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LEGAL EDUCATION IN ROMANIA

A legal profession is not just a challenging, beautiful occupation, but it is also a vocation. A jurist, a lawyer, an attorney, a law-professor – they all have a social mission too: to preserve and to defend the social peace and harmony. Obviously, legal education is an important part of Social Sciences Teaching [1].

In the last twenty years, Romania had a long quest from a centralized political system in the communist era to the ideal of democracy in the world. Although Romanian higher education institutions are independent, autonomous entities, the Romanian state imposes the minimum standards to provide a certain quality of academic studies. In fact, EU legal academic education is only a part of a much wider educational system [2, p. 162, 166-167].

The Romanian educational law system aims to prepare newly high school graduates who have a baccalaureate diploma for becoming law practitioners by offering them a set of courses that cover the main fields of law. Law students must complete a four year license program before getting to practice law as legal counsels or aiming to become lawyers, prosecutors or judges after passing further exams. The largest law school in Romania, the Faculty of Law from the University of Bucharest, offered 1000 places for the license programme during 2014's admission exam. The exam consisted of 60 questions of Romanian language and 40 questions of Economy and took about 4 hours. The second biggest law school, the Faculty of Law of Babes-Bolyai University from Cluj-Napoca welcomed this year more than 600 high school graduates. The evaluation criterion was 50% the baccalaureate grade and 50 % the result of a logical reasoning test organized by the faculty [3].

After 50 years of Communism and other 20 years of searching our ways, the scientific boards of the Romanian universities have now the management at their discretion. It is up to them to make most curricular choices [2, p. 170].

The law schools' curricula in Romania is focused on the traditional disciplines (and on the traditional teaching methods), with a particular accent put on civil law, conceived as a kind of general theory of law and functioning as the common language of the whole legal community. It appears that insufficient importance is attached to skills training and even less attention to values (and identity) to be transmitted to students during the legal education process. This situation may be said to be a continuation of how the system worked during the communist regime period, despite the post 1989 reforms and despite the process of implementation of the Bologna system [4, p. 1630].

According to the Bologna process, the professional specialization is reserved to master and doctoral degree level. The first cycle of juridical studies aims at providing law students with general knowledge. Therefore, there is no need to overload the legal curriculum with an excessive number of strictly specialized courses. It is preferable to teach students the law principles, how to think accurately in juridical matters and, last but not least, to be aware of the lawyer's social mission [1].

The current main focus of legal education in Romania on civil law as the smallest common denominator of jurists towards some conception of the basic identity of jurists including values as human rights, constitutional democracy and rule of law must be preceded by a shift of conception of the whole world of Romanian legal practitioners. Such change should be asked for and advocated by the civil society and should be supported by the State [4, p. 1631].

In our opinion, it is needed to support the suggested by Gorea B., Gorea M. following changes to the legal education in Romania: 1). To find creative and interactive methods to make law students aware how important is EU law as internal law, mainly of the practical benefits for any lawyer's career; 2). To encourage more the students to work independently with EU law provisions: access, understand the way of expression, interpret the meaning and figure out how to use it in actions and pleas; 3). To help students to understand clearly and directly the practical aspects of the EU law, like the complex institutional architecture of EU as well as decision making process, by practical exercises and study of case; 4). To encourage and expect active participation in class, e.g. by moot exercises – hypothetical problems, moot courts and decision making games; 5). To inoculate to students the idea of law in the widest sense and EU law in particular, is a social construction demanding critical thinking, contextual approach and sensitivity to other cultures and experiences [2, p. 192].

Summarizing the mentioned above, we have to admit that higher legal education in Romania in conditions of the European Union's influence is on the stages of its improvement and reforming.

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ВПЛИВ ІНФОРМАЦІЙНОГО ПРАВА НА СУЧАСНЕ УКРАЇНСЬКЕ СУСПІЛЬСТВО

Процеси розвитку сучасного суспільства зачіпають багато його сторін, в тому числі пов'язані з інформатизацією, модернізацією і переходом до інформаційного суспільства, яке неможливо уявити без широкого інформаційного обміну і інформаційних систем.

Інформаційне суспільство ще порівняно недавно представлялось чимось далеким і майже фантастичним. Основи концепції інформаційного суспільства заклали З. Бжезинський, Д. Белл, Еге Тофлер, які пов'язували його становлення з переважанням в економіці інформаційного сектора, із інформатизацією практично всіх сфер життя суспільства, появою і широким використанням глобальних інформаційних систем.

Впровадження інформаційних технологій вже призвело до революційних змін в суспільстві. Стала реальністю індивідуальна діяльність на дому, робота «на віддаленому доступі», реалізується концепція «Електронної держави», пріоритетна роль відводиться електронного документообігу, інтернет-технології починають замінювати традиційні радіо і телебачення, більшість читачів віддає перевагу електронним книгам і журналам.