and managing their personal professional brand.

A similar model could be implemented in Ukrainian law schools through the establishment of career offices and the introduction of courses such as "The Legal Profession and Career Development", focused on combining educational, psychological, and practical components. An important direction for modernising professional education should be the introduction of specialisation from the second year of study, enabling students to choose practice-oriented courses in line with their interests and potential career trajectories (Balzer, 2020). This would support the development not only of specialised but also of interdisciplinary competences required for work in the modern legal market – particularly in fields such as IT law, international business, mediation, or intellectual property law. In parallel, it would be appropriate to introduce simulation classes, business games, and educational court proceedings, which allow students to master practical aspects of the future profession in a safe, controlled environment. In addition, professional education should be based on continuous dialogue between universities, employers, and professional communities. Organising academic-practical seminars, round tables, and joint training sessions involving lecturers, students, practising lawyers, and business representatives would ensure that curricula correspond to the real requirements of the legal market. The introduction of such a system, aligned with the principles of lifelong learning, would gradually eliminate the contradiction between academic training and the practical challenges of the profession, promote students' academic mobility, and enhance the international prestige of Ukrainian legal education (Kharkivska & Prokopenko, 2023).

In the longer term, professional legal education should focus on training narrowly specialised lawyers who combine thorough knowledge in a chosen field of law with an understanding of related areas – economics, management, information technology, and international relations. A modern lawyer must think not only as a legal scholar, but as an analyst and strategist capable of assessing legal processes through the prism of economic, technological, and social factors (Li, 2023). For this reason, the need to modernise professional training lies not in simply expanding curricula, but in their structural renewal aimed at integrating interdisciplinary modules and developing practical skills and critical thinking. Drawing on US experience, where the Juris Doctor system is a model of deeply practice-oriented training, it is appropriate to implement a number of steps. First, the practical component of the

educational process should be strengthened by increasing the share of clinical classes and internships in cooperation with public authorities, judicial institutions, and private law firms. In leading American schools, including Harvard Law School and Yale Law School, students are required to participate in legal clinics and moot court competitions, enabling them to develop analytical, communicative, and ethical competences. Similar practice could be introduced in Ukrainian universities through the creation of dual education programmes in cooperation with practising lawyers, bar associations, and professional bodies (Association of Legal Clinics of Ukraine, 2024). Second, it is important to establish a system of specialisations within master's programmes, allowing students to choose narrow training tracks – IT law, medical law, environmental law, intellectual property, alternative dispute resolution, and others (National Agency for Higher Education Quality Assurance of Ukraine, 2024a; 2024b). In the United States, such a model ensures graduates' competitiveness and career flexibility, as narrowly profiled legal professionals have consistently higher employment levels (American Bar Association, n.d.). For Ukraine, it is also advisable to develop a national specialisation framework with clear descriptions of competences aligned with employers' needs. Third, it is important to strengthen the digital component of professional education. Educational programmes should include work with modern legal-tech platforms, court-process simulators, electronic case-law databases, as well as training in digital security and working with big data (Spasibukhov, 2024). US experience demonstrates that integrating such tools into the learning process develops not only professional but also technological competence among lawyers, making them ready for the challenges of digital justice.

Therefore, reform of professional legal education in Ukraine should be based on combining theoretical depth with practical orientation. This entails: transition to a competence-based learning model, expansion of practical modules, development of narrow specialisations, digitalisation of the educational environment, and strengthening partnerships between universities and employers. Adopting the best elements of the American system – clinical education, individualised programmes, and mandatory practical placements – will create conditions for forming a new generation of Ukrainian legal professionals capable of acting effectively within a globalised, technologically complex legal space.

■ Discussion

The issue of the effectiveness of legal education and its alignment with labour market needs has attracted considerable scholarly attention. In the work of V. Kakhnych (2021), emphasis was placed on a comparative analysis of legal training in the United States, Canada, and Ukraine, where the author concluded that Western universities provide a higher level of practical preparation

due to the active use of clinical forms of learning. This approach confirms the importance of increasing the share of applied modules, fully consistent with the findings obtained, which demonstrate an insufficient balance between theory and practice in Ukrainian programmes. In the study by S. McConnell (2023), the process of forming commercial awareness among future lawyers was analysed. The author noted that legal professionals must understand the business contexts of their activity and be conversant with managerial and financial issues. In this regard, she substantiated the need for an interdisciplinary approach to legal education. This conclusion resonates with the findings obtained, which likewise emphasised the importance of combining legal and economic knowledge to enhance graduates' competitiveness. The work of L. Donnelly (2022) contributed to the scholarly discussion by providing empirical evidence that participation in legal clinics increases professional readiness. The author found that graduates with clinical experience demonstrated better analytical thinking and ethical judgement. These findings align with the conclusions of this study, which also highlighted the role of clinical learning as an effective mechanism for developing professional competences.

The study by A. Shevchenko & V. Antoshkina (2023) identified a systemic problem of the predominance of theoretical disciplines in the curricula of Ukrainian universities. The authors argued that graduates often have a high level of academic knowledge but lack practical skills in legal writing, communication, and client work. Analysis of the results obtained confirms their position: practical training in Ukrainian educational institutions still accounts for only about one fifth of study time, whereas in leading law schools worldwide this indicator is at least one third. E. Gonzalez Ehlinger & F. Stephany (2024) addressed a broader context – the transformation of the labour market in connection with the spread of the concept of skill-based hiring. They argued that for successful employment, legal professionals must possess not only knowledge of law, but also digital, analytical, and communication skills. This approach echoes the results of the study, which likewise evidenced the growing role of interdisciplinary competences in the contemporary legal environment. D. Jackson & C. Cameron (2025) analysed how extra-academic activity affects graduates' employment success. They found that student participation in volunteering and debating programmes increased the likelihood of obtaining employment. This conclusion is consistent with the identified patterns whereby students' practical activity during study contributes to the development of professional identity and soft skills that are important for effective integration into the legal profession.

The combination of legal education with analytical practice is of particular significance under current conditions of educational reform. In this context, S. McConnell *et al.* (2024) emphasised the effectiveness of the

policy clinic model, which enables students to participate in developing real legal initiatives and solutions. Such an approach, based on practical experience and analysis of socially significant problems, contributes to the development of critical thinking, ethical sensitivity, and responsibility among future lawyers. These observations fully accord with the results of the present study, which likewise established that involving students in practical analytical activity increases their professional maturity and readiness to work in real law-enforcement conditions. Developing this idea further, the results of V. Magesh *et al.* (2025) demonstrated that technological innovations, in particular the use of artificial intelligence tools, contribute not only to modernising the learning process but also to shaping new types of legal thinking. The authors emphasised that digitalisation of education enables students to work with large volumes of legal data, improves the accuracy of analytical conclusions, and develops strategic forecasting capacity. The results of the present study fully accord with this position: digital court-process simulators, online platforms for drafting procedural documents, and interactive collaborative environments proved to be effective tools for improving the quality of professional legal training.

Further reflection on the role of universities in shaping lawyers' professional culture was presented in the study by A. le Roux-Kemp (2024). The scholar stressed that the system of legal education in the United Kingdom should serve not only as an institutional foundation for acquiring legal knowledge, but also as an environment for fostering ethical standards, social responsibility, and professional dignity. This view is closely aligned with the findings of the present study, which likewise emphasised that in the Ukrainian context the development of professional values and ethical awareness among future lawyers is no less important than technical or legal competence. Accordingly, the need for systematic cooperation between universities, professional associations, and public authorities becomes evident, enabling the learning process to be harmonised with the requirements of the contemporary legal environment.

Formative feedback in hybrid intelligence environments, as shown by F. Weber *et al.* (2025), not only improves the quality of legal writing but also accelerates the development of structured skills of legal argumentation. Students working within mixed-intelligence models demonstrate a greater capacity to construct logically coherent texts, correct stylistic errors, and select more precise legal formulations. This pattern is consistent with the findings obtained, which confirmed the need to expand training formats for written tasks and introduce systematic mechanisms of formative assessment in Ukrainian training programmes. In the field of digital simulations, M. Wang (2025) demonstrated that electronic courses built on hybrid algorithms provide adaptive customisation of learning content to students'

individual needs, increasing interactivity and the accuracy of modelling legal situations. The advantages of such technologies fully coincide with the role of digital platforms and simulators identified in the study in strengthening the practice-oriented component of legal education, confirming the appropriateness of their wider use. The problem-based learning model examined by E. Karttunen *et al.* (2025) demonstrated significant potential in developing the ability to work with complex multi-level legal cases. The use of PBL approaches contributes to a deeper understanding of evidential materials, analysis of legal norms, and the development of well-founded decisions. This logically correlates with the findings obtained, which indicated a growing need to develop analytical, research, and interdisciplinary competences in the training of modern legal professionals. Aspects of professional identity formation were supplemented by J. Craft (2025), who argued that developing self-compassion increases law students' psychological resilience, reduces the risk of professional burnout, and improves the quality of ethical judgement. The alignment of these conclusions with the results of the present study, which highlighted the importance of ethical sensitivity, stress-resilience, and internal motivation, confirms the need to strengthen values-oriented components in law education programmes. The combination of these elements outlines a structural tendency towards balancing technical, analytical, and personal-professional aspects of training future lawyers.

In summary, research demonstrated a shared transformation of legal education – from a predominantly academic-theoretical model to a system oriented towards competences, practical training, and flexible educational trajectories. Across the works analysed in this section, there is a consistent increase in attention to the development of soft skills, digital and information literacy, analytical thinking, legal writing skills, and professional ethics as integral components of the professional readiness of future lawyers. At the same time, current trends envisage the integration of technological solutions – simulations, hybrid intelligence platforms, adaptive e-courses – that enable students to work with realistic legal scenarios and master complex procedures in a more applied format. Comparison with international models of legal education further confirms the relevance of expanding clinical training, internships, and formats of problem-based learning. The results obtained are consistent with these scholarly positions, recording the need to review the structure of Ukrainian educational programmes, increase the share of practical modules and implement digital simulators, and harmonise the content of training with the requirements of the contemporary legal services market. In view of the patterns identified, an important future direction is the development of a comprehensive training model combining legal, analytical, digital, and ethical competences, ensuring graduates' competitiveness on the global legal market.

■ Conclusions

The analysis confirmed the existence of a structural imbalance between the theoretical and practical components of legal training in Ukraine, which is reflected both in the content of educational programmes and in graduate employment outcomes. The data obtained confirmed that, on average, practical training accounts for no more than 15-20% of the curriculum, whereas in the United States the share of practice-oriented elements reaches 30-35% and includes compulsory legal clinics, long-term paid internships, mock-trial formats, and standardised assessment of applied skills on the basis of bar passage rates. Within the Ukrainian system, state final certification is oriented predominantly towards theoretical knowledge, which produces a gap between learning outcomes and the practical skills demanded by employers. This gap is confirmed by statistical materials: students who undertook clinical training and worked with digital courtroom simulators demonstrated a significantly higher level of professional competence formation, reflected in improved analytical, communication, and procedural skills. Comparative analysis of Ukrainian and American educational models identified differences in curriculum structure: in the United States practice is integrated at all stages of training, whereas in Ukraine practical modules often have an optional or fragmented character. Examination of employment reports confirmed that higher education institutions in which the share of clinical training exceeds the average provide a higher percentage of in-field employment within the first year after graduation. This study established that the average employment level of Ukrainian law graduates remains lower than in countries with a high degree of practical integration, making it possible to trace a direct relationship between programme structure and labour-market outcomes.

Statistical data obtained from the analysis of Ukrainian regulatory and analytical reports confirmed that the level of applied competence formation is uneven and depends on the presence of a legal clinic, formative assessment methods, and the digital learning infrastructure. Students who participated in clinical programmes more often demonstrated the ability

to draft procedural documents correctly, perform legal writing, and work with evidence, as well as faster adaptation to real professional situations. The comparison showed that systems in which practical learning constitutes the structural core of the programme ensure more stable employment outcomes and greater alignment of competences with real market requirements. The three-level model proposed in this study for assessing training effectiveness – content-structural, competence-based, and market-analytical – proved effective as a tool for comprehensive measurement of learning outcomes. At the content-structural level, the model made it possible to establish a critical insufficiency of practical modules in most Ukrainian programmes; at the competence-based level, to identify a gap between declared learning outcomes and the real level of skills; and at the market-analytical level, to show limited alignment of graduates with employer requirements, reflected in lower early employment indicators. Taken together, these factors indicate a systemic need to move towards a model oriented towards practical outcomes, integrated formative assessment, development of clinical infrastructure, and broader implementation of legal-tech digital tools. Generalisation of all results obtained supports the conclusion that improving the effectiveness of professional legal education in Ukraine requires increasing the proportion of practical training, institutionally embedding clinical education, involving employers in curriculum design, updating assessment methods through real cases, and expanding digital-analytical platforms. Such changes will contribute to the formation of competitive graduates capable of meeting the requirements of the modern legal market and integrating into global professional standards.

■ Acknowledgements

None.

■ Funding

None.

■ Conflict of Interest

None.

■ References

- [1] Alexander, J. (2023). Modelling employability through clinical legal education: Building confidence and professional identity. *The Law Teacher*, 57(2), 135-154. doi: 10.1080/03069400.2023.2179306.
- [2] American Bar Association. (n.d.). *Statistics*. Retrieved from https://www.americanbar.org/groups/legal_education/accreditation/statistics/.
- [3] Association of Legal Clinics of Ukraine. (2024). *Report on the results of the association of legal clinics of Ukraine activities*. Retrieved from <https://legalclinics.in.ua/wp-content/uploads/2024/07/ALCU-Report-2023-24.pdf>.
- [4] Balzer, W.K. (2020). *Lean higher education: Increasing the value and performance of university processes*. New York: Productivity Press. doi: 10.4324/9781351216944.
- [5] Bartlett, F., Cantatore, F., Field, R.M., & Shircore, M. (2022). *Pro bono models in law schools and the student experience: Challenges and opportunities moving forward*. Retrieved from <https://research.bond.edu.au/en/publications/pro-bono-models-in-law-schools-and-the-student-experience-challen/>.

- [6] Bilichak, O.A. (2019). [Reform of legal education in Ukraine: Problems and challenges](#). *Educational Analytics of Ukraine*, 3(7), 57-68.
- [7] Craft, J.L. (2025). [Self-compassion and law student professional identity formation](#). *The Journal of Law Teaching and Learning*, 2, 235-300.
- [8] Donnelly, L. (2022). Measuring the impact of clinic participation on law graduates: A small case study. *International Journal of Clinical Legal Education*, 29, 112-134. doi: 10.19164/ijcle.v29i2.1272.
- [9] Gonzalez Ehlinger, E., & Stephany, F. (2024). *Skills or degree? The rise of skill-based hiring for AI and green jobs*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4603764.
- [10] International Labour Organization. (2021). *Decent work country programme – Ukraine (2020-2024)*. Retrieved from <https://www.ilo.org/resource/decent-work-country-programme-ukraine-2020-2024/>.
- [11] Ivantsova, A.V. (2020). International experience of personnel training for the judicial system. *Knowledge of European Law*, 1, 130-134. doi: 10.32837/chern.v0i1.63.
- [12] Jackson, D., & Cameron, C. (2025). The role of extra-/co-curricular activities and work on law graduates' initial employment outcomes. *Higher Education Research & Development*, 45(1), 156-172. doi: 10.1080/07294360.2025.2482807.
- [13] Kakhnych, V. (2021). Features of legal education in the leading universities of the USA and Canada as an experience for the Lviv University. *Visnyk of the Lviv University. Series Law*, 72, 27-34. doi: 10.30970/vla.2021.72.027.
- [14] Karttunen, E., Pesu, J., & Immonen, M. (2025). Cross-disciplinary perspectives on problem-based learning approach in public procurement in the European Union. *Journal of Purchasing and Supply Management*, 31(2), article number 100992. doi: 10.1016/j.pursup.2025.100992.
- [15] Kharkivska, A., & Prokopenko, A. (2023). Partnership in the management system of an institution of higher education. *Mountain School of Ukrainian Carpaty*, 29, 36-40. doi: 10.15330/msuc.2023.29.36-40.
- [16] Lauder, H., & Mayhew, K. (2020). Higher education and the labour market: An introduction. *Oxford Review of Education*, 46(1), 1-9. doi: 10.1080/03054985.2019.1699714.
- [17] le Roux-Kemp, A. (2024). A critical analysis of the role of legal higher education and training in the institutionalisation of the English legal profession: Quo vadis for English law schools? *The Law Teacher*, 58(3), 396-420. doi: 10.1080/03069400.2024.2353990.
- [18] Li, M. (2023). Adapting legal education for the changing landscape of regional emerging economies: A dynamic framework for law majors. *Journal of the Knowledge Economy*, 15, 10227-10256. doi: 10.1007/s13132-023-01507-2.
- [19] Magesh, V., Surani, F., Dahl, M., Suzgun, M., Manning, C.D., & Ho, D.E. (2025). Hallucination-free? Assessing the reliability of leading AI legal research tools. *Journal of Empirical Legal Studies*, 22(2), 216-242. doi: 10.1111/jels.12413.
- [20] Martzoukou, K., Kostagiolas, P., Lavranos, C., Lauterbach, T., & Fulton, C. (2022). A study of university law students' self-perceived digital competences. *Journal of Librarianship and Information Science*, 54(4), 751-769. doi: 10.1177/09610006211048004.
- [21] Mazzetti, M. (2024). [Comparative legal analysis in the EU labour law: The approach of the council of the EU](#). *Diritti Lavori Mercati International*, 2024, 113-148.
- [22] McConnell, S. (2023). How do law students develop commercial awareness? Listening to the student voice on the roles of the law school and the law student in developing commercial awareness. *Liverpool Law Review*, 44(1), 107-136. doi: 10.1007/s10991-023-09321-1.
- [23] McConnell, S., Bengtsson, L., & Dunn, R. (2024). [The benefits and challenges of the policy clinic model of clinical legal education](#). *The European Journal of Legal Education*, 5(1), 89-125.
- [24] Milovska, N. (2021). Legal clinics in the system of practical training of specialists in the field of law. *New Ukrainian Law*, 4, 144-150. doi: 10.51989/NUL.2021.4.22.
- [25] Ministry of Education and Science of Ukraine. (2025). *Report on the monitoring of employment of graduates of higher and professional pre-higher education institutions, 2023/2024*. Retrieved from <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/2025/05/07/zvit-z-monitorynhu-pratsevashtuvannya-2023-2024-rozmishcheno-07-05-2025.pdf>.
- [26] Ministry of Justice of Ukraine. (2018). *Report on the results of analytical research "Knowledge and skills of graduates of law faculties and higher education institutions through the prism of labour market needs"*. Retrieved from <https://minjust.gov.ua/files/general/2019/08/06/20190806144026-27.pdf>.
- [27] National Agency for Higher Education Quality Assurance of Ukraine. (2024a). *Organisation and implementation of the 2024 admissions campaign in vocational pre-higher and higher education institutions*. Retrieved from https://sqe.gov.ua/wp-content/uploads/2024/12/IAD_2024_VSTUP_VO_FPO.pdf.

- [28] National Agency for Higher Education Quality Assurance of Ukraine. (2024b). *Report on the quality of higher education in Ukraine: Compliance with sustainable and innovative development of society in 2024*. Retrieved from <https://en.naqa.gov.ua/wp-content/uploads/2024/03/REPORT-ON-HIGHER-EDUCATION-QUALITY-IN-UKRAINE-IN-2022.pdf>.
- [29] Shevchenko, A., & Antoshkina, V. (2023). Modern legal education in Ukraine as the basis of professional activity: Problems and prospects. *Legal Horizons*, 2, 8-21. doi: 10.54477/LH.25192353.2023.2.pp.008-021.
- [30] Spasibukhov, N. (2024). Application of interactive teaching methods in the process of training law students. *Scientific Innovations and Advanced Technologies*, 6(34), 1416-1422. doi: 10.52058/2786-5274-2024-6(34)-1416-1422.
- [31] Telestakova, A., Kudryavtseva, K., & Bakhshaliev, A. (2020). Market of legal services in Ukraine. *Herald of APSVT*, 3-4, 93-101. doi: 10.33287/11220.
- [32] Ternavska, V. (2022). Modern trends in reforming higher legal education in Ukraine (constitutional and legal aspect). *New Ukrainian Law*, 2, 142-148. doi: 10.51989/NUL.2022.2.20.
- [33] Wang, M. (2025). Hybrid data clustering algorithm and interactive experience in e-learning electronic course simulation of legal education. *Entertainment Computing*, 52, article number 100760. doi: 10.1016/j.entcom.2024.100760.
- [34] Weber, F., Wambsganss, T., & Söllner, M. (2025). Enhancing legal writing skills: The impact of formative feedback in a hybrid intelligence learning environment. *British Journal of Educational Technology*, 56(2), 650-677. doi: 10.1111/bjet.13529.

Аналіз попиту на юридичну освіту у вищих навчальних закладах та перспективи подальшого працевлаштування в Україні

Олександр Литвинов

Доктор юридичних наук, професор
Київська муніципальна академія музики імені Р. Глієра
01032, вул. Гетьмана Павла Скоропадського, 31, м. Київ, Україна
<https://orcid.org/0000-0002-2257-2224>

Володимир Литвинов

Аспірант
Східноукраїнський національний університет імені Володимира Даля
01042, вул. Іоанна Павла II, 17, м. Київ, Україна
<https://orcid.org/0009-0004-2081-4017>

■ **Анотація.** Актуальність дослідження визначається потребою модернізації системи юридичної освіти України в умовах зростаючої конкуренції на ринку праці та необхідності узгодження професійної підготовки юристів із сучасними міжнародними стандартами. Метою дослідження було визначення особливостей підготовки правників в Україні та оцінка її відповідності вимогам ринку юридичної праці. Методологічну основу становили аналіз, синтез, порівняння, дедукція, формально-юридичний і компаративістський методи. На основі звітів Міністерства освіти і науки України, Національного агентства із забезпечення якості вищої освіти та Асоціації юридичних клінік України встановлено, що практична складова підготовки охоплює лише 15-20 % освітньої програми, тоді як у США її частка сягає 30-35 %. Проведений порівняльний аналіз освітніх моделей засвідчив вищу результативність клінічної освіти, оплачуваних стажувань і формативного оцінювання компетентностей, що забезпечує випусникам ширший спектр професійних навичок. Додатковий аналіз тенденцій працевлаштування показав, що частка молодих юристів, які отримують роботу за фахом протягом першого року, залишається нижчою за 50 %, що корелює з обмеженим обсягом практичних модулів та нерозвиненими механізмами оцінювання професійних умінь. Розроблено концептуальну трирівневу модель оцінювання ефективності підготовки майбутніх юристів (змістово-структурний, компетентнісний і ринково-аналітичний рівні), яка дозволяє співвіднести освітні результати з показниками працевлаштування та структурою попиту на юридичні послуги. Запропоновані рекомендації можуть бути використані для оновлення стандартів юридичної освіти, розвитку дуальних програм і посилення практикоорієнтованої підготовки в українських правничих школах

■ **Ключові слова:** компетентнісний підхід; працевлаштування випусників; правнича освіта; контроль якості освіти; ринок юридичної праці