

Denis Kovalenko
**PECULIARITIES OF PROFESSIONAL AND LEGAL TRAINING OF
FUTURE SPECIALISTS OF HIGHER ENGINEERING-PEDAGOGICAL
EDUCATIONAL ESTABLISHMENTS**

The article defines the role and place of professional and legal training of future teachers-engineers and considers its specificity. The analysis of legal training studies of specialists in various fields suggests that almost all researchers dealing with the legal training of students who do not major in law disciplines, emphasize the need of legal training inclusion into the process of professional formation of future specialists with a focus on the model of a professional that requires the construction of the legal training content according to the nature and content of the future professional activity, i.e. on the basis of the principle of professional orientation; the principle is as follows: "in the formation of legal culture in the process of professional training for a variety of industrial specialities throughout the course in higher educational establishments one should consider the specificity of the future professional activity". In this regard, scientists use the term "legal support of professional activity" in recent research of legal training of specialists in various fields.

The specificity of professional and legal training of future teachers-engineers is caused by the need to perform the pedagogical functions: training function - the need for acquisition of legal knowledge as for the development of standard documentation and the ability to teach the representatives of the manufacturing process to perform these functions; educational function - the process of students' legal training, often associated with retraining caused by certain negative experience of offence, by the lack of positive examples in the environment in daily life etc.).

However, in addition to educational functions which require teachers-engineers to have legal knowledge, some specific professional and legal knowledge is needed to perform engineering functions in the production process. On the basis of the analysis of skills that comprise the production functions of a teacher-engineer (the designing and production function, organizational and production function, technological and production function, educational and production function) this article concludes that a legal aspect is present in their content.

A specific function of a teacher-engineer that is provided by professional and legal training, is the legislation function that presupposes the ability to create standards for skilled workers' training and the ability of management implementation.

Thus, the future teacher-engineer should have legal knowledge and skills that enable him to regulate the relations with the educational process participants, to start

relations with them, to provide the students' skills formation, to perform professional activity in the legal field etc. Professional and legal training of future teachers-engineers should be viewed as a component of their training, the process of the acquisition of legal knowledge, professionally important skills connected with application of legal knowledge in professional engineering and educational activity that promote the formation of an proper level of legal awareness and legal culture of the specialist.

The specificity of professional and legal training of future teachers-engineers is due to their specific professional functions that presuppose the performance of engineering and pedagogical activity. In this regard, the professional and legal training of a teacher-engineer provides the implementation of pedagogical function, especially of its law-awareness i legal-educational aspects, as well as of educational, engineering and production functions.