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# Current Issues and Prospects of Modern Higher Legal Education in Conditions of the Fight against COVID-19

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## Abstract

The purpose of the document is to determine the current problems and the possible directions for the development and improvement of higher legal education in the modern challenges and conditions of the pandemic and post-pandemic of COVID-2019, under the hypothesis that the upcoming emergency is affirmed again. world order. General-scientific and special-legal methods of cognition have been used. Through the use of the dialectical method, the current problems of modern legal education have also been identified, their foundations have been investigated and instructions have been sought to improve legal education and the quality of young lawyers in the educational environment of the pandemic. In conclusion, it is highlighted that the findings found in the research can be useful for higher education teachers who are constantly adapting to the new conditions of professional activity in the field of legal education, in the scene of pandemic and the ordering after the pandemic, with particular emphasis on specialists focused on developing suggestions and improving the quality of legal education in the context of the global challenges imposed by COVID-2019.

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**Keywords:** pandemic and post pandemic; educational environment; global changes; future lawyers; new world order.

## Temas actuales y perspectivas de la educación jurídica superior en condiciones de lucha contra el COVID-19

### Resumen

El propósito del documento es determinar los problemas actuales y las posibles direcciones del desarrollo y la mejora de la educación jurídica superior en los modernos desafíos y condiciones de la pandemia y post pandemia de COVID-2019, bajo la hipótesis que afirma la emergencia próxima de nuevo orden mundial. Se han utilizado métodos de cognición general-científica y especiales-legales. Mediante el uso del método dialéctico, se han identificado también los problemas actuales de la educación jurídica moderna, se han investigado sus fundamentos y se han buscado las instrucciones para mejorar la educación jurídica y la calidad de los abogados jóvenes en el entorno educativo de la pandemia. Como conclusión se destaca que los hallazgos encontrados en la investigación pueden ser útiles para los docentes de nivel educativo superior que se adaptan constantemente a las nuevas condiciones de actividad profesional en el campo de la educación jurídica, en la escena de pandemia y el ordenamiento posterior a la pandemia, con énfasis particular en especialistas enfocados en el desarrollo de sugerencias y la mejora de la calidad de la educación jurídica en el contexto de los desafíos globales que impone el COVID-2019.

**Palabras clave:** pandemia y post pandemia; ambiente educativo; cambios globales; futuros abogados; nuevo orden mundial.

### Introduction

Wide-scale global changes, transformational processes in societies under total informatization, and the influence of massive culture have their not just positive but negative consequences in political, economic and social-cultural spheres of the world. The mentioned above has its reflection on law of every country. Nowadays, the global community has got one more reason for its internal differently directed changes to give a rather quick reaction for its further existence and development in conditions of the fight against COVID-2019. The unforeseen coronavirus pandemic has interrupted our personal, professional, financial and commercial lives, to a point of

preventing best performance at all levels; even rendering performance impossible (Modani and Desai, 2020). The global spread of SARS-CoV-2 has put international law on pandemic response and related legal fields into the limelight. As the coronavirus pandemic rages in, nations throughout the world scramble to enhance their responses. Various measures have brought a broad spectrum of restrictions: from general alerts to mandatory quarantines and isolations of individuals, to blanket travel bans and cordoning-off of cities and, in some cases, countries. Many governments have declared states of emergency, thereby assuming exceptional powers (Von Bogdandy and Villarreal, 2020).

On the 7th of April 2020, the Council of Europe not to destroy human core values and free societies during the pandemic provided governments with a toolkit for dealing with the present unprecedented and massive scale sanitary crisis in a way that respects the fundamental values of democracy, rule of law and human rights. The document covers four key areas: 1) derogation from the European Convention on Human Rights in times of emergency; 2) respect for the rule of law and democratic principles in times of emergency, including limits on the scope and duration of emergency measures; 3) fundamental human rights standards including freedom of expression, privacy and data protection, protection of vulnerable groups from discrimination and the right to education; 4) protection from crime and the protection of victims of crime, in particular regarding gender-based violence (Information Document, 2020).

Thus, soon or later by this or a similar way the need to modify the national legislation under the international and regional regulations and requirements of living in pandemic and post-pandemic reality originates not just legal mechanisms of their proper implementation but also the change of legal and juridical practice. Step by step all this leads to the modification of national legal systems, acceptance of new sources of law by such countries, and the formation of a new juridical paradigm that has to be more competitive and effective for the sake of the further development and improvement of national systems of law.

Under the mentioned above the legal education plays its very important role as for the formation of a professional in the field of law and the whole juridical community on the level of a separate state but according to the needs and conditions of reality for the whole world. In such a situation the preparation of future lawyers is still the relevant theme for its scientific investigation, the topicality of which will be always very high the same way as the role and significance of a professional jurist for every country. At the intersection of disruption and unpredictability will emerge a new model for the world's economy and for higher education. COVID-19 has created a new world order requiring a shift in perspective and necessitating thinking in different ways (Dennis, 2020).

At the same time, even taking into account the mentioned above negative consciences, if we look far and hard enough into our postsecondary post-pandemic landscape, we can glimpse some reasons for optimism. Nowhere is the higher ed post-COVID-19 future as positive or as interesting as in the realm of teaching and learning (Kim, 2020). Therefore, current issues, needs and imperative reforms to form a modern effective lawyer within the walls of a law school in modern times under the conditions of the fight against COVID-2019 are the quite important and relevant aim of our paper.

With this purpose it is needed to solve the following tasks: 1) to determine the current problematical moments that are the source of critical obstacles for the effective present and future legal education, including the conditions of the fight against the corona virus; 2) to analyze the present needs of different nature for the formation of a modern professional in the field of jurisprudence by law schools; 3) to investigate and on this base suggest the essential directions of the legal education improvement that may be reflected in national educational reforms under the modern requirements of the legal practice and the needs of reality in conditions of the fight against COVID-2019. The mentioned tasks are to investigate a subject of the paper that is current issues and prospects of modern higher legal education in conditions of the fight against the coronavirus.

## **1. Materials and methods**

To achieve the aim of the paper, general-scientific and special-legal methods of cognition have been used taking into account the specifics of the research subject. Their application is based on the integrated approach that allowed exploring the issues through the prism of their social content and their legal form. The historical-legal method has been used in the analysis of the development of the legal thought to determine the current state and directions of the further improvement of juridical education. This method allowed determining the historical basis of the modern issues of quality educational legal services in pandemic and post-pandemic conditions in the presence of technical inability of law schools to use innovative teaching methods, the informational and technical illiteracy of teachers to teach and students to learn in the new electronic educational space under the requirements of reality.

By using the dialectical method, the current issues of modern legal education have been formulated, their reasons have been investigated and the directions of their removing to improve the juridical education and the quality of young lawyers in the world under conditions of the fight against the corona virus have been outlined. Also, modern challenges to higher juridical education in pandemic and post-pandemic conditions have been

determined and analyzed to highlight their internally connected nature with the financial potential of the existed educational juridical schools, their traditional policy of the educational service, the prevailing status of the face-to-face teaching, non-redness of their stuff to accept the urgent need to improve the informational literacy and use innovative methods of educational service in the sphere of jurisprudence.

The formal-dogmatic method contributed to the development of the authors' explanation of "Current issues of law schools in the proper education of future lawyers" and "Current issues of law schools' students in their proper education". This method has been used to reveal the authors' vision of the law students' current issues of a different nature. This method provided an opportunity to substantiate the vision of legal education in the informational age in the context of global changes, the transformation of social consciousness and anti-pandemic measures.

Using of this method, it has been analyzed and represented the suggestions to ensure the effective implementation of a new educational paradigm in the legal field based on the positive experience of the world, improving the traditional approach in providing the educational services with a focus on blended informational teaching and learning, the increase and development of technical literacy and skills of teachers and students, and the growing role of self-learning for both of them.

Using the formal-legal method, the content of the legal act of the European Union concerning the actions of its member states respecting democracy, rule of law and human rights in the framework of the COVID-19 sanitary crisis has been analyzed. Using the system-structural and the comparative methods, the practical aspects of the implementation of the new world educational policy for the introduction of effective electronic and blended juridical education in order to train quality legal professionals in pandemic and post-pandemic conditions have been considered. Also, the systematic method has been used in the classification of suggestions for law schools of modern times and the new world order for the provision of educational services of a legal nature under its transformation from the traditional form into the innovative one.

The comparative method gave the opportunity to suggest the directions of the modern law school's development and the improvement with the aim to train effective and competitive lawyers in conditions of global changes, social transformation under the innovative development of the world and the fight against COVID-2019. The application of the mentioned above methods allowed to provide the comprehensive analysis of the current state, issues, and prospects of modern higher legal education in conditions of the fight against COVID-19 and post-pandemic world.

## **2. Results and discussion**

The paper investigated modern higher legal education in conditions of global changes, transformational processes in societies under total informatization, and the influence of massive culture, including the fight against COVID-19. Special attention has been paid to the state and issues of juridical education in pandemic and post-pandemic periods. In this concern, the present problematical circumstances of law schools in the proper education of future lawyers have been analyzed according to the investigation of the outside and inside conditions of the educational environment in the sphere of juridical education. Also, the present issues of law schools' students in their proper education have been revealed. Modern challenges to higher juridical education in pandemic and post-pandemic conditions have been outlined. The need to transform the modern legal education from its traditional form into innovative under the requirements of the new world's order and reality dictated by the influence of COVID-19 has been proved. To ensure the further effective functioning of higher legal education, prospects of its future development and improvement in conditions of the fight against COVID-19 and the post-pandemic world have been suggested.

### **2.1. Modern higher legal education in conditions of the fight against COVID-19: current state and issues**

Nowadays, the world's legal educational system is rather classically formed and consists of state and private institutions. Among them, there are specialized leading law schools that have their own history and recognition in the legal community. It guarantees them high demand among applicants, special or additional financing from their countries, and the willingness of those who wish to study there or their parents to pay high amounts for the education. As usual, educational institutions of such a level are rather competitive in the educational market and care about the giving of the proper educational service. At the same time, in our days there are many faculties of law in non-specialized institutions. As usual, in recognized technical, humanitarian, pedagogical, or even agriculture universities such faculties have been created to get additional financing and develop a new direction in the training of classical lawyers with the stress in their specialization on the specific of the traditional universities.

A question about the quality of their educational service, a level of their graduates' education and knowledge of law is still debatable in the legal community. One part of the jurists is totally opposite in such a situation

because they support just classical law school preparation where the most qualified professors and scientists are concentrated. In their opinion, the material, technical, educational, and research base may be properly organized just by recognized law schools that exist for a long time. More else, they think that just under those conditions the proper preparation of a qualified lawyer is possible, and just after graduation of recognized law schools it is possible to be needed and competitive as a legal specialist at the labor market. At the same time, the second part of lawyers does not see the weakness of today's young legal professionals just in a fact of their preparation by non-specialized law schools. More else, many of them admit that newly trained lawyers in most cases even if they studied in rather recognized law schools are not capable to apply their knowledge in practice.

It seems to be the main problem of graduates because their employers cannot be sure of the performing of working duties effectively by such a lawyer. Nowadays, there is a gap between knowledge got in a law school and the real ability to apply and implement them in the practical activity by graduates. In our opinion, the reason for such a situation cannot be explained just by the legal training of them by the mentioned above non-specialized educational institutions. More else, in conditions of the fight against COVID-2019 the mentioned issue became and with time will be more visible than ever before. The reality of distance learning as the only possible form of education in pandemic conditions revealed the main problem of law schools and their students. And it is not determined just by the technical side of the question.

Nowadays, the real dialogue of educational nature is possible just between conscious students that desire to get new deep knowledge and professional teachers that are capable to give the knowledge. Of course, innovative technologies and programs that are instruments of communication between students and teachers are an essential element of modern legal education. That is why, on the one hand, the teachers, and, on the other hand, students have to develop and improve their so-called technical skills on a permanent base. But it seems to be the imperative requirement of pandemic and even post-pandemic reality to get not just higher juridical but even secondary education.

On the base of the mentioned above, it is quite important to investigate reasons and outline the directions of removing to improve juridical education and the quality of young lawyers everywhere in the world. We think it is possible to divide them into two parts: "Current issues of law schools in the proper education of future lawyers" and "Current issues of law schools' students in their proper education". Both of them are relevant to be investigated and analyzed scientifically with further suggestions to remove the obstacles, improve, and develop juridical education as a whole.

## **2.2. Current issues of law schools in the proper education of future lawyers**

The educational process obligatory involves two sides. The first one is a student that is to get the proper knowledge, special techniques and abilities to provide the practical activity effectively in different forms of legal activity such as legal cases and connected with this searching of evidence, advocacy in representation and protection of human rights, freedoms, and interests, judgment, consultative advice and promotion of different kinds of commercial activity, etc. The second one is a law school where lawyers with deep theoretical knowledge, practical skills, experience, and scientific achievements are to train the students.

We think that current issues of law schools in the proper education of future lawyers depend on two interrelated and interdependent components that are the law school's potential and the potential of this law school's teaching staff. That is why, on the one hand, the graduates' level of legal education, the depth of their legal knowledge and practical mastering depend on the material-technical base of an institution where they study. It is possible to understand this component as an outside condition of the educational environment of legal education. On the other hand, the depth of theoretical knowledge, practical experience, and scientific-methodological techniques of teachers at law schools determine the inside condition of the educational environment of legal education. Idest. higher educational institutions in the field of law on the base of the proper and modern level of the outside and inside components' development are to be the right environment of the legal education according to the law and practical needs.

That is why to prepare modern competitive lawyers a modern law school has to follow modern needs of technical, methodological and educational abilities. It means that financing of the law school has to be used on the improvement of technical equipment, cyber technologies and any other type of modern innovations of technical character to make the process of learning of jurisprudence easier by traditional and modern methods. We have to realize that today's preparation of future lawyers is made in the so-called digital era. It requires the law school's technical ability to use the effective technical achievements of mankind and the moral readiness of the teaching staff to apply them in their pedagogical activity. Today's distance teaching and learning via the use of informational technologies under the pandemic of the corona virus is the undoubted proof of the mentioned above.

At the same time, every law school nowadays should understand the need to improve its own technical and innovative base to create and develop the modern environment of law-students training. On the one hand, it requires

the money investments to the material-technical base of the school. On the other hand, it needs systematical money to improve and develop the staff's level. Nowadays, there are many professionals among the law teachers that have a scientific degree in the field of law, right abilities and skills, and teaching experience. At the same time, because of their age not all of them used to use new technologies and innovative methods of teaching. In the use of traditional methods of the future lawyers' training such professors may be rather effective by giving brilliant lectures, providing practical classes and giving advice.

But nowadays even traditional higher legal schools' methodology of teaching and learning has to be transformed due to the needs of the innovative development of the world. A picture of a law student has been changed and is still under the process of transformation because a picture of a young person has been changed in conditions of global changes and social transformations. Everyday use of technologies and innovative achievements of the world changed even a blueprint of a future lawyer. That is why no law teacher today may be closed for technologies and innovations. Nowadays, for example, even classical delivering of a lecture on a theoretical juridical theme by a specialist of a high level with a tremendous experience may be rather boring for a modern student just because of his or her internal need to percept the information with the use of visual or video interactive material.

The face of modern youth has been changed even in their daily communication because they use social networks and phones by typing messages rather more than verbal communication. If such a person has formed his/her ability for communication this way, it is rather difficult for him/her to percept theoretical academic information of the rather difficult juridical content just by listening of the lecturers without any visual materials. That is why the leading law schools of the world have already accepted the mentioned fact and reacted to this the right way.

Administrators must reward faculty who engage in innovative teaching practices, not just those who publish most frequently. Teachers must be willing to spend the time needed to modify their current teaching practices to incorporate the more frequent assessments of their students. Individual teachers and law schools can and should begin altering their approaches now, giving themselves time to adapt to the new teaching paradigm for legal education (Ramy, 2013). Stephen Colbran, Anthony Gilding and Samuel Colbran determined animation and multiple-choice questions as a formative feedback tool for legal education (Colbran *et al*, 2017). Two-dimensional animation when combined with multiple-choice questions affords an interesting and innovative formative feedback tool for engaging law students in problem-based learning. Students viewed the animations as a very positive learning experience, in the sense of making the lesson more

interesting to learn, assisting them to learn and help visualise the ethical problems. Student comments highlighted design features which, when refined, may improve the quality of both the animations and the student experience in studying law using animation (Colbran *et al*, 2017). At the same time, determining the creative podcasting as a tool for legal knowledge and skills development, Rachel Killean and Richard Summerville made the suggestion of “introducing a student-led legal podcast in their law school in September 2017 to explore creative podcasting’s potential as a tool of legal knowledge and skills development” (Killean and Summerville, 2020).

As Alison Bone (2009) admitted: “Students appreciate innovations by law teachers involving technology such as podcasts, wikis or blogs even though this not widespread”. The expansion of the use of virtual learning environments and law databases does mean that it is possible to access an enormous range of materials without setting foot in a law library and there are undoubtedly more interesting ways of engaging students interactively with material for their study in the first decade of the twenty-first century than hitherto (Bone, 2009). Rather interesting ideas of optimizing the Law School Classroom Through the “Flipped” Classroom Model have been given by Angela Upchurch (2013).

A flipped classroom turns the traditional teaching paradigm on its head – altering the roles of both the professor and the students during shared classroom time and during time outside of the classroom. In a flipped model, the professor presents some new content in taped online videos that the students view outside of the classroom. As a result, more in-class time can be freed up for activities or concepts that would benefit from modeling or demonstration by the professor or from group work.

Analyzing new skills and new learning in the USA, Gene Koo (2007) connects legal education and new technologies. Tomorrow’s lawyers will be plucking increasingly valuable data from exponentially-growing fields of information; working with colleagues and clients spanning the globe, and establishing automated systems to leverage scarce legal resources more efficiently. In schools around the United States, students are already at work laying the foundations of a future legal system that assumes the use of new technologies.

As P. Caron (2007) notes, G. Koo (2007) pointed that law firms, continuing legal education providers, technology providers, and law schools all have a role to play in ensuring that attorneys are prepared for a technologically-mediated world. To meet this challenge, these organizations must understand what to teach and how to teach it. In many ways the opportunity demands an entrepreneurial approach: relentless experimentation to sharpen both practice and the pedagogy of practice (Koo, 2007). It also requires institutional awareness: understanding not just the divide between academy and practice and the divergent challenges

facing global mega-firms versus local community lawyers, but also how to bridge those differences when necessary (Koo, 2007). In our opinion, to meet the needs of pandemic and post-pandemic reality in the adequate and qualified service in the field of juridical education, law schools have to accept the mentioned above and transform their traditional educational methods into innovative with the proper use of traditional.

### **2.2.1 Current issues of law schools' students in their proper education**

On the base of the mentioned above, it is possible to admit that the proper education of the future lawyers depends on the abilities and skills of law students as well as their natural potential and internal interest to get juridical knowledge and mastering. Unfortunately, not all of such students have natural skills to the legal profession that they understand with time and change the profession in the future. It means that even in highly technically developed law schools under the guidance of the skillful and experienced pedagogical collective, such a student will never become a professional lawyer. Such a person with the amount of legal knowledge will know techniques and methods but will never feel how to use them in practice.

This fact is the current issue of every profession because a human during the getting of education may reveal his/her own hided deep qualities, abilities, and skills with the further determination and change of the profession. At the same time, in this paper, we try to analyze law students that are trained to be lawyers and most of them began to practice jurisprudence. Such a student wants to know law, he/she is ready to analyze, investigate it, improve own knowledge, skills, and get new techniques in its mastering and practicing. For such a student a modern law school should be the way to acquire knowledge, somebody's juridical experience, and the formation of a minimum competency model of a future lawyer.

The modern law student is appreciative – it would appear – of the efforts of law teachers in providing lectures and facilitating seminars which are still seen as of fundamental importance to their learning. Textbooks are usually bought, especially by first year students, but seen as less important to learning by second- and third-year students. Online resources are widely used and valued, whether provided by the university or by others such as publishers. Students feel they are given guidance on the transition to higher education but would seem to want more specific help with studying law. The face-to-face contact with other students is generally regarded as essential to their learning (Bone, 2009).

At the same time, we think that legal education is changing under the influence of the requirements and challenges of our time especially in conditions of the fight against COVID-2019. Their character is determined by the development of a society, its legal consciousness, legal culture, values, and expectations. A significant impact on the changing nature of the training of lawyers in higher education was made by modern technological progress, the development of innovative and cyber technologies. Under the pandemic, the world's higher education landscape is enriched by a wider role of online learning and taking into account that more learners will study closer to home. The list is too long and changes daily of the number of colleges and universities worldwide that have suspended, or ended, in-person instruction, and replaced it with online teaching. The wisdom and necessity of increased online. Specific cohorts of students will opt to study closer to home. According to a report published by QS, prospective Asian students may increasingly look to intra-regional universities for tertiary study (Dennis, 2020).

Today, experts in the field of law are faced not only with the solution of classical problems of protecting human rights, interests, and freedoms but also with a willingness to quickly transform their own skills and abilities to the needs and requirements of the environment of existence and the activity of a modern lawyer. Accordingly, the training of such a lawyer in modern conditions poses new questions for the higher law school and actualizes the urgency of their solution. According to the mentioned above, we agree with Herbert Ramy (2013) that "students must become willing participants in their own education so that they can become independent lifetime learners".

In our opinion, the modern law schools have to form not just the proper skills and knowledge but develop in the student community an understanding of the need and an active focus on self-development and the formation of research skills in the field of jurisprudence as the main source of knowledge in the field of law and its further applying in practice. More else, we think that just interdisciplinary training of law students may ensure their competitiveness and professional prospects, as well as the future development of jurisprudence in the world.

Analyzing interdisciplinary strategies for legal education Deborah L. Borman and Catherine Haras admitted that law education possesses the tools necessary to create outstanding classroom experiences. It remains for law to incorporate these borrowed education strategies mindfully into legal education. To do so will enhance and improve the teaching and learning process and build law education into a training ground for the finest critical-thinking practitioners (Borman and Haras, 2019). Interdisciplinary training is not an impediment to students' success on the job market and instead may help them to achieve a competitive edge (Kleynhans and Bornstein, 2015).

### **2.3. Modern higher legal education in conditions of the fight against COVID-19: future development and improvement**

The further existence and progressive functioning of higher legal education in conditions of the fight against the corona virus is only possible if the whole system of higher juridical education will be modernized and the consciousness of teachers and students will be updated. Pandemic and post-pandemic circumstances and effects played their essential role in the creation of a new world order with entirely different and fundamentally new problems. A modern higher juridical education has to be ready to react appropriately with the aim to form the needed environment for the educational service and training of lawyers.

The issue of impossibility to coordinate the conduct of teachers and students in the era of new technologies has to be resolved with the quick involvement of different kinds of electronic education. To teach a subject is to learn that subject anew, to see it in a new light, in a deeper and richer significance (Sanders, 1908). This will require the pedagogical methods change and communication changes between teacher and students from one hand, and among students from the other hand. Regardless of existing till now disadvantages the m-Learning will become more and more popular with the progress of information and communication technologies. Its common use with traditional education will correspond to the needs of educational quality improvement.

The educational process will become more flexible and will fulfill the needs of lifelong learning (Georgiev *et al*, 2004). At the same time, we think that the further development of juridical education needs its interdisciplinary teaching and learning. Interdisciplinarity is a learning process, but, for that learning, time and resources are needed. For a university interdisciplinarity is an important means. New interdisciplinary courses offer the best of several disciplines in a balanced way and are, therefore, attractive and relevant to (more) students (Wilthagen *et al*, 2018).

The most change that a modern law school and its students realized during the educational process under the fight against COVID-2019 is their quick reorientation on so-called e-learning. On the one hand, not all of the students and teachers were ready to it morally, on the other hand, even using the Internet and new technologies in their daily life, many of the students and even teachers did not have enough technical skills to use the technical side of this issue with a professional and educational purpose.

The question about e-learning is still debatable because of its advantages and disadvantages. As V. Arkorful and N. Abaidoo (2015) state, e-learning involves the use of digital tools for teaching and learning. It makes use of technological tools to enable learners' study anytime and anywhere. It

involves training, delivery of knowledge and feedback. It motivates students to interact with each other, exchange and respect different point of views. It eases communication and improves the relationships that sustain learning. Its adoption in some institutions has increased faculty and learner access to information. A rich environment for collaboration among students can improve academic standards (Arkorful and Abaidoo, 2015).

The overall literature which explains the advantages and disadvantages of e-learning suggests the need for its implementation in higher education for faculty, administrators and students to enjoy the full benefits that come with its adoption and implementation (Arkorful and Abaidoo, 2015).

Analyzing teaching and learning after the corona virus, scientists in the sphere of law predict that blended learning will dramatically increase, and online education will be a strategic priority at every institution (Kim, 2020). We support the mentioned above but, in our opinion, even is pandemic legal education requires just its electronic and distance form it does not mean that it should be its only format in the post-pandemic period. Depending on the condition of reality, the modern post-pandemic legal education has to be blended but still concentrated on the classical form of teaching and learning. The transfer of knowledge and experience from teachers to students may be provided exclusively in the e-format only if the post-pandemic conditions will not allow using the classical form of education.

We have not to forget that e-learning except advantages has disadvantages. Many studies have attempted to find out whether distance education differs from traditional modes of instruction when referring to facilitating student success. The majority of these studies reported no significant differences between the distance and traditional modalities. Most important, the design of such type of research (whether comparative or evaluative) clearly places emphasis on the importance of the method of delivering instruction and is consistent with the instructivist (instructor-centered) learning theory but inconsistent with the constructivist (learner-centered) theory, which is more concerned with the role of the student in learning than with the role of the instructor in teaching (Diaz, 2000).

The future opportunities for distance education are unlimited. Clearly, distance education programs and courses are here to stay and will increase in the future but there are still many uncertain issues to be clarified and investigated. While distance learning can be at least as effective as conventional classroom learning under certain situations, it hasn't been claimed that e-learning can replace traditional classroom learning. Like any kind of educational program, distance learning comes with a host of pros and cons. Before learners enroll in any kind of distance learning program, they had better make sure to carefully consider these points in order to be sure they'll be getting an education that meets their personal needs, strengths, and career goals (Sadeghi, 2019).

The necessity of teaching and learning with asynchronous (Canvas and Blackboard, D2L) and synchronous (Zoom) platforms will yield significant benefits when these methods are layered into face-to-face instruction. We will come back from COVID-19 with a much more widely shared understanding that digital tools are complements, not substitutes, for the intimacy and immediacy of face-to-face learning (Kim, 2020).

Finally, distance learning is seen as a viable alternative for lifelong learning opportunities, including informal courses, professional development tutorials, and full degree programs. The growth of online courses, enhanced by the ease of access, media attention, and interest from the private sector, has increased demand, and efforts are underway to respond with various online learning activities (Lau, 2000). Educators, course designers, and institutional planners must consider pedagogical policy and support issues before plunging into offering online courses. The community of scholars and educators must also create more avenues for sharing of experiences and research among all the international players by being willing to describe difficulties and take feedback from learners (O'Lawrence, 2005).

At the same time, we think that the new educational reality needs interdisciplinary teaching. The pupil's knowledge of a subject may end with the gathering and the understanding of facts, but the teacher's knowledge must include this and add to it the knowledge of its deeper relations to other subjects and to mind growth (Sanders, 1908). Academic institutions appear to be responding to science's increasingly multidiscipline approach. This is particularly beneficial as interdisciplinary teaching and scholarship continues to infiltrate the traditional disciplinary framework. Interdisciplinary training will thus enable future faculty to teach general education courses, as well as in a growing number of interdisciplinary programs (Kleynhans and Bornstein, 2015).

### **2.3.1 Prospects of modern higher legal education in conditions of the fight against COVID-19 and post-pandemic world**

Analyzing the current issues and the future of legal education, including pandemic and post-pandemic circumstances, we have to admit the obligatory need for its transformation from its traditional form into innovative. A law school of new times and world's order has to be able to:

- identify, analyze the state, issues, and challenges for higher education for the quality provision of educational services in the legal field;

- be prepared to generate proposals, adequately and actively respond to problems and challenges in modern higher legal education;
- understand the internal and external causes of the problem of low efficiency in law education and put into practice models for their exclusion;
- through its own activities to transform the traditional legal education into the legal education of a new innovative type that will require the needs of pandemic and post-pandemic reality and new world's order.

We think that the further development of science in our time suggests its interdisciplinarity. This character, in particular, of legal science and legal education, is true and only possible, ensuring the effectiveness and practical validity of the further development and functioning of jurisprudence. In this regard, both the portrait of a modern lawyer and those who are called upon to ensure his/her training at the higher law school have changed. We are talking about the need to transform both the material-technical, and the methodological base of higher education, and the teacher for adaptive purposes to the challenges of modernity and the expectations of students. In the era of innovative technologies and cyber development, a law student should be formed solely taking into account the mentioned above, acquiring not only knowledge but also relevant competencies in the conditions of his/her interdisciplinary training by innovative methods.

That is why the efficient modern legal education in pandemic and post-pandemic circumstances of COVID-2019 may be got just in a law school that has to able to:

- determine the characteristics, needs of a law student of the 21st century, his/her expectations from a teacher in a higher law school in conditions of modern innovative technologies;
- determine and choose, as well as effectively use modern teaching methods for future jurists in the context of global changes and social transformations;
- develop in the student community an understanding of the need and an active focus on self-development and the formation of research skills in the field of jurisprudence as the main source of knowledge in the field of law and its further application in practice;
- determine, choose, effectively use modern technical means and methods for training lawyers in their practical pedagogical activities;
- put into practice knowledge and moral-psychological readiness to build a training space for future specialists in the field of law in higher education;

- carry out interdisciplinary training of law students to ensure their competitiveness and professional prospects, as well as in the name of the future development of jurisprudence.

## **Conclusion**

It has been proved that the modern legal education under global changes, transformational processes in societies in pandemic and post-pandemic circumstances and effects of COVID-2019 requires its essential transformation from the traditional to the innovative form of its existence. This process is two-sided and includes, on the one hand, law schools and, on the other hand, law schools' students. The first ones have to improve their technical-innovative potential and ability to use the effective technological achievements of mankind and the moral readiness of the teaching staff to apply them in their pedagogical activity on the base of interdisciplinary teaching for adaptive purposes to the challenges of modernity and the expectations of students. The second ones have to become active participants of the educational process, deep their digital abilities and permanently grow their self-educational skills to ensure their competitiveness and professional prospects, as well as the future development of jurisprudence in the world.

The materials in this paper may be useful for teachers of higher educational level adapting to the new pandemic and post-pandemic conditions of professional activity in the field of legal education, for specialists focused on the developing the suggestions and improving the quality of juridical education in the context of global COVID-2019 challenges. In the research process, new questions and issues arose that are needed to be solved. It is necessary to continue the investigation of methods and details of the effective practical implementation of modern higher legal education development and improvement under the fight against COVID-19 and in conditions of post-pandemic circumstances and the new world's order.

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