

потребам міжнародних організацій та інституцій Європейського Союзу, для яких характерною є необхідність комплексного аналізу правових, економічних і політичних процесів. Акредитація освітньої програми здійснюється Нідерландсько-фламандською акредитаційною організацією (NVAO), що підтверджує відповідність навчання європейським стандартам якості вищої освіти. Випускники програми мають можливість продовжити навчання на магістерському рівні або розпочати професійну діяльність у міжнародних організаціях, органах державного управління, юридичних компаніях та неурядових організаціях [1].

Висновки та перспективи подальших розвідок напрямку. Проведений аналіз змістових засад професійної підготовки фахівців у галузі права на першому (бакалаврському) рівні вищої освіти в країнах Європейського Союзу дозволив виокремити низку характерних особливостей організації юридичної освіти. Дослідження трьох репрезентативних освітніх програм («Міжнародне та європейське право» Гаазького університету прикладних наук та Брюссельської школи управління, а також «Право» Університетського коледжу Корка) засвідчило, що сучасні бакалаврські програми в галузі права в університетах ЄС поєднують фундаментальну теоретичну підготовку з практикоорієнтованими формами навчання.

З'ясовано, що зміст професійної підготовки майбутніх фахівців у галузі права ґрунтується на вивченні базових правничих дисциплін, зокрема міжнародного та європейського права, конституційного, кримінального, договірної та корпоративного права, а також на формуванні дослідницьких і аналітичних умінь, навичок юридичного письма та аргументації. Водночас освітні програми передбачають можливості індивідуалізації навчальної траєкторії здобувачів вищої освіти шляхом вибору спеціалізацій, вибіркових дисциплін, участі в міжнародних академічних обмінах, клінічних програмах і професійних стажуваннях.

Встановлено, що важливою особливістю юридичної освіти в країнах ЄС є її міждисциплінарний характер та орієнтація на формування компетентностей, необхідних для роботи в умовах глобалізованого правового середовища. Значна увага приділяється розвитку практичних професійних навичок, критичного мислення, здатності до правового аналізу та ефективної комунікації, що забезпечує підготовку конкурентоспроможних

фахівців для національного та міжнародного ринку праці.

Перспективи подальших наукових розвідок убачаємо в дослідженні організаційно-методичних засад підготовки фахівців у галузі права в країнах ЄС та можливостей використання їхнього досвіду в модернізації юридичної освіти в Україні.

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МЕТОДИ НАВЧАННЯ ФАХІВЦІВ З МІЖНАРОДНОГО ПРАВА В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ КРАЇН ЄВРОПЕЙСЬКОГО СОЮЗУ

У статті окреслено методи підготовки фахівців з міжнародного права у закладах вищої освіти країн Європейського Союзу. Актуальність дослідження зумовлена необхідністю вивчення сучасних підходів до викладання міжнародного права в європейських університетах та виявлення ефективних педагогічних практик, що сприяють формуванню професійних компетентностей, необхідних для юридичної діяльності в умовах глобалізованого середовища.

Дослідження зосереджено на сучасних методологічних підходах, що застосовуються у професійній підготовці фахівців з міжнародного права, зокрема на концепції викладання міжнародного права «в контексті», що передбачає аналіз правових норм та інститутів у ширших соціальних, політичних, економічних і культурних рамках. Особливу увагу приділено критичним педагогічним підходам, зокрема педагогіці TWAİL, яка сприяє критичному переосмисленню історичних і політичних засад формування міжнародно-правового порядку й заохочує включення до академічного дискурсу альтернативних перспектив, зокрема досвіду держав Глобального Півдня.

У статті також висвітлено роль практикоорієнтованих методів навчання у професійній підготовці фахівців з міжнародного права. Зокрема, метод кейсів розглядається як один із найпоширеніших педагогічних інструментів у юридичній освіті. Завдяки аналізу реальних або змодельованих правових ситуацій цей метод сприяє розвитку критичного мислення, юридичного міркування, аналітичних умінь та здатності формулювати обґрунтовані правові аргументи. Визначено, що ефективність кейс-методу залежить від ретельного добору кейсів, їх відповідності результатам навчання, а також здатності викладачів організувати інтерактивні дискусії в аудиторії.

Наголошено, що методичні засади підготовки фахівців з міжнародного права у закладах вищої освіти країн ЄС поєднують критичні педагогічні концепції з інтерактивними та практикоорієнтованими методами навчання. Такий підхід сприяє розвитку аналітичних компетентностей, формуванню професійного юридичного мислення та цілісного розуміння процесів міжнародного права.

Ключові слова: правнича освіта, фахівці з міжнародного права, вища освіта, методи навчання, метод кейсів, педагогіка TWAİL, Європейський Союз.

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METHODS OF TEACHING SPECIALISTS IN INTERNATIONAL LAW AT HIGHER EDUCATION INSTITUTIONS OF THE EUROPEAN UNION COUNTRIES

The article highlights the methods of teaching specialists in international law at higher education institutions of the European Union countries. The relevance of the study is determined by the need to examine modern approaches to teaching international law in European universities and to identify effective pedagogical practices that contribute to the development of professional competences required for legal practice in a globalized environment.

The study focuses on contemporary methodological approaches used in international legal education, particularly the concept of teaching international law “in context,” which emphasizes the analysis of legal norms and institutions within broader social, political, economic, and cultural frameworks. Special attention is paid to critical pedagogical approaches, including TWAİL pedagogy, which promotes a critical reconsideration of the historical and political foundations of the international legal order and encourages the inclusion of alternative perspectives, particularly those of the Global South, in academic discourse.

The article also highlights the role of practice-oriented teaching methods in the professional training of specialists in international law. In particular, the case method is examined as one of the most widely used pedagogical tools in legal education. Through the analysis of real or simulated legal situations, this method facilitates the development of critical thinking, legal reasoning, analytical skills, and the ability to construct well-grounded legal arguments. The study emphasizes that the effectiveness of the case method depends on careful case selection, alignment with learning outcomes, and the ability of instructors to facilitate interactive classroom discussions.

It is concluded that the methodological foundations of training specialists in international law in EU higher education institutions combine critical pedagogical concepts with interactive and practice-oriented teaching methods. Such an approach contributes to the development of analytical competences, professional legal thinking, and a comprehensive understanding of international legal processes.

Key words: legal education, specialists in international law, higher education, teaching methods, case method, TWAİL pedagogy, European Union.

Problem statement and justification of its relevance. In the context of globalization and the growing complexity of international relations, the role of international law as a regulatory framework for cooperation between states, international organizations, and other actors of the global community is steadily increasing. These transformations significantly influence the system of legal education, particularly the training of specialists in international law at higher education institutions. Modern legal practice requires not only a thorough knowledge of international legal norms but also the ability to analyze complex legal problems, interpret international legal instruments, and apply legal principles in diverse and dynamic contexts. Consequently, the modernization of

teaching methods and pedagogical approaches in international legal education has become an important task for higher education institutions, especially in the countries of the European Union.

Universities in the EU countries have developed diverse educational models aimed at ensuring the high quality of training of legal specialists capable of functioning effectively in an increasingly interconnected legal environment. These models are characterized by the integration of theoretical legal knowledge with practice-oriented learning, interdisciplinary approaches, and the use of innovative teaching methods. In this regard, special attention is given to the development of students’ analytical, research, and argumentative skills, which constitute

the foundation of professional legal activity. Furthermore, modern international legal education increasingly emphasizes the importance of understanding law within its broader social, political, and historical context.

Analysis of recent research and publications.

The issue of professional training of legal specialists occupies an important place in contemporary national scholarly discourse. Historical aspects of the international legal education development have been examined in studies by M. Babkov, I. Zeman, L. Mikhnevych and other scientists, who analyze the formation of international law as an academic discipline in Ukrainian universities. Modern research increasingly focuses on the content and methodological modernization of legal education, including the integration of international legal standards and the development of professional culture among future international lawyers (O. Kozlov, V. Malyha, V. Repetskyi and others). A number of scholars emphasize innovative pedagogical approaches and practice-oriented training methods in legal education, particularly the use of interactive technologies, blended learning, and information and communication technologies (V. Luppa, O. Pometun, L. Pyrozhenko, O. Filonenko and others). Studies also highlight the importance of interdisciplinary training, professional orientation, and the development of readiness for legal practice in international contexts (N. Rysynets, I. Savka and others). Comparative research addressing foreign experience in legal education and the modernization of training models in line with European standards has been conducted by O. Nahorna, V. Pavlov, V. Repetskyi, M. Hrabynskyi and others. Collectively, these studies demonstrate a growing scholarly interest in the modernization of professional legal education and provide a theoretical basis for further research into innovative teaching methods and methodological foundations for training specialists in international law.

However, despite the considerable scholarly attention devoted to various aspects of the phenomenon under investigation, the methodological foundations of training specialists in international law in higher education institutions of the European Union require further comprehensive analysis. In particular, there is a need to systematize contemporary pedagogical approaches and teaching methods that ensure the effective development of professional competences in this field.

The purpose of the article is therefore to highlight the methods of training specialists in international law at higher education institutions in the European Union countries.

Presentation of the main research material.

Turning to the methodological foundations of training specialists in international law at higher education institutions of the European Union countries, it should be noted that in contemporary conditions the teaching of international law “in context” is gaining increasing popularity. This approach implies studying the phenomenon not as an isolated set of rules but as one deeply embedded in a broader social, political, cultural, economic, and intellectual environment.

Teaching “in context” involves the application of interdisciplinary approaches in order to illuminate the numerous forces that shape legal institutions, norms, and practices. However, when it comes to teaching law, not only the content but also the specific conditions and nature of the teaching process itself are important. This process presupposes direct interaction with a particular group of students, is often coordinated with colleagues, and is subject to institutional regulations concerning curriculum content, learning outcomes, and assessment methods. Consequently, teaching “in context” means engaging consciously with these surrounding structures rather than passively accepting them. Such an approach requires considering the boundaries of the study programmes – within courses, departments, or disciplines – not as fixed constraints but as constructs open to critique and reconsideration. Teaching “in context” thus treats the obligation to teach the curriculum as an opportunity to examine its foundations, exclusions, and contemporary relevance [1].

In modern conditions, particular importance is attached to taking into account the context of teaching, especially in the field of international law. This discipline is under increasing pressure as its universalist claims are increasingly subject to critical reconsideration, while students often enter the classroom already possessing personal experiences related to these tensions, shaped by their individual histories, political views, and life experiences. In many academic groups, at least one student has a direct or familial connection to revolutionary events, armed conflicts, or changes in political regimes that are discussed in the educational process. Some students may even be affected by repressive political systems, which necessitates ensuring institutional safeguards aimed at preserving the classroom as a safe space for free and open academic discourse [7].

Despite the considerable attention given to teaching international law “in context”, contemporary methodological approaches also involve engagement with critical pedagogical concepts aimed at rethinking traditional models of teaching this discipline. One such concept is TWAIL (Third World Approaches to International Law) pedagogy, which emerged within the framework of critical international legal scholarship. From a pedagogical perspective, this approach is oriented toward the critical analysis of the historical and political preconditions for the formation of international legal norms, particularly their connection with the colonial past, as well as toward incorporating alternative perspectives and the experiences of states of the Global South into the educational process. TWAIL pedagogy views international law not only as a system of normative rules but also as a product of complex social, political, and economic processes, which necessitates an interdisciplinary approach to its teaching.

In this context, TWAIL pedagogy contributes to the development of a critical understanding of the role of international law, its interconnections with other academic disciplines, and its potential to take into account the interests of states of the Global South. It involves reconsidering the content of academic courses, the balance between doctrinal study of

international law and the analysis of institutions and mechanisms of its implementation, as well as integrating knowledge from related fields, including political economy, international relations, and moral philosophy, into the educational process. Such an approach is aimed not only at preparing students for professional activity but also at fostering their capacity for profound analytical and transformative reflection on the international legal order. These principles constitute the methodological foundation of TWAIL pedagogy in contemporary international legal education.

The scholarly literature emphasizes that TWAIL approach does not reject the use of traditional doctrines of international law, including positivist methodology; rather, it seeks to employ them for the critical analysis of the historical and political conditions underlying the formation of the international legal order. In particular, A. Anghie stresses that the critical analysis of international law becomes more persuasive when it is grounded in empirical research on the development of legal norms and the practice of their application. In this context, the scholar argues that the fundamental TWAIL proposition concerning the decisive influence of imperialism on the formation of international law must be substantiated through an examination of the actual evolution of international legal institutions and the practice of their functioning. Such an approach makes it possible to combine critical theoretical reflection with a positivist analysis of the sources of international law, demonstrating that colonial and imperial structures of power historically shaped the international legal order and continue to influence its contemporary development [1].

As S. Burra notes, the critical reflection on international law within the educational process constitutes a complex pedagogical task. Within the TWAIL framework, Eurocentrism is regarded both as an object of critique and as a dominant intellectual paradigm that historically shaped the modern international legal order while simultaneously marginalizing alternative epistemologies within academic discourse. In this context, TWAIL pedagogy faces the challenge of overcoming this paradox. European legal ideas and institutions cannot be completely ignored, as they have played a decisive role in the formation of the international legal order and have significantly influenced the development of states of the Global South. At the same time, the key task lies in critically reconsidering which elements of the European international legal tradition can be integrated into contemporary legal discourse without losing the connection with alternative, non-European epistemological approaches [2]. Thus, TWAIL pedagogy emerges as an anti-colonial educational strategy aimed at revising dominant narratives of international law and incorporating into academic discourse the voices and experiences of communities that have historically been marginalized. Such an approach contributes to the formation of a learning environment oriented not only toward the reproduction of knowledge but also toward the development of critical thinking, reflection, and open academic dialogue. Unlike traditional models of legal education, TWAIL pedagogy seeks to question

established intellectual and institutional structures of international law, opening possibilities for its more inclusive and pluralistic development.

Alongside critical pedagogical approaches, particularly TWAIL pedagogy, which aims to reconsider the content and historical context of international law, specific methodological tools for organizing the educational process also occupy an important place in the training of future legal specialists in international law at higher education institutions in the countries of the European Union. One of the most widespread and effective tools is the case method, which is widely used in legal education in the countries under study to develop practical professional competences. While TWAIL pedagogy emphasizes the critical reconsideration of international legal narratives and the inclusion of alternative perspectives, the case method ensures the practical engagement with legal problems through the analysis of specific situations and judicial cases.

The case method is one of the key pedagogical strategies in legal education. By analyzing and discussing real or simulated legal situations, students develop critical thinking, analytical abilities, and legal argumentation skills, which constitute the foundation of professional legal practice.

This method was introduced at the end of the 19th century at Harvard Law School and gradually became a characteristic method of teaching law in legal schools in the United States [3; 6]. Today, the case method is widely applied in legal education worldwide, including the European Union countries, where it is used as one of the principal tools for developing practice-oriented legal competences.

The use of the case method contributes to the formation of an active and interactive learning environment in which students directly participate in the process of analyzing legal problems. The examination of specific legal situations makes it possible to apply theoretical legal principles to practical circumstances, which in turn promotes the development of critical analysis and decision-making skills. In such a learning environment, discussions and the exchange of arguments among participants in the educational process become important components in the formation of professional legal reasoning.

One of the characteristic features of the case method is the combination of the analysis of the process of legal decision-making with the justification of such decisions on the basis of evidence. This approach involves not only the theoretical understanding of legal concepts but also their practical application in specific situations. As a result, students gain the opportunity to develop skills in legal argumentation, critical evaluation of evidence, and the formulation of well-reasoned legal conclusions [5].

From this perspective, the advantages of the case method are multifaceted. First, it contributes to the development of analytical and critical skills, as students learn to examine the factual circumstances of a case in detail, identify relevant legal issues, and apply the appropriate legal norms. Second, the method enhances legal argumentation skills, as it requires students to formulate their own positions clearly and persuasively, while also critically evaluating the

arguments presented by other participants in the discussion. Moreover, the case method stimulates the development of creative thinking by encouraging students to search for alternative approaches to solving legal problems. Another important advantage of this method is the activation of students' participation in the learning process, which increases their motivation and engagement in mastering the material. Finally, the case method plays a significant role in preparing students for professional legal practice, as it enables them to become acquainted with the complexity of real legal situations and to develop competences necessary for their future professional activity.

The application of the case method in legal education involves the use of real or hypothetical situations in order to strengthen students' practical skills and their capacity for decision-making. This pedagogical approach emphasizes the development of legal reasoning through the study and analysis of complex cases [4]. In order for the case method to be truly effective in the training of specialists in international law and to promote active student participation, careful selection of cases is essential. This process is governed by several criteria. First, cases should be directly related to the subject matter of the course. The facts should clearly illustrate the legal principles under discussion, and the issues raised should reflect those typically encountered by practicing lawyers. Equally important is alignment with the expected learning outcomes, as cases should be selected in accordance with the objectives of the course.

Another factor that should be taken into account is the correspondence between the complexity of the cases and the level of students' preparation. For example, introductory courses may require relatively simple cases, whereas students with more advanced knowledge should work with more complex cases. At the same time, the level of complexity itself is a determining factor, since cases should challenge students and require critical thinking without overwhelming them. Such a balance ensures both intellectual challenge and pedagogical value. Another important aspect is diversity, as students benefit from exposure to a variety of legal problems, perspectives, and outcomes. These may include contexts related to judicial disputes, public service, public trust, and alternative dispute resolution mechanisms, thereby broadening students' understanding of law and its diverse applications.

Equally important is the relevance of cases. They should reflect contemporary legal realities, ensuring that students acquire skills corresponding to modern legal practice. Cases should also be engaging and capable of capturing students' interest in order to maintain their motivation and active participation. Practical considerations should not be neglected, particularly accessibility, which requires that cases be readily available through libraries, online platforms, or case collections. Finally, the principle of coherence must be observed, meaning that cases should integrate both theoretical and practical aspects, while recommended literature should complement both substantive and procedural legal studies.

The effective use of the case method also requires the ability to conduct interactive learning. Instructors must be capable of stimulating meaningful classroom discussions, encouraging students to present and debate arguments effectively. Their ability to select appropriate cases is equally important, as cases should not only correspond to the course content but also stimulate critical and analytical thinking. Instructors must also be able to assess the complexity of cases, ensuring an appropriate level of intellectual challenge without overwhelming students. Another essential skill is the clarity of explanations. Instructors must be able to present both legal concepts and factual contexts in a clear, precise, and comprehensible manner. They should also demonstrate exemplary legal reasoning by illustrating how arguments can be constructed and defended persuasively. Motivation and engagement also play an important role: enthusiastic educators who empathize with their students and demonstrate dedication to their work create an atmosphere of participation and commitment.

Conclusions and prospects for further research. Summarizing the above, it can be stated that the methodological foundations of training specialists in international law at higher education institutions of the European Union countries are characterized by the combination of critical pedagogical approaches and practice-oriented teaching methods. In particular, alongside critical teaching concepts such as TWAIL pedagogy, an important place is occupied by interactive methods aimed at developing the professional competences of future lawyers. Among these, the case method plays a key role, as it ensures a connection between the theoretical study of law and the analysis of real legal situations. Its effective application requires a high level of professional competence on the part of the instructor, as well as the ability to engage in continuous scholarly inquiry and to update teaching materials in accordance with the dynamic development of legal systems. At the same time, the use of diverse cases reflecting various legal contexts and practices contributes to the formation of students' comprehensive understanding of legal activity. The inclusion of an international perspective in the analysis of legal situations broadens students' professional outlook and enables them to examine legal problems within a broader global context, which is particularly important for the training of specialists in international law.

The prospects for further research lie in a more detailed examination of innovative pedagogical strategies used in the training of international law specialists in European higher education institutions, as well as in the analysis of digital and hybrid learning methods increasingly applied in legal education. Particular attention may also be devoted to studying the potential for adapting the most effective European practices to the modernization of the system of legal education in other countries, including the integration of interdisciplinary approaches and practice-oriented teaching methods into national study programmes.

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