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SELF-ORGANISATION AS A COMPONENT OF PROFESSIONAL TRAINING FOR LAW STUDENTS IN ENGLISH LANGUAGE CLASSES

The article examines the role of self-organisation as an integral component of professional training for law students in the process of studying professional English. Particular attention is paid to the interconnection between self-organisation, motivation, and self-control, which form the basis for effective learning and the development of professional competencies. The theoretical foundations of the concept of self-organisation and its structure are considered.

The role of self-organisation of law students as a key competence determined by the specifics of professional training is highlighted. First, learning involves a significant amount of independent work with regulatory and legal acts, judicial practice, and scientific sources, which requires a high level of internal discipline. Second, insufficient planning and self-control skills can lead to professional mistakes with serious legal and social consequences. Third, legal practice requires efficiency, accuracy, and compliance with procedural deadlines, which is impossible without well-developed self-organisation skills.

Methods of self-organisation in English language classes are analysed, in particular, working with authentic legal texts, performing practical exercises, participating in discussions, role-playing games, and group projects. It is shown how such tasks contribute to the development of critical thinking, time management, responsibility, self-control, and effective communication in English. The importance of digital tools that support students' independent work and contribute to the development of self-control and analysis of their own activities is highlighted. The article outlines practical recommendations for teachers on organising educational activities that stimulate student activity, motivate self-development, and create conditions for the independent acquisition of professional knowledge and skills. It is emphasised that the systematic formation of self-organisation allows law students to effectively plan the learning process, take a responsible approach to completing tasks, and increases their readiness for independent professional activity in the future. The proposed approaches contribute to the development of key soft skills and the formation of a high level of professional competence in future lawyers, which is an important aspect of modern legal education.

Key words: *self-organisation, law student, English language, motivation, self-control, professional competencies.*

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САМООРГАНІЗАЦІЯ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ПІДГОТОВКИ СТУДЕНТІВ-ЮРИСТІВ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ

У статті досліджується роль самоорганізації як інтегральної складової професійної підготовки студентів-юристів у процесі вивчення англійської мови професійного спрямування. Особлива увага приділяється взаємозв'язку самоорганізації, мотивації та самоконтролю, які виступають основою ефективного навчання та формування професійних компетентностей. Розглянуто теоретичні засади поняття самоорганізації та її структуру, висвітлено роль самоорганізації студента-юриста як ключової компетентності, зумовленої специфікою професійної підготовки. По-перше, навчання передбачає значний обсяг самостійної роботи з нормативно-правовими актами, судовою практикою та науковими джерелами, що потребує високого рівня внутрішньої дисципліни. По-друге, недостатні навички планування й самоконтролю можуть призвести до професійних помилок із серйозними правовими та соціальними наслідками. По-третє, юридична діяльність вимагає оперативності, точності та дотримання процесуальних строків, що неможливо без розвинених умінь самоорганізації.

Проаналізовано методи формування самоорганізації на заняттях з англійської мови, зокрема роботу з автентичними юридичними текстами, виконання практичних вправ, участь у дискусіях, ролевих іграх та групових проєктах. Показано, як такі завдання сприяють розвитку управлінню часом, відповідальності, самоконтролю

та ефективній комунікації англійською мовою. Висвітлено значення цифрових інструментів, які підтримують самостійну роботу студентів і сприяють розвитку навичок самоконтролю та аналізу власної діяльності. У статті окреслено практичні рекомендації для викладачів щодо організації навчальної діяльності, що стимулює активність студентів, формує мотивацію до саморозвитку та створює умови для самостійного опанування професійних знань і навичок. Підкреслюється, що системне формування самоорганізації дозволяє студентам-юристам ефективно планувати навчальний процес, відповідально підходити до виконання завдань та підвищує готовність до самостійної професійної діяльності в майбутньому. Запропоновані підходи сприяють розвитку ключових soft skills і формуванню високого рівня професійної компетентності майбутніх правників, що є важливим аспектом сучасної юридичної освіти.

Ключові слова: самоорганізація, студент-юрист, англійська мова, мотивація, самоконтроль, професійні компетентності.

Statement of the Problem. In today's labour market, there is a growing demand for legal professionals with well-developed communication and interpersonal skills. That is why the development of soft skills is considered one of the key priorities in training competitive lawyers.

Soft skills encompass a set of universal abilities that ensure effective interaction with other people and the successful completion of both professional and everyday tasks. Such skills are a necessary component of successful activity in various fields, including the legal profession. The most important soft skills for a future lawyer include critical thinking, effective communication, time management, adaptability, and leadership qualities. Self-organisation occupies a special place among them as the ability to rationally plan one's activities, set priorities, and take a responsible approach to performing professional duties, which is the key to successful legal practice.

Therefore, the chosen research topic is relevant and important, as the development of soft skills, and self-organisation in particular, is becoming an integral part of modern legal education.

Research analysis. In the context of legal education, particular attention is paid to the development of soft skills, which include communication, organisational and analytical skills and ensure the effectiveness of future lawyers' professional activities (Williams K.; Oblomuradova K.; Yankova D.). An analysis of scientific sources shows that students' self-organisation is considered a key factor in their professional training and the development of motivation, independence and responsibility in their academic and professional activities (Dubinka M.).

It is also important to use distance learning as a tool for developing self-organisation (Ivaneiko Yu.) and to emphasise the role of motivation in the self-educational activities of students and teachers (Samko A.). Research by Mamon O. confirms the close relationship between self-organisation and self-control, which is the basis for effective professional training.

In general, modern scientific research emphasises the need for the purposeful development of self-organisation among law students in the educational process in order to increase their professional competence and

readiness for independent activity. At the same time, the issue of studying the self-organisation of future lawyers in the context of forming readiness for self-improvement based on the individualisation of professional training remains insufficiently developed.

The purpose and main tasks of the research.

The purpose of the article is to provide a theoretical justification of the essence of self-organisation as an integral soft skill of a future lawyer and to demonstrate practical ways of its formation in the process of professional training.

The main objectives of the study are: to analyse the theoretical foundations of the concept of self-organisation as an integral soft skill for future lawyers; to substantiate the role of independent work in the educational process as the leading mechanism for the formation of self-organisation among law students, in particular when studying professional English; to reveal the interconnection between self-organisation, motivation and self-control in the process of professional training of future lawyers; to develop and analyse a system of professionally oriented tasks in English aimed at developing self-organisation in law students.

Presentation of the main research material. In the current context of legal system reform and the establishment of the rule of law, lawyers play a special role as implementers and guarantors of compliance with legal norms. It is their level of professional competence that determines citizens' trust in the law and social justice. Research by scientists shows that professional success is largely determined by the development of soft skills. This conclusion is particularly relevant for the legal profession, where, in addition to a thorough knowledge of legislation, personal qualities are of decisive importance. Thus, in the educational process, special attention is paid to the development of soft skills in students as a key factor in their professional competence.

At the same time, law schools operate under already overloaded curricula, which makes it difficult to single out specific disciplines for the development of flexible skills. In this regard, it is advisable to integrate soft skills teaching into existing educational components, combining skills development with the acquisition of industry-specific legal knowledge

through the use of appropriate teaching and assessment methods (Williams & Do, 2022: 11).

Modern pedagogical science increasingly emphasises the importance of soft skills as a set of flexible abilities that ensure effective professional activity in a complex social environment. These include critical and logical thinking, communication skills, initiative, responsibility, ethics, time management skills, and the ability to plan one's own professional development. At the heart of this set of skills is self-organisation as an integral characteristic of the future lawyer's personality, which ensures the consistency of professional knowledge and practical skills (Oblomurova, 2023: 38-39).

An important criterion for the readiness of future lawyers for professional activity is the formation of self-organisation skills and abilities, which involves the ability to identify and clearly formulate goals, rationally allocate time to achieve them, plan and construct one's own activities.

Self-organisation is seen as a key characteristic of future specialists, and having it at the right level helps students learn new stuff on their own, boosts their motivation, and sets them up for success in their studies and careers (Dubinka, 2023: 44).

Professional self-organisation skills are the ability of an individual to independently set goals and priorities, organise their step-by-step implementation, monitor this process and analyse the results obtained for the purpose of further development and improvement of professionally necessary character traits and abilities to increase the level of professionalism (Dudnik, 2009: 82).

Self-organisation is a key component of professional training for law students, as it determines their ability to effectively plan, regulate and control their own educational and professional activities. This can be confirmed by several key considerations.

- *Studying requires a large amount of independent work.* Legal disciplines involve studying normative acts, judicial practice and scientific sources, which requires a high level of internal discipline. Self-organisation of one's own activities will be effective if students have the skills to work in the library, prepare for practical and seminar classes, organise classroom work, study lectures and additional literature (Dudnik, 2009: 83)

- *Prevention of mistakes with serious legal and social consequences.* A representative of the legal profession must demonstrate a high level of communication skills, work productively in a team, and make informed decisions under professional stress (Yankova, 2024: 33). At the same time, the legal profession involves direct responsibility for people's lives, which places increased demands on the level of professional training. Insufficient self-organisation or an inability to plan one's activities rationally can lead to mistakes

with serious legal and social consequences. This highlights the need for the systematic development of soft skills in the professional training of future lawyers.

- *Legal work needs you to be quick and accurate.* Keeping to deadlines, getting documents ready, and going to court hearings – you can't do any of this without good planning and self-control skills. Having these skills means you can work well even when things get stressful and make smart decisions fast.

An analysis of pedagogical research on the problems of self-organisation in the educational process of higher education institutions gives grounds to identify several main directions for its formation.

1. *Organisation of independent work by students.* Developing students' ability to independently acquire knowledge and apply it in practice contributes to a high level of self-organisation in educational activities. Independent work as a type of educational activity will be effective if: 1) this work is clearly organised by the teacher; 2) it is part of the educational process, rather than an episodic phenomenon; 3) the student can organise themselves properly; 4) systematic pedagogical control (assessment and correction of knowledge) is exercised over the independent work of students (Ivanecko, 2020: 67).

During English language classes, students listen to explanations, complete practical assignments, and participate in discussions. The teacher plans, coordinates, and monitors their independent work, creating conditions for active learning without fear of making mistakes. The effectiveness of such work is ensured by the use of active teaching methods and thorough preparation. A system of educational tasks for students' independent work is developed according to the following principles: gradual complication of tasks; completion of research tasks by students; ensuring motivation; use of tasks that contribute to the deepening of knowledge, the development of professional skills and creative thinking.

To develop self-organisation in professional English classes, it is advisable to use various types of learning activities. In particular, the following are effective analysis of authentic legal texts, during which students independently identify key information, compare legal norms and formulate conclusions; completion of practical tasks, which involves planning the stages of work and self-monitoring the correctness of performance; participation in discussions and role-playing games that stimulate rational time management for preparing arguments, coordinating actions within a group, and the ability to adapt to unpredictable professional situations.

For example, as part of the *lead-in* to the topic “*Types of crimes*”, students were asked to find statistical data and prepare a discussion based on the following questions: *What are the three most common*

crimes in your country according to the latest statistics? Where did you find this information? How have crime rates in your country changed over the past five years: have they increased, decreased or remained the same? Compare Japan, the USA, Sweden and Ukraine. Which country, in your opinion, focuses more on punishment and which on rehabilitation? Give at least one example from a reliable source.

Completing such tasks promotes the development of students' self-organisation skills, as it requires them to plan their time independently to study the material, identify key information, formulate arguments and prepare a presentation. In this way, students simultaneously train their ability to effectively manage their own learning activities, which is an integral part of developing the professional competence of future lawyers.

2. *The interconnection between self-organisation and motivation for learning.* Self-education is a multifaceted, socially determined process aimed at professional and personal development. It involves the ability to set goals and determine how to achieve them, analyse and critically evaluate one's own actions, and expand one's educational interests and needs. Its characteristics are professional motivation, high cognitive activity, purposefulness, consistency, and voluntariness, focused on self-improvement (Samko, 2024: 79).

Motivation is a key factor in the professional development of law students, determining their activity, purposefulness, readiness for self-development, and ability to overcome educational and professional difficulties. The most effective is internal motivation, which manifests itself through interest in the profession, the desire for self-realisation and awareness of the social significance of legal activity.

To increase the motivation of law students in the process of learning professional English, it is advisable to apply the following pedagogical approaches:

- Professional orientation of training – working with authentic legal texts, court decisions, contracts and international law materials. This allows students to understand the practical connection between their studies and their future professional activities and opens up access to international practice, internships and professional opportunities in global law firms.

- Formulation of specific learning objectives – for example, mastering legal terminology, preparing legal writing, presentations or speeches for moot court.

- Practice-oriented tasks – case analysis, role-playing games ‘court hearings’, negotiations in English, creating presentations and summaries of international legal documents.

Using group projects as a motivational tool – working in groups encourages students to explore new material, analyse information and create their own content.

Let's look at an example exercise: Group Work: *Corporation – Advantages vs Disadvantages.*

Group 1: “*Corporations are the best business structure*”. Questions for discussion: *Why is limited liability important? Why is it easier for corporations to raise capital? How does corporate continuity contribute to business stability? Give real-life examples (technology companies, international corporations).*

Group 2: “*Corporations have too many disadvantages*”. Discussion questions: *Is double taxation fair? Is it expensive to set up a corporation? Is it difficult to maintain documentation? Do corporations have excessive power? Use legal and financial arguments.*

Such tasks contribute to increasing student motivation, shaping professional competencies, developing critical thinking, teamwork skills and effective communication in English in a legal context, while creating conditions for independent learning and the development of soft skills.

3. *The interconnection between self-organisation and self-control.* Self-control as a functional manifestation of reflection is an important condition for effective self-education. It ensures awareness, evaluation and correction of one's own activities. Self-control is not limited to checking results, but also involves regulating the learning process, identifying and correcting mistakes, and improving working methods. The ability to critically evaluate one's own achievements is one of the key prerequisites for successful self-education.

Self-control is particularly important for future lawyers. Legal practice requires accuracy, responsibility, the ability to analyse legal norms and argue a position. In the process of self-education, self-control helps law students to objectively assess their level of knowledge, fill in gaps in a timely manner, and develop legal analysis and professional thinking skills. It is precisely developed self-control that contributes to the formation of a competent, disciplined and responsible specialist in the field of law.

In the process of learning English, self-control helps law students: check the correctness of legal terminology usage; analyse their own legal writing for structure and style compliance; systematically repeat and consolidate professional vocabulary.

Modern digital tools, such as ChatGPT, can be used as an aid to self-monitoring. At the same time, it is important to emphasise that artificial intelligence is used as a support tool, not as a substitute for independent work

Let's consider an example of using ChatGPT for self-checking written work (legal writing).

Write a short legal recommendation (150–200 words) on forming a partnership. You are a legal consultant advising a group of potential investors who are considering forming a partnership in a profes-

sional field (law firm). Analyse the legal and business implications of partnerships, highlighting advantages, risks, and regulatory considerations, and provide reasoned legal recommendations.

After writing the paper independently, the student can use ChatGPT for structural support.

Open ChatGPT. Copy and paste the prompt below into the chat. Read the ideas provided by ChatGPT carefully. Use these ideas only as support when writing your legal recommendation.

PROMPT

Provide only ideas and key points for a legal recommendation on forming a partnership in a professional field (law firm).

Do NOT write the full recommendation or complete sentences. List key advantages of forming a partnership (legal and business aspects). List key risks and disadvantages of partnerships. Identify important legal and regulatory considerations. Suggest points to include in legal recommendations for potential investors. Suggest useful legal linking words and phrases for structuring

a recommendation. The ideas should help me write the legal recommendation independently. Do not write full paragraphs or complete sentences.

Conclusions. Self-organisation is a key component of professional training for law students, as it enables them to plan their activities, set priorities and monitor the results of their work. Its effectiveness is closely linked to the development of motivation and self-control, which promotes independence, discipline and responsibility among future lawyers. Professional English classes create conditions for training these skills through the analysis of authentic texts, discussions, role-playing games, and practical tasks. The use of digital tools, in particular ChatGPT, helps to support the process of self-control and effective assimilation of legal terminology.

Further research may focus on integrating the development of self-organisation with other soft skills and evaluating the effectiveness of digital tools in increasing the motivation and self-control of law students.

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