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DETERMINANT PRINCIPLES OF FORMATION PROFESSIONAL MOTIVATION OF A LAWYER: ADMINISTRATIVE AND LEGAL CHARACTERISTICS

ABSTRACT

The article examines, within the framework of administrative and legal discourse, the determinants of the formation of a lawyer's professional motivation. It is found that the characterization of a lawyer's professional motivation covers a wide range of factors which influence the desires and needs of future legal professionals. One of the key elements is the motivational core of legal education students. It is also substantiated that the motivation for obtaining a legal profession may vary, since some young people may see their future profession as a source of material well-being, while for others, the priority is the opportunity to "find" themselves in a certain type of legal activity, and, having decided on the future specialization, to embark on the path of professional development and career growth. That is why, already during their studies, the vast majority of applicants seek to find and further expand the scope of practical skills necessary for future work in the legal industry. The analysis shows that the gradual introduction of professionally oriented training into the system of higher legal education in Ukraine creates opportunities to overcome this discrepancy by modelling the elements of professional activity of future lawyers during the educational process. In particular, innovative methods of organizing and conducting moot courts, various types of business games, interactive learning, participation in legal clinics, etc. are effective. Moreover, future lawyers try their hand at public debates, learn to defend clients' interests in courts and gain negotiation skills. As mediators, they become involved in dispute resolution, counselling, conducting interviews, empirical research, etc. Such training gives a good result, and under the guidance of a research and teaching staff member of a higher education institution, it creates new opportunities for more active use of the knowledge gained, while showing the depth of its assimilation and the level of development of creative thinking. In interaction with the teacher, the higher education student learns to build business relationships, understand the requirements of professional ethics, the essence of the corporate culture of a lawyer, etc.

Keywords: state, civil society, administrative and legal determinants, lawyer's motivation, legal activity, legal relations

JEL Classification: I38, J17, J44, J53

INTRODUCTION

Today, an important task for future lawyers during the educational process is to gradually accumulate practical experience that will help them "get used to" the profession in the future. Various types of practice envisaged by the curriculum play a significant role in achieving this goal, as they help to test knowledge in practical situations as close as possible to real work in the legal field. However, the goal of training future lawyers is not only to acquire the professional knowledge and practical skills necessary to work in the chosen field. It is equally important to acquire social interaction skills and to develop social qualities in higher education students and the ability to work in accordance with the logic of social and legal processes and relations. For example, O. Bulgakova outlines the tendency of disproportionality between general theoretical and professional training, on the one hand, and "the lack of training of students as actors in professional and general society", on the other hand, in the Ukrainian educational space (Bulgakova,

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2016). Social interaction and willingness to work with people should be essential qualities of a lawyer of any specialization, and therefore basic communication skills, worldview culture and moral and ethical qualities are important areas of personality development of a future lawyer. Thus, the training of a lawyer who is ready and able to apply the acquired knowledge in the chosen field of legal activity involves the unity of theoretical and practical training as a prerequisite for a specialist who is able to apply the acquired knowledge in his/her professional activity in the future.

LITERATURE REVIEW

In general, many researchers and scholars have studied certain problematic issues of the topic declared in the article. Among them, I would single out the following: Alekseeva J. proposed the concept of the "image of a lawyer", which performs a heuristic function in the course of the dissertation research and acts as an idealized type, providing a socio-cultural model and a system of values that can serve as a guide in the process of forming the personality of a lawyer. Therefore, according to the researcher, the image of a lawyer can be understood only in the context of a certain culture as a socio-cultural phenomenon (Alekseeva, 2008). Bulgakova O. considers the problem of preparing students for social interaction taking into account data on the development of their skills in business communication, social partnership, social education while using the possibilities of social design, case technologies, modelling, etc. (Bulgakova, 2016).

Galenkina Y. studied little-researched issues of professional development of future lawyers through inculturation (Galenkina, 2016). Grubinko A. argues that maintaining the highest standards of judicial ethics is essential and crucial for the continued legitimacy of the judiciary and its perception by society (Grubinko, 2023). Zabolotna N. argues that intensive substantive development, understanding of the non-equivalence of these concepts and deontological norms of lawyer professionalism acquire particular sharpness in times of society's return to socio-humanistic values, which is a characteristic feature of modern scientific and philosophical discourse (Zabolotna, 2020).

Kalaur I. et al. based on the authors' experimental study of the characteristics of the motivational sphere of law students, indicated that the professional socialization of future specialists is successful, since qualitative changes occur in their motivational structure, the role of pragmatic motives decreases, and the need for self-motivation, self-development, and self-realization increases (Kalaur, 2017). Kocharyan O. et al. carried out a psychosomatic analysis of the motivation for studying among students of technical and humanitarian fields of study and provided recommendations for the organization of educational, scientific and educational work with students (Kocharyan, 2011).

Pysmenna O. proves that professional morality as a system of norms includes the following norms: norms that characterize the professional's relations with people (communication with whom is the basis of work); norms that characterize the professional's relations with colleagues and the entire professional group; norms that characterize the professional's social relations in general (Pysmenna, 2023). Savishchenko V. justifies the deontological-oriented classification of professions, and legal means of developing professional deontology, and the researcher also emphasizes strengthening the deontological content of legal norms (Savishchenko, 2022).

Fioleovskiy D. points to the specifics of the legal profession, which determines the place and nature of professional ethics in the work of a lawyer, and therefore a judge, prosecutor, investigator are state officials, representatives of the government and act on its behalf, and, thus, the powers of these officials are very broad and give rise to serious material and legal consequences, and therefore, haste and frivolity in making decisions, lack of thought about possible consequences are unacceptable here (Fioleovskiy, 2002). A number of foreign authors, to varying degrees, devoted their scientific achievements to the problems declared in the topic of the article, in particular: Kahneman Daniel aims to improve the ability to detect and understand errors of judgment and choice in others and, ultimately, in ourselves, by providing a richer and more precise language for discussing them (Kahneman, 2011). Csikszentmihalyi M. indicates that everything we experience is just information that we perceive, and if we learn to process this information, we will be able to control the direction of our lives, and, therefore, ideal states are achieved only if order reigns in our consciousness - this is possible when we focus on real goals, applying our skills to evaluate possible actions, and goals focus our attention on a specific task, allowing us to temporarily ignore everything else (Csikszentmihalyi, 1990).

Schofield John A. analyzes the concept of social learning and parent-child interactions through the lens of behavioural analysis and justifies the use of an integrated approach to working with young offenders and their families (Schofield, 1999). Deci Edward L. and Ryan Richard M. studied factors that can both promote and weaken intrinsic motivation, self-control, and overall well-being, and the results of the study led to the conclusion that there are three basic psychological needs — competence, autonomy, and social connections — which, when satisfied, contribute to increased motivation and mental health, while their violation leads to a decrease in motivation and well-being (Deci & Ryan, 2002), and others.

Each of the authors mentioned above, to a greater or lesser extent, in a particular speciality, has studied the problematic areas of a lawyer's professional formation. However, many issues remain unexplored, and the purpose of this article is to address them:

- to clarify the main determinants which influence the lawyer's motivation, in particular, external (legal norms, organizational structure, political and social factors) and internal (psychological, moral, professional motivational factors);
- to study the factors which determine the effectiveness of a lawyer's professional activity.
- In this case, based on the research conducted and the study of available research sources, the article:
- provides the author's analysis of the professional motivation of a lawyer as a multidimensional phenomenon which combines the learning motivation of law students in higher education institutions and the professional motivation of practitioners in various areas of legal activity;
- identifies the characteristic features of professional motivation of lawyers and reflects the difference between the concept of motivation of learning activity ("learning motivation") of a future lawyer.

AIMS AND OBJECTIVES

The purpose of this article is to provide an administrative and legal characterization of the determinants of the formation of a lawyer's professional motivation. To achieve the declared goal, several tasks were set, the main ones being as follows:

- to further develop the concept of professional inculturation of law students and the aspects of the "mass culture" factor's influence on them;
- to extrapolate the motivational aspect to the plane of theoretical and practical characteristics of a practising lawyer and to define the professional motivation of a legal professional with due regard for the type of legal activity and its psychological and socio-economic aspects;
- to identify the characteristic features of the professional motivation of lawyers.

METHODS

The methodology used in this article is based on a combination of methods and approaches which allow for a comprehensive analysis of the factors determining the professional motivation of lawyers and their impact on the efficiency of their activities in the administrative and legal context. In particular, for this purpose, the author used:

1. Analysis and systematization of scientific sources with a view to detailing the existing concepts of motivation in such sciences as psychology, sociology and law, including consideration of classical and modern approaches to motivation in professional activities in general.
2. Historical and legal (to study the development of legal norms and to conduct a retrospective analysis in the context of historical periods of evolution of legal systems) and comparative (for a comparative analysis of legal systems of different countries in terms of shaping the motivation of lawyers in practice) approaches.

RESULTS

In general, educational activity is multidimensional, based on different sources of activity (as a rule, researchers distinguish internal, external and personal - author) (Kocharyan et al., 2011, p. 8). They (sources of activity) are determined by cognitive and social needs (internal sources of learning motivation), which are satisfied by social approval and recognition. As for the external sources of learning motivation, they are determined by the student's living conditions, which, of course, are different. And finally, personal sources of activity are associated with individual interests, needs, attitudes, ideals, stereotypes, caused by the desire for self-improvement, self-affirmation and self-realization in educational and other activities.

To achieve this goal, i.e., to substantiate the theoretical and empirical characterization of a lawyer's professional motivation, we consider it necessary to draw attention to the difference between the concepts of "motivation for learning" ("educational motivation") and "professional motivation" for the following reasons. In a higher education institution, the motivation for learning activities has its own peculiarities and, in particular, cannot be identical to, for example, school learning

motivation because it already contains a professional orientation. However, on the other hand, the professional orientation of a future lawyer's education does not make it identical to the professional motivation of professionals already working in the legal field. Obviously, the professional motivation of a lawyer in the training period has certain differences from the professional motivation of practising lawyers in the post-training period. Clarifying these differences and highlighting the characteristic features of the professional motivation of practising lawyers will be the main task of this subsection.

The theoretical and empirical components of a lawyer's professional motivation play an important role in modern legal practice, and ideally, when combined in harmony, create a comprehensive impression of the professional knowledge and practical skills of a legal professional and influence his or her social recognition. The theoretical component reflects the level of fundamental knowledge of a lawyer, demonstrating the depth of his or her legal education, knowledge of the fundamentals of law, familiarity with scientific research in the chosen field of legal speciality, etc. In turn, the empirical component involves the lawyer's ability to analyze empirical facts and events, study real-life situations, and thoroughly research social, economic, and political influences on legal norms. Practicing lawyers use empirical data in applying law, studying general legal issues and resolving specific cases. Approaching the case with both scientific and empirical grounds, practising lawyers ensure a high level of professional competence and quality legal services.

Another important aspect is professional ethics, which should guide lawyers in all aspects of their work, acting in accordance with the standards of professional morality, because their main purpose is to protect the rights of others, as well as to ensure that the law and the principles of justice are observed in society. Analyzing the fundamental principles of professional ethics, we cannot agree with the opinion of the researcher O. Pysmenna about the greatest good as its main principle (Pysmenna, 2023, p. 30). Unlike utilitarian ethics, which maximizes the achievement of the common good (happiness) by as many people as possible, this principle cannot be the starting point in the formation of ethical standards of the profession. First of all, the professional ethics of a lawyer appeals to the rule of law, as well as other important principles such as legality, justice, professionalism and integrity.

It is important to emphasize that professional motivation is an internal factor that stimulates the development of a person's professionalism. In order to achieve results and gradually move towards the goal, it is necessary to work in several directions, in particular, to stimulate the formation of motives and needs for professional growth, to develop a set of knowledge, skills and abilities of professional competence, while strengthening the desire for self-improvement, self-development and independence. It is also necessary to evaluate the acquired professional abilities and compare them with the standards and examples of high-quality professional activity.

There is no doubt that one of the determinants of a lawyer's professional motivation should be compliance with high standards of moral and ethical norms in all aspects of his or her professional activities. D. Fioleovskiy believes that the assimilation of these norms by future lawyers begins while studying in the higher education system, and the best way to achieve results in this area is to combine the courses of professional ethics of lawyers and legal deontology, because "both of these disciplines are branches of the general doctrine of ethics" (Fioleovskiy, 2002, p. 167). The researcher Y. Galonkina does not share this view, comparing the heuristic potential of legal deontology and professional ethics, she prefers the latter, arguing that the legal profession belongs to those activities in which "morality and spirituality precede the signs of professional skill" (Galenkina, 2016, p. 188). In my opinion, the scientist's opinion about the a priori presence of moral and ethical qualities in representatives of some professions and its absence in representatives of others (for example, doctors or teachers - author) is not entirely correct, because customary and professional morality have different areas of application. However, we fully support the researcher in her active attempts to revive the status of the discipline "professional ethics" as a theoretical basis for the training of future lawyers while studying at a specialized higher education institution (Galenkina, 2016, p. 190).

The professional motivation of a practising lawyer is based on the knowledge of the basic principles of professional ethics learned during their studies at a higher education institution. On this basis, a lawyer can explain the norms and requirements of professional ethics, and moral aspects of activities in various types of legal professions, in particular, when legal protection of a person and a citizen is carried out or when advocacy, justice, prosecution, and prosecutorial functions are carried out, during the work of an investigator, notary, and in other aspects of the legal sphere (in relations with colleagues, clients, during court hearings - author). Such a principle of professional ethics as integrity has a deep value content. Integrity has been considered a moral virtue since the time of Ancient Greece. For Socrates, for example, it was not just a human character trait, but a type of knowledge. The founder of ethical rationalism thought that people do wrong because of ignorance or misunderstanding of right and wrong. No one does evil voluntarily, but only because they do not know what is true good. Socrates' ideas about virtue as knowledge are also important in the context of our research, as they emphasize the importance of education, self-knowledge and the development of critical thinking in legal practice.

The integrity of a lawyer is a basic component of professional ethics that shapes and determines his or her reputation and the trust of clients. Integrity requires a lawyer to adhere to high standards of honesty, responsibility, fairness and confidentiality. A lawyer who is guided by the principles of integrity always acts in the interests of his or her clients, providing them with professional and impartial advice. He or she avoids conflicts of interest that may harm his or her clients and always maintains trust by keeping the information received confidential. A lawyer of integrity is also obliged to constantly improve his or her knowledge and skills, keeping abreast of changes in legislation and new trends in the legal field. This allows them to provide high-quality and up-to-date legal services that meet modern requirements. In addition, integrity requires a lawyer to take a responsible approach to the performance of his or her professional duties. He or she must be honest and open with clients about the possible outcome of the case, not make vain promises or mislead them. Finally, the integrity of a lawyer is manifested in his ability to comply with laws and regulations, as well as the ethical standards of the profession. He or she is responsible for his or her actions and decisions to clients, colleagues and society as a whole. Thus, a lawyer's integrity is a key feature that determines his or her professionalism and the trust of clients. It is based on moral principles that regulate their behaviour and ensure high-quality legal services. It can be said that integrity is the basis for successful legal practice and public recognition of the legal profession.

That is why any manifestations of immorality, such as dishonesty, fraud, forgery of cases or documents, violation of public trust or non-compliance with the law, are unacceptable for lawyers. Such actions can negatively affect the reputation of not only an individual legal professional but also the trust that the public has in the legal profession as a whole.

In modern legal practice, integrity is a basic component of a lawyer's professional ethics, which shapes and determines his or her reputation and client trust. Integrity requires a lawyer to adhere to high standards of honesty, responsibility, fairness and confidentiality. A lawyer who is guided by the principles of integrity always acts in the interests of his or her clients, providing them with professional and impartial advice. He or she avoids conflicts of interest that may harm his or her clients and always maintains trust by keeping the information received confidential. A lawyer of integrity is also obliged to constantly improve his knowledge and skills, keeping abreast of changes in legislation and new trends in the legal field. This allows them to provide high-quality and up-to-date legal services that meet modern requirements. In addition, integrity requires a lawyer to take a responsible approach to the performance of his or her professional duties. He or she must be honest and open with clients about possible outcomes of the case, not make vain promises or mislead them. Finally, a lawyer's integrity is manifested in his or her ability to comply with laws and regulations, as well as the ethical standards of the profession. He or she is responsible for his or her actions and decisions to clients, colleagues and society as a whole. Thus, a lawyer's integrity is a key feature that determines his or her professionalism and the trust of clients. It is based on moral principles that regulate their behaviour and ensure high-quality legal services. We can say that integrity is the basis for successful legal practice and public recognition of the legal profession. To summarize, we emphasize that knowledge of the principles of professional ethics and their application in legal activities is a sign of professionalism and, at the same time, its moral reputational characteristic.

For a practising lawyer, the importance of professional ethics lies in its impact on the development of moral and legal consciousness, as its requirements focus on strict adherence to the law, ensuring justice, protecting the rights, freedoms, honour and dignity of people, as well as ideas about professional honour, one's own reputation, etc. Let us agree that the professional ethics of a lawyer, based on the humane principles of legal relations in various spheres of life, has a positive impact on legislation and law enforcement, and moral norms prevent legal violations and fill legal activities with humanistic content (Alekseeva, 2008, p. 185). Thus, the empirical component of a practising lawyer is largely fueled by the knowledge gained about the general principles of moral relations, as well as those that develop in the professional sphere.

Continuing the consideration of the issue of professional motivation of practising lawyers, let us pay attention to the role of professional and moral codes and rules in force in the legal sphere, which provides for the specification of general moral principles and detailing of typical professional provisions, supplemented and clarified by specific features and characteristics of a particular type of work activity (Zabolotna, 2020 p. 395-398; Grubinko, 2023, p. 9-10).

I consider it expedient to briefly dwell on the tasks of legal deontology. Legal deontology examines the professional duties of lawyers of various specialties, such as judges, attorneys, prosecutors, notaries, executors and investigators. It focuses on the moral nature and responsibility of the profession, its social role, ethical standards of interaction with litigants and clients, as well as corporate norms and moral and ethical rules. According to V. Savishchenko, in today's society, which is changing towards a technogenic and digital one, deontological ideas should be a guideline for professions with high responsibility. This allows us to define criteria for the classification of such professions where deontological potential is important. Such professions include, in particular, lawyers, who in the era of digitalization are faced with the task of preserving and reproducing traditional professional values, the most important of which are the rule of law, justice, truth, legality, humanity and integrity (Savishchenko, 2022, p. 178).

Returning to the main topic of the article, I would like to note that scientists consider the creation of professional motivation of a lawyer in two ways. The first is psychological, where the main object of research is human behaviour, the formation of which depends on the interaction of the individual with external influences. The second is socio-economic, in which all professional actions are considered in the context of the value field of the individual, where all incentives for action are reflected in intentions. In the first case, attention is focused on the organizational environment, and research on motivational processes is aimed at changing management activities. The management culture plays an important role here because the conditions of the organizational environment should be created in such a way as to stimulate the employees to be active. In the second direction, motivational motives are seen in the employee's intrapersonal structure, in his or her system of values and value orientations, which can be studied through the analysis of the system of intentions (Kalaure et al, 2017, p. 95). In the end, it is important to emphasize that professional motivation is an internal factor that stimulates the development of a person's professionalism. In order to achieve results and gradually move towards achieving the goal, it is important to work in several directions, in particular, to stimulate the formation of motives and needs for professional growth, to develop a set of knowledge, skills and abilities of professional competence, while strengthening the desire for self-improvement, self-development and independence. It is also necessary to evaluate the acquired professional abilities and compare them with the standards and examples of high-quality professional activity.

It is also necessary to emphasize the importance of the emotional and volitional sphere as a kind of "bridge" between theoretical training and practical activity, because it reflects the inner world of the individual, and demonstrates the direct connection between the motives of activity and its implementation. It is important for lawyers to be able to manage emotions during their studies and in their professional activities because emotional and volitional processes have a significant impact on relationships with colleagues, communication in general, and communication. Sometimes they can provoke negative situations, conflicts, and, in the worst case, lead to social changes in the personality and professional deformations. That is why, as I. Kharchenko rightly points out, future lawyers should be taught to manage their emotions, maintain a professional culture, and learn to act without conflict, especially in severely stressful situations. I would like to note that it is through emotions and in the field of emotional intelligence that "passion for work" is born, accompanied by a desire for active professional self-realization, which, of course, minimizes professional burnout, emotional exhaustion, etc. We repeat that it is important for legal professionals to be aware of their own emotions, introspection, development of empathy, desire and ability to improve communication skills and apply the acquired skills in practice (Kharchenko, 2021, p. 155).

After all, regardless of their specialization, legal professionals have to communicate frequently with people, maintain psychological contact with them, and actively influence communication processes. A mastery of legal rhetoric and verbal communication plays an important role in this regard. As an art of persuasive expression of thoughts and arguments, legal rhetoric includes the ability to effectively use language to protect the client's interests, convince a judge (or judges), and create a positive image of a lawyer or prosecutor. In court hearings, legal rhetoric helps the parties to present their arguments in a logical and understandable manner, which helps to convince the court of the correctness of the point of view presented. The language and style of presentation can have a significant impact on the perception of evidence and arguments. It is important to include elements in speeches that evoke an emotional response from the audience and make the argument more attractive and understandable, especially if the case has a moral or emotional context. Lawyers and prosecutors use various rhetorical devices, such as rhetorical questions, metaphors, analogies, and other techniques to strengthen their arguments and make them more persuasive. If a lawyer is unable to present his or her thoughts convincingly and build a productive dialogue, it is difficult for him or her to succeed.

However, the fundamental aspect of any type of legal activity is professional ethics, the main task of which is to regulate the behaviour of lawyers and define the standards of their professional activity. Since professional ethics is aimed at ensuring fairness, honesty and responsibility in the relations between lawyers and their clients, courts, colleagues and society as a whole, lawyers have a duty to society to protect the rights and freedoms of citizens, promote justice and the rule of law, guided by high moral standards.

DISCUSSION

In a higher education institution, the motivation for educational activities has its own peculiarities and, in particular, cannot be identical to, for example, school learning motivation because it already contains a professional orientation. However, on the other hand, the professional orientation of a future lawyer's education does not make it identical to the professional motivation of professionals already working in the legal field. Obviously, the professional motivation of a lawyer during the educational period has certain differences from the professional motivation of practising lawyers in the postgraduate period. It is the latter that is associated with his or her upward professional development and achievement of acme.

The problems of creating professional motivation are related to two main areas: psychological, where the main object of research is human behaviour, the formation of which depends on the interaction of the individual with external influences; socio-economic, in which all professional actions are considered in the context of the value field of the individual, where all incentives for action are reflected in intentions.

Therefore, within the framework of the discussion, it is proposed that the professional motivation of a practising lawyer should be substantiated on the basis of mastering the basic principles of professional ethics learned during the course of study at a higher education institution. After all, for a practising lawyer, the importance of professional ethics lies in its impact on the development of moral and legal consciousness, since its requirements focus on strict adherence to the law, ensuring justice, protection of rights, freedoms, honour and dignity of people, as well as the concepts of professional honour, personal reputation, etc.

The novelty of this work is the integration of the theoretical foundations of professional motivation into the educational process of higher education institutions, especially in the context of forming professional ethics. This makes it possible to emphasize the moral aspects of future lawyers' professional activities, where the requirements for professional ethics not only ensure compliance with the law but also form moral and legal consciousness, which has a direct impact on their professional activities in the future. Thus, this article develops the ideas of previous studies, focusing on the practical implementation of the principles of professional ethics in the process of forming the professional motivation of future lawyers.

CONCLUSIONS

The conclusions of this paper demonstrate the importance of distinguishing between the "learning motivation" of a future lawyer and the "professional motivation" of a practising specialist since these concepts reflect different stages of motivation development in professional activities. Learning motivation in the context of lawyer training involves the formation of internal and external motivations focused on acquiring knowledge, developing skills and achieving academic goals. It is aimed at satisfying the needs for cognition and social recognition, as well as at achieving self-improvement through the successful completion of the curriculum.

The professional motivation of a practising lawyer, on the other hand, is based on other motivations and is more specific. It focuses on the realization of professional goals, compliance with ethical norms and standards, and achievement of professional success through the practical application of acquired knowledge in real-life situations. This includes the development of competence within a specific legal activity, focus on the moral and legal aspects of professional practice, and the desire to maintain a high reputation and professional honour.

The difference between learning motivation and professional motivation is that the former is focused on the process of acquiring knowledge and skills that are formed in the learning environment, while the latter is focused on applying this knowledge in a real professional environment where ethical and social aspects of activity are important. Learning motivation requires the development of intellectual abilities and cognitive activity, while professional motivation focuses on the practical application of skills in professional activities, compliance with the law and ensuring the rights and freedoms of people.

Prospects for further research on this topic may include a detailed study of how the process of forming professional motivation during training affects the effectiveness of a lawyer's further professional activities. In particular, it is worth considering the role of professional ethics, which a lawyer learns during the training stage, in the context of its impact on practical activities after graduation. It is also necessary to investigate how lawyers' motivational structures change at different stages of their careers and how this is influenced by social, economic and organizational conditions. This will allow for the development of recommendations to improve the training of future lawyers, taking into account these specific motivational orientations.

ADDITIONAL INFORMATION

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CONFLICT OF INTEREST

The Author declares that there is no conflict of interest.

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Бліхар М.

ДЕТЕРМІНАНТНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МОТИВАЦІЇ ЮРИСТА: АДМІНІСТРАТИВНО-ПРАВОВА ХАРАКТЕРИСТИКА

У роботі в межах адміністративно-правового дискурсу проведено дослідження детермінантних засад формування професійної мотивації юриста. З'ясовано, що характеристика професійної мотивації юриста охоплює широкий спектр факторів, які впливають на бажання й потреби майбутніх працівників юридичної галузі. Одним із ключових елементів є саме мотиваційний стрижень здобувачів юридичної освіти. Також обґрунтовано, що мотивація здобуття юридичного фаху може бути різною, адже окремі молоді люди, навчаючись, можуть бачити в майбутній професії джерело матеріального добробуту; водночас для інших пріоритетною є можливість «знати» себе в певному виді юридичної діяльності та, визначивши майбутню спеціалізацію, стати на шлях професійного розвитку й кар'єрного зростання. Власне тому вже під час навчання переважна кількість здобувачів прагне віднайти й надалі розширювати царину застосування практичних навичок, необхідних для майбутньої роботи в юридичній галузі. У межах проведеного аналізу констатовано, що поступове впровадження в систему вищої юридичної освіти в Україні фахово спрямованого навчання створює можливості подолання цієї невідповідності за рахунок моделювання елементів професійної діяльності майбутніх юристів під час освітнього процесу. Зокрема, результативними є інноваційні методики,

за допомогою яких організовують і проводять навчальні судові процеси, різні види ділових ігор, інтерактивне навчання, участь у роботі юридичних клінік тощо. Ба більше, майбутні юристи пробують свої сили в публічних дебатах, навчаються захищати інтереси клієнтів у судах, виробляють навички ведення переговорів. Як медіатори, стають учасниками розв'язання суперечок, консультування, а також – проведення інтерв'ю, емпіричних досліджень і т.д. Така підготовка дає добрий результат, а під керівництвом науково-педагогічного працівника закладу вищої освіти створює нові можливості більш активного використання здобутого знання, одночасно показує глибину його засвоєння й рівень розвитку творчого мислення. У взаємодії з викладачем здобувач вищої освіти навчається вибудовувати ділові відносини, розуміти вимоги професійної етики, суть корпоративної культури юриста тощо.

Ключові слова: держава, громадянське суспільство, адміністративно-правові детермінанти, мотивація юриста, правова діяльність, правові відносини

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