Формирование и развитие юридико-коммуникативной компетентности в рамках высшего юридического образования

Введение. Решение проблемы формирования и развития юридико-коммуникативной компетентности в рамках получения высшего образования является одним из наиболее актуальных вопросов модернизации юридического обучения, так как именно овладение такой компетентностью рассматривается в качестве компонента профессиональной пригодности и является особым конкурентным преимуществом в юридической профессии.

Цель статьи — анализ теоретических и практических аспектов формирования и развития юридико-коммуникативной компетентности в соответствии с ее структурными элементами в рамках высшего юридического образования.

Материалы и методы. Комплексное содержание элементов юридико-коммуникативной компетентности определило использование междисциплинарного подхода к ее исследованию и применение методологии юридических, педагогических, филологических и психологических наук. Материалами исследования являлись научные труды, посвященные проблемам коммуникативной компетентности, различным аспектам формирования и развития коммуникативной компетентности в юридическом образовании, материалы научных периодических изданий, диссертаций, трудов ведущих мировых ученых в области коммуникативной компетентности, материалы и доклады ЮНЕСКО в области образования, находящиеся в открытом доступе в сети Интернет и в официальных сообщениях.

Результаты исследования. Формирование и развитие юридико-коммуникативной компетентности можно рассматривать через призму формирования элементов ее структуры. К педагогическим условиям формирования и развития отдельных элементов юридико-коммуникативной компетентности относятся получение навыков коммуникативной компетентности при изучении различных дисциплин на протяжении всего периода обучения (интеграция теоретического и практического обучения, повышенное внимание к юридической практике, привлечение к образовательному процессу практикующих юристов), а также приобретение коммуникативных умений и навыков в рамках отдельных специальных дисциплин (таких как, например, «Культура речи и деловое общение», «Юридическая конфликтология», «Юридическая аргументация» и т.п.).

Заключение. Практическая значимость результатов определяется разработкой рекомендаций по формированию юридико-коммуникативной компетентности. В учебном процессе должны быть учтены педагогические условия формирования коммуникативной компетентности будущих юристов, что обеспечит их готовность к взаимодействию в профессиональной сфере, сотрудничеству.

Ключевые слова: юридико-коммуникативная компетентность, коммуникативные навыки, студенты, юристы, юридическое образование

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Formation and development of legal-communicative competence in the framework of higher legal education

Introduction. The solution of the formation and development problem of legal-communicative competence within the framework of higher education is one of the most urgent issues of legal education modernization, as the mastery of such competence is considered a component of professional suitability and is a special competitive advantage in the legal profession.

The aim of the article is to analyse theoretical and practical aspects of the formation and development of legal-communicative competence in accordance with its structural elements within the framework of higher legal education.

Materials and methods. The complex content of the elements of legal-communicative competence determined the use of an interdisciplinary approach to its research and the application of legal, pedagogical, philological and psychological scientific methodologies. The materials of the research were scientific works devoted to the problems of communicative competence, various aspects of the formation and development of communicative competence in legal education, materials of scientific periodicals, dissertations, works of the world's leading scientists in the field of communicative competence, materials and reports of UNESCO in the field of education, which are publicly available on the Internet and in official reports.

Results. The formation and development of legal-communicative competence can be considered through the prism of its structural elements formation. Pedagogical conditions for the formation and development of individual elements of legal-communicative competence include acquiring the skills of communicative competence in the study of various disciplines throughout the period of study (integration of theoretical and practical training, increased attention to legal practice, involvement of practicing lawyers in the educational process), as well as the acquisition of communicative skills in the framework of certain special disciplines (such as "Speech Culture and Business Communication", "Legal Conflictology", "Legal Argumentation", etc.).

Conclusion. The practical significance of the results is determined by the development of recommendations for the formation of legal-communicative competence. The educational process should take into account the pedagogical conditions of the formation of communicative competence of future lawyers, which will ensure their readiness to interact in the professional sphere and to cooperate.

Keywords: legal-communicative competence, communicative skills, students, lawyers, legal education

For Reference:
In modern times, there is a growing interest in education problems worldwide, with UNESCO's Futures of Education Initiative noting that knowledge and learning are the most valuable renewable resources available to humanity. It is they that make it possible to respond to emerging challenges and find innovative solutions. At the same time, quality education aims at the all-round development of the human personality. According to the UNESCO report "Reimagining Our Futures Together: a New Social Contract for Education", prepared in 2023 by the International Commission on the Futures of Education, "Teaching should be further professionalized as a collaborative endeavour where teachers are recognized for their work as knowledge producers and key figures in educational and social transformation". These provisions are also relevant to modern legal education. According to the Basic Principles on the Role of Lawyers, adopted by the 8th United Nations Congress on the Prevention of Crime and the Treatment of Offenders, "Governments, professional associations of lawyers and educational institutions shall ensure that lawyers have appropriate education and training and be made aware of the ideals and ethical duties of the lawyer...". In this regard, the issue of the importance of communicative competence for employees of the legal sphere in today's complex conditions acquires special significance. The development degree of the communicative competence of specialists in recent years is increasingly considered a component of professional suitability and is a special competitive advantage in any profession. The professional activity of a lawyer takes place in the conditions of communication, which often constitutes the main content of their activity and becomes a special type of labour – professional communication [3, p. 70]. Various communicative skills are important for effective legal activity, including the ability to listen, speak, persuade, use accurate verbal expressions of legal concepts, correctly interpret laws and regulations, conduct negotiations, etc. From this list, it becomes clear that the communicative competence of a lawyer involves a variety of skills aimed at both speech perception and production in a variety of situations of professional communication [7, p. 291].

The problems of the formation and development of legal-communicative competence within the framework of higher education are one of the most important issues in the development of legal education methodology. It is the correctness of the professor's actions in this case that largely determines both the creation of a comfortable psychological atmosphere in the classroom, contributing to the mastery of the target content of training, and the actual quality of communicative and legal training of future lawyers. The basis for the implementation of the professional activity of a professor is the construction of effective interaction between him/her and a student. In legal communication, both professional and linguistic communicative competence are equally necessary, and they must be taught simultaneously, including theory and practical examples, to successfully acquire these skills [31]. Unpreparedness for communication and conflict resolution often leads to various difficulties in professional activities.

The relevance of the topic is also explained by the following reasons: the intensively growing number of conflict situations in almost all spheres of life; the lack of developed pedagogical technologies focused specifically on the formation and development of legal-communicative competence of lawyers, mediators, etc.; the practical need for competitive
specialists with a high level of communicative competence; and the low training quality of law students in this direction.

The aim of the study is to analyse theoretical and practical aspects of the formation and development of legal-communicative competence according to its structural elements within the framework of higher legal education.

LITERATURE REVIEW

The origin of the term "communicative competence" usually goes back to the works of D. Hymes in the field of psycholinguistics and sociolinguistics. In his opinion, the concept of communicative competence refers to a person's ability to communicate successfully in terms of both effectiveness (goal attainment) and appropriateness (acceptability in context), as well as to use language flexibly, accurately and quickly in changing social situations [24]. This concept is related to the debate about the nature of language and was developed by Himes as a counterbalance to Chomsky's proposal of linguistic competence. In contrast to this theoretical position, C. Vorverg's concept of communicative competence. Vorverg considers language as a means of communication, intertwined with other communicative means, combined with cognitive and social abilities [36].

Subsequently, researchers J. Wiemann and P. Backlund developed the concept of communicative competence in the framework of the theory of communicative action and defined communicative competence as a complex formation that includes linguistic, sociolinguistic, sociocultural, discursive and strategic components [37]. B. Spitzberg defined communicative competence as "the ability to interact well with others". He explained that the word "well" is related to coherence, competence, effectiveness and adequacy" [32]. According to G. Soldatova, communicative competence is a fusion of communicative knowledge, skills and attitudes [14, p. 380].

Many scientists include dialogue psycholinguistics, social cognition and psychological approaches to the theory of communication in communicative competence. The central issues of research here are coordination of interlocutors' speech, processes of information transfer in speech, communicative behaviour, and nonverbal behaviour. R. Rubin, P. Palmgreen and H. Sypher, in their research work, developing the same direction, offer scales for measuring communicative competence and note that appropriateness and effectiveness are two criteria for the level of competence in interpersonal communication [30]. B. Spitzberg and W. Cupach developed their own relative model of the structure of communicative competence, which includes skills, results, knowledge and motivation [33, p. 32].

According to K. Reardon, communicative competence includes cognitive and behavioural aspects, and accordingly, she divides the main communicative skills into cognitive skills and behavioural skills [28, p. 76]. In addition, the cognitive aspect of communicative competence includes the process of obtaining and processing information (comprehension, interpersonal awareness, social perspectives, cognitive constructs, self-control, empathy, etc.). The behavioural aspect indicates the various manifestations of communicative competence (involvement in communication, flexibility of behaviour, listening skills, communication style and other behavioural components). The development of communicative competence occurs as part of socialization, whether it is spontaneous socialization under the influence of life itself in a particular social context or as a result of educational procedures as segments of purposeful socialization.
The analysis of research on this issue allows us to note that communicative competence is considered in the scientific literature in various aspects: as an object of formation in the framework of social and psychological training [22, p. 32] and in the organization of students' research work [11, p. 368]; in the analysis of the effectiveness of communicative individual and group activities [18, p. 4]; when analysing individual pedagogical technologies that can be used for the formation and development of communicative competence, for example, the peculiarities of "debates" and their possibilities in teaching students are revealed [35, p. 367] and others.

Most studies emphasize the importance of communication between professors and students, noting that "verbal interaction between teacher and student is of great importance for learning and motivation" [25, p. 132]; the teaching and learning process is not possible without communication [27]. It is pointed out that a teacher with high communication skills can make the teaching process more successful and create a favourable learning atmosphere for students, and effective communication strategies can lead to success. Effective communication in the educational process requires not only experience but also the presence of interest in the profession of teaching [21, p. 1007]. It is noted that modern means of forming communicative competence should be focused on all structural components of personality since their interrelation with communicative experience represents personal-communicative education as a psychological tool for achieving social demands [34, p. 541].

In the modern period, the list of diverse methodological techniques and methods of formation and development of communicative competence in the educational process is expanding: case studies of various formats [26, p. 13]; classes of game format [20, p. 98]; the use of specialized interviews; project methods of group work and others.

We can also highlight a number of pedagogical studies that reveal certain aspects of the communicative competence formation of future lawyers, among which we should particularly note the works of S. Vishnevskaya and A. Khramtsova [4; 16].

Based on the analysis of scientific works on the communicative competence formation of lawyers, several approaches are distinguished. The first approach includes the formation of universal communicative skills within the disciplines "Business communication", "Speech Culture", "Professional ethics of a lawyer and business etiquette", etc. This approach is very often considered by scholars in various aspects. Thus, we can note some works devoted to the communicative competence of a professor or lecturer, revealing the possibilities and features of the formation of such competence using traditional lecture and seminar classes [23].

The second approach, in which future lawyers acquire skills of legal and communicative competence, is related to the practical activities of students: when solving practical problems [2], when studying the branch legal sciences and conducting business games [9], when working in a legal clinic [17] and others.

In general, the analysis of scientific literature shows that to date, there are few special studies devoted to the communicative competence of a lawyer, which is explained by the complexity that emerges when studying this institution with its complex nature.

**MATERIALS AND METHODS**

The object of the study is legal-communicative competence, including speech (language), cognitive (knowledge), content-operational, value (axiological), emotional (reflexive), behavioral, motivational and organizational elements and the problems of its formation in the framework of higher legal education.
The complex content of these elements of legal-communicative competence determined the use of an interdisciplinary approach to its research and the application of the methodology of legal, pedagogical, philological and psychological sciences, which allowed us to reveal the content and basic laws of formation and development of legal-communicative competence.

This theoretical study used scientific materials revealing the concept, educational practices, and features of the formation and development of communicative competence in scientific research. The materials were Russian and foreign scientific research devoted to the problems of communicative competence, various aspects of the formation and development of communicative competence in legal education, materials of scientific periodicals, dissertations, works of the world’s leading scientists in the field of communicative competence, materials and reports of UNESCO in the field of education, which are publicly available on the Internet and in official reports.

Using system and comparative methods, the peculiarities of the formation and development of legal-communicative competence in the process of teaching legal disciplines were identified, which allowed us to formulate proposals for the further development of legal education in the context of its communicative component.

Pedagogical research methods related to the solution of didactic issues of formation and development of legal-communicative competence in the process of teaching legal disciplines determined the conclusions about the features and forms of conducting classes, the nature of applied methods and technologies of teaching students.

**STUDY RESULTS**

Today's rapid development of social relations affects the nature of the skills and abilities of a lawyer, who must have deep and complete knowledge that meets the requirements of modern legal processes. However, not only legal knowledge but also skills and abilities to apply it in practice are important. In addition, the requirements for the level of social adaptability, legal-communicative competence and culture of a future lawyer are of great importance. The combination of elements of this group can be called the sociocultural characteristic of a specialist. In terms of content, this property reflects the peculiarities of a lawyer's behavior in various spheres of professional activity. The characteristics of this group of professional requirements for future lawyers are sometimes crucial in the selection of specialists by the employer, since the legal profession involves active interaction with various subjects of society and in the situation of professional interaction, lawyers with developed communicative abilities and skills are becoming increasingly important. When considering professional communication in legal practice, it is necessary to take into account both procedural forms, regulated, for example, by the Criminal Procedure Code of the Russian Federation, and nonprocedural forms, arising in various situations of professional communication and based on language rules accepted in society and stable etiquette models of behavior. The process of formation of legal-communicative competence takes place in a certain social environment, which, one way or another, affects a person's personality and its characteristics.

It should be noted that the skills and abilities included in communicative competence cannot be taken for granted. Training should be conscious, purposeful and conditioned by professional needs. Unlike legal knowledge (knowledge of norms of professional behavior), which a specialist constantly acquires and improves in practice, communicative skills should be obtained as early as possible.
On the one hand, law faculties and institutes offer basic legal training, which each student assimilates qualitatively differently. On the other hand, social relations in society are becoming increasingly tense, it is difficult for people to find a common language even in simple contradictory situations, and conflict situations can lead to irreparable consequences. This also emphasizes the need to train students in communicative skills.

Legal-communicative competence is a systemic formation characterized by the presence of necessary communicative knowledge, skills and abilities in legal practice; possession of verbal and nonverbal means of communication; communicative flexibility; speech that covers professional legal concepts and categories, containing speech turns, expressions and constructions that meet the requirements and rules of speech etiquette and legal technique, and influencing the formation and maintenance of effective interaction in the professional sphere.

Formation and development of legal-communicative competence includes profound knowledge of the legal profession and knowledge of professional terminology; ability to perceive, analyse and use legal information in relation to a specific situation; skillful professional use of language styles and genres according to place, time, circumstances, status and role characteristics of the interlocutor; knowledge of the etiquette rules and the ability to use them in professional communication; mastering the basics of rhetorical knowledge and skills; the ability to quickly and at a high level assess the communicative situation, make decisions and plan communicative actions; mastery of modern digital and information technologies, linguistic and rhetorical competence; and ability to properly organize a dialogue in various situations of a lawyer's professional activity.

The formation of legal-communicative competence can be considered through the prism of the formation of its structural elements.

In the structure of legal-communicative competence, we can distinguish the following elements: 1) speech (linguistic), 2) cognitive (knowledge), 3) content-operational, 4) value (axiological), 5) emotional (reflexive), 6) behavioural, 7) motivational and organizational.

1. The speech (language) element includes the possession of the necessary set of speech and language knowledge, the formation of skills in the field of practical use of language in the process of professional speech activity, skills of drafting written legal documents, skills of public speaking, ability to argue their position, etc. The legal-communicative competence of future lawyers includes the possession of speech skills and abilities necessary for communication, as well as broad knowledge of the norms and rules of communication. The oral speech of a lawyer has more freedom in the choice and use of means of expression, several kinds of tropes and figures of speech can be used here. It is due to the use of a combination of different means that it is possible to create an original and memorable text [8, p. 76]. The system of work on the development of the professional communicative competence of law students is based on the linguistic principles of communication. The main mechanism contributing to the development of legal-communicative competence and allowing to carry out the formative function of speech activity of a lawyer are the professional courses aimed at this ("Speech Culture", "Legal Terminology", "Legal Argumentation", "Ethics of Business Communication", "Rhetoric", "Professional Ethics of a Lawyer", "Business Etiquette", "Legal Conflictology"). The most common types of communication in higher education, which also contribute to the development of speech communication skills, are dialogue or polylogue, in most cases occurring between a professor and a student or a group of students. Mastering the art of dialogical communication is necessary today in all spheres of social relations because dialogue is the basis of human understanding; its role in the work
of future lawyers is steadily growing because in a modern state of law, the ability to conduct a constructive dialogue is especially important, which helps to solve social problems and avoid confrontation in society.

2. The cognitive (knowledge) element of legal-communicative competence consists of both professional legal knowledge, which a lawyer should possess, and knowledge about the basics of communication and about personal qualities underlying the processes of communication between people. Professional communication can be successful if students have knowledge of the following: the structure of the communicative act (communication code, communicative act participants, social and professional affiliation of the listener and the speaker); the norms and rules of communication and interaction; the ways of conflict resolution, and the features of the communicative situation. Students should also know the specifics of communicative situation development and be able to properly assess it. The cognitive element of the legal-communicative situation is formed not only at lecture and practical classes on disciplines such as "Speech Culture", "Legal Terminology", "Ethics of Business Communication", "Rhetoric", "Professional Ethics of a Lawyer", and "Business Etiquette" but also within the legal clinic.

3. The content-operational element of legal-communicative competence includes the desire to acquire new knowledge, their continuous improvement and replenishment; intellectual abilities that determine the outlook of the personality; the ability to self-learn; and the development of interest in obtaining information in the field of future professional activity.

In the process of formation and development of this element, the professor's ability to influence the inner world of the student, the sphere of his motives, needs and interests that are directly related to the professional activity of a lawyer is of great importance. A lawyer should have a need for life achievements and success and strive for constant intellectual and professional development [6, p. 8].

In pedagogical activities in the training of future lawyers, it is possible to interest and activate the desire to obtain knowledge by using examples from the lives of lawyers, attorneys, scientists and other interesting personalities and life experiences. The main factor in the formation of students' learning motives is their cognitive interests that stimulate them to act. Of particular importance in the development of the content-operational element is the method of projects used in educational activities. Project work contributes to the development of analytical and critical thinking, clarity, thoughtfulness, consistency of transitions from one level to another, creativity, motivation for self-realization, and teamwork, which in general also indicates the development of legal-communicative competence.

4. The value (axiological) element of legal-communicative competence consists of personal, moral and ethical values, which are manifested in attitudes toward other people. This can include self-confidence, poise, humanism, restraint, fairness, impartiality, honesty, self-control, emotional stability, non-aggressiveness and non-conflict, etc. One of the most important forms of development of the value element of legal-communicative competence is the inclusion of law students in volunteer activities. In this case, such activity can be directly related to the provision of legal assistance to inform citizens about existing state programmes, services, benefits and opportunities of the state or social assistance to those people who are in difficult life situations and has (i.e., activity) huge potential in the formation of values such as humanism, citizenship, justice, legality, and mercy and provides the opportunity to gain professional experience [1, p. 33].
5. Emotional (reflexive) element includes emotional responsiveness, empathy, compassion, maintaining positive professional contact with the interlocutor, the ability not only to react to changes in the interlocutor's state but also to anticipate it, and the ability to restrain negative emotions and aggression. The low level of legal-communicative competence and the lack of developed socio-communicative skills of lawyers lead to emotional instability and a tendency toward manifestations of irritation and anger [5, p. 194].

The development of the emotional element of legal-communicative competence presupposes an emotional, diverse experience of human communication. It is closely connected with self-consciousness, particularities of the individual's relations to his/her own "I", which has a regulating influence on practically all aspects of human behaviour and plays a crucial role in the establishment of interpersonal relations. In this case, reflexion, when a person is able to assess his or her position in accordance with the position and interests of the interlocutor, is no longer just knowing or understanding the other, but knowing how the other understands me, a kind of doubled process of mirror reflections of each other.

Among the main ways of forming and developing the emotional (reflexive) element of legal-communicative competence, we can highlight the lawyer's independent work on speech quality, role-playing games imitating real-life situations, the expert work of a lawyer, which allows us to monitor the advantages and disadvantages of other people's speech activity, and reflection on the traces of their own speech communicative activity (recording of their statements on video or audio means of speech reproduction) [15].

Some scholars note that among the indicators of pedagogical practices, only "involvement in active learning" shows correlation with communicative competence. It follows that the longer learners are involved in active learning, the higher their communicative competence. This also indicates that if learners are involved in the implementation of a personality-oriented approach to learning, they can use competing skills, negotiation skills, and communicative verbal and nonverbal skills; therefore, their communicative competence is developed [19].

6. The behavioural element of legal-communicative competence reflects the effective use of communicative knowledge, skills and abilities regulating the process of communication, confident behaviour in society, the ability to perform social roles productively, the ability to manage internal and external conflicts, the ability to navigate in a particular communication environment, the ability to cooperate in joint activities and communication with colleagues, the use constructive ways of conflict resolution, and the ability to perform professionally directed communicative activity [10, p. 55].

In the educational process, when forming the behavioural element, special attention should be given, first, to various trainings and role-playing games. Communication skills training can be defined as ‘any form of structured didactic, e-learning, and experiential (e.g., using simulation and role-play) training used to develop communicative abilities’ [29].

Training of a lawyer's communicative competence develops the skills of active listening, proper questioning, and regulation of emotional tension. By training the skills of listening and understanding, the ability to express one's thoughts and feelings and translate them into actions is also trained. Active listening methods help the lawyer focus attention on the partner, "get him or her to talk", hear and understand him/her.

In a role-playing game, a participant faces situations similar to his or her current activity and gradually changes his or her internal attitudes. In this way, new, more effective communication skills are developed. Role-playing games are not only a means of preparing students for speech communication but also a technique that expands the possibilities of lawyers' cognitive activity: in the game form the current norms of law are
studied, the understanding of individual articles of the criminal, criminal procedure, civil procedure codes of the Russian Federation, etc., is deepened. Role-playing games can be conducted in the form of a legal consultation, a court session, negotiations on a problem, etc. In this case, a law student acts not only as a legal adviser, attorney, and prosecutor but also in the role of a client, defendant, and accused, as well as in the image of another lawyer - his procedural opponent [15].

The use of role-playing games and trainings can be applied within the framework of a legal clinic when fictitious situations are as close as possible to reality and students master the patterns of activity and behaviour, norms, values, and ethics of their future profession. First, at this stage, the future lawyer realizes his/her purpose, undergoes a certain adaptation, and learns the specifics of communication in professional legal activity. Communication with clients in the legal clinic contributes to the students’ acquisition of skills such as proper formulating of questions, listening to the interlocutor (client), and arguing their own position on the case, which contributes to the formation and development of legal-communicative competence in general.

7. Motivational and organizational elements include the formation and development of motives and attitudes necessary in the process of communication in the legal sphere, contributing to the awareness of the multifaceted nature of the individual, understanding of his/her desires and needs, a positive attitude toward colleagues, a sense of community with the team, the ability to adequately and fully perceive and evaluate themselves and other people, skills to establish professional contacts, and initiative in obtaining necessary information. Lawyers’ professional needs are always realized through actual legal practices that only exist and are meaningful in the given cultural, social and legal settings. [38, с. 225].

In fact, a high level of legal and communicative competence of a lawyer provides an opportunity for further professional development and self-realization of a specialist, whose professional activity requires constant interaction in the "human-to-human" sphere. Future lawyers should be ready for various business contacts according to the principles of mutual respect, support, fairness and objectivity. Therefore, an important task of professional training is the search for an effective means of forming the legal-communicative competence of future lawyers.

For the formation and development of legal-communicative competence, it is possible to use a training module within the framework of individual academic disciplines, such as "Professional Ethics of a Lawyer" or "Legal Conflictology" and others. The module on the formation of legal-communicative competence should include the formation of all elements that are part of such competence. Changing the training content with the orientation on the students’ mastering of legal-communicative competence is determined by the practice-oriented component of such a training module.

At the same time, it should be noted that all elements of legal-communicative competence are closely related to each other and imply mutual influence, interpenetration and interrelation.

Consequently, the full realization of the tasks set for the development of legal-communicative competence is possible only if a comprehensive system of formation of professional communicative competence of law students as future professionals is created. Within the framework of such a system, the formation and development of communicative skills is carried out during the entire educational process, not only during the study of individual disciplines. Emphasis on the problems of professional legal communication in the teaching of various legal disciplines contributes to the integrity of the process of forming the development of such competence [4].
DISCUSSION

The complex system of legal-communicative competence development promotes the professional identity of future lawyers, psychological readiness for professional communicative activity, as well as the development of communicative skills and understanding of the value of their profession, which, as a rule, are prerequisites for creating a meaningful orientation of the individual to professional communicative culture.

The professional communicative competence of a lawyer is the ability to solve communicative tasks in the conditions of professional communication, to possess the potential of didactic discourse, and to create flawless normative texts. A sufficient level of legal-communicative competence presupposes that a future lawyer has two main competences, namely, general-communicative (the ability to communicate in everyday interpersonal situations) and professional-communicative (professionally significant communicative skills that allow communicating between the listener and the speaker as subjects of legal interaction).

Legal-communicative competence and its high level of development ensure the successful performance of professional duties and timely solutions to current problems, so the formation of this quality should be given great attention. This is consistent with the results of Bruno Mascello, who identifies three “must have” skills for lawyers: nonlegal knowledge, management skills and communicative competencies. [42].

We agree with the view that lawyers of the future must match a deep understanding of the law with a host of other social skills to remain competitive. A recent report by the International Bar Association considers the changes currently affecting the legal profession and the skills that are increasingly in demand, including communication skills [39].

The data presented by us are also in line with the opinion of J. Smith that strong oral and written communication and listening skills are crucial to a legal career, and without them, you will struggle to carry out the duties of a lawyer effectively. A lawyer must be a confident speaker when arguing a case in court, negotiating settlements and explaining complex information to clients. A lawyer’s speech should be persuasive, clear and succinct [40]. A lawyer should be able to summarize legal terminology and give clear advice. When negotiating or advocating in court, a lawyer should be able to present arguments persuasively, listen attentively and use gestures and tone of voice depending on the point he or she wants to achieve [41].

All this emphasizes the importance of the formation and development of legal-communicative competence in the process of training a future lawyer. However, most authors note separate communicative skills necessary for a lawyer. However, in general, all authors note that formed communicative skills are crucial in the legal profession.

Accordingly, within the framework of higher legal education, it is necessary to work purposefully on the formation and development of all the identified structural elements of legal-communicative competence. The pedagogical conditions contributing to the development of legal-communicative competence in higher education include the development of communicative competence while studying various disciplines throughout the period of study; the presence in the curricula of legal training of disciplines specifically focused on the formation and development of communicative skills, mastering the techniques of interpersonal interaction, the formation of an individual style of communication (such as "Speech Culture and Business Communication", "Legal Conflictology", "Legal Argumentation", etc.); integration of theoretical and practical training, increased attention to legal practice;
involvement of practicing lawyers, judges, and attorneys in the educational process; development of legal-communicative competence through the student's communication with professors and fellow students; application of modern active and interactive methods of learning, involving the student's initiative in social and public life. Working independently to improve communication skills is also of great importance, which is also noted by J. Smith, "...to improve your written communication skills, get involved with your university's law society. You could take meeting minutes, draft emails, write newsletters or manage social media accounts. To hone your public speaking skills take part in discussion groups" [40].

Pedagogical methods used in the development of legal-communicative competence along with traditional lectures and practical classes are business (role-playing) games, project approaches, problem-based learning, debates, polemics, discussions, and trainings. In other words, such types of classes are based on the imitation of situations of professional legal activity. With this in mind, a modern law school professor should have not only professional competences, i.e., to have fluent knowledge of modern legislation norms and other legal norms; to rely on the peculiarities of the educational process and quality developments of leading scientists working in this field; to be able to link private and public interests; to be well versed in legislative and law enforcement practice but also to have well-developed communication skills, to engage in professional development, to constantly improve their professional skills, and to be able to develop their professional skills.

**CONCLUSION**

To improve the level of legal-communicative competence in legal education, systematic and consistent work should be carried out. The professor in the process of teaching and observation of the student group should pay attention to students with a low level of legal-communicative competence and more often involve such students in practical tasks in a team, oral presentations and discussions so that the student can practice more in communication in relation to various situations of legal practice. It is necessary to use both traditional methods of teaching communicative skills (verbal: conversation, discussion, lecture; practical: exercises, analysis of practical situations) and methods of active and interactive learning (business games, trainings, seminars on the development of communicative skills). Of course, the development of legal-communicative competence is also the student's independent work on himself, reflection on the traces of his own performances and participation in situations of communication, etc.

Legal-communicative competence is an indicator of the formation of a professional legal knowledge system, communicative skills, value orientations, general humanitarian and linguistic culture necessary for quality professional activity. It should be noted that the specificity of the professional communicative approach in the training of future lawyers consists of the readiness to apply the special knowledge obtained in training in practice.

In general, the process of purposeful formation of legal-communicative competence should be oriented to the realization of legal profession values, development of humanistic thinking, and training in professional legal and communicative skills.

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