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INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE “GLOBAL LEGAL SKILLS” (June 4—10, 2024, Bari, Italy)

Today, the state is increasingly returning to the need to reform legal education and update teaching regulations to introduce new forms of not only the dissemination of theoretical knowledge but also the introduction of disciplines that help form practical skills to meet the needs of a practicing lawyer. On December 19, 2024, a draft of the Reform of Legal Education Concept was presented to the Verkhovna Rada of Ukraine, which, among other things, drew attention to the abovementioned issues and the search for ways to solve them. So, it is the progressive experience and ways to solve the above problems, which are developed by the leading scientific law schools of the world, that can help Ukraine overcome the above challenges. Therefore, the Global Legal Skills Conference was dedicated to new forms and practices of applying updated approaches.

So, on June 4, 2024, the international scientific and practical conference Global Legal Skills began in Bari (Italy) to present the main achievements of various scientific schools in Europe and the United States of America in disseminating knowledge about legal practices for law students.

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The conference was held at the ancient University of Italy, University of Bari Aldo Moro, in the city of Bari. For 5 days, events were held, panel discussions and exchange of experience in the field of legal science and education, training of law students, development of skills in the field of negotiation practice, legal English, legal English writing, and drafting business documents in legal formal language are taking place. The conference was held with several panels on different topics and areas.

The conference was opened by the speeches of the representatives of the host institution — University of Bari Aldo Moro: Professors Marina Castellaneta and Claudia Morgana Cacchione, Stefano Bronzini, Chancellor, Andrea Lovato, Dean of the Faculty of Law of the University of Bari Aldo Moro, Giuseppe Moro (Italy), Dean of the Faculty of Political Science of the University of Aldo Moro (Italy), as well as the main host from the Global Legal Skills Institute: Professor Lurene Contento, Vice President and Professor Mark Wojcik, President of the Global Legal Skills Institute (USA).

The plenary speeches were opened by Professor *Vincenzo Zeno-Zenkovich* (University of Roma Tre, Italy) and former President of the Italian Association of Comparative Law (AIDC) on the topic “Comparison of Legal Skills: Some Insights from Italy.” In his report, the professor emphasized that the formation of skills in students directly depends on many circumstances. These include language skills, knowledge of history, culture, and, in general, the expectations and aspirations of students. In multinational classrooms, it is advisable to consider all these differences of students and apply approaches where students can positively influence each other and share their skills and knowledge, cultural traditions, and achievements from their previous education. The teacher can use such achievements to further develop each student in the context of the exchange of experience through various types of communicative means, interviews with each other, collective projects, etc. Professor Vincenzo Zeno-Zenkovich also noted that legal education belongs to the “frozen history,” which combines the traditions of the Roman Empire regarding the foundations of Roman law, Christian traditions, and Greek philosophy. Geography changes but the law remains to follow ancient traditions. Therefore, the combination of such ideas is needed here in multicultural classes, where students from different countries and nationalities are represented, and these are the skills that need to be taught. He emphasized that being a lawyer is about abilities, not skills: logic, interpretation, and argumentation. However, they need to be developed through skill training.

Ukraine was represented by a team of professionals who presented separate reports on the general topic of Supporting Legal Education and Promoting Global Legal Skills During War: Lessons from Ukraine. Among these representatives were the following: *Artem Shaipov*, Legal Advisor, and *Kimberly Holst*, Treasurer and Professor of the Global Legal Skills Institute (Ari-

zona State University, Sandra Day O'Connor College of Law, USA) (moderator), he noted the achievements of cooperation in the development of international partnerships, reforming legal education in Ukraine and attracting new approaches and concepts; *Anastasia Suzhilova* (National University "Odesa Maritime Academy," Ukraine) presented a report "Legal skills and teaching maritime law in Ukraine under martial law" and noted the specifics of teaching maritime law as a legal science for non-lawyers and individual approaches and developments in teaching this category of students; *Oksana Kiriya* (Yurii Fedkovych Chernivtsi National University, Ukraine) made a report "Globalization of Legal Skills: Promoting English Language Proficiency in Ukrainian Law Schools," and *Nadiya Maksimentseva* (Taras Shevchenko National University of Kyiv, Ukraine), who made a presentation on the principles of Legal Education in Ukraine: Creating a Foundation for Post-War Recovery. In her presentation, the author emphasized the role of a teacher in legal education and focused on the skills that a teacher should have to provide knowledge to students as effectively and efficiently as possible. It was emphasized that the most effective combination of practice and theory provided by a teacher is the way to achieve success in teaching legal subjects. The presentation presented her own experience of combining the theoretical knowledge of a PhD in Law and a Doctor of Law, a professor and a colonel in the prosecutor's office, who is currently engaged in legal practice and directly protects human rights in various spheres of life. Proposals for the further development of legal education in Ukraine were identified, namely: a) maximum involvement in the field of education of practicing lawyers and a combination of theoretical principles, the practice of applying legislation and skills in drafting legal documents, conducting negotiations, and an appropriate level of legal English for each student with a law degree; b) use of opportunities for conducting distance training in various areas of cooperation between teachers: "Human Rights," "EU Law," etc. and providing access to lectures by university teachers, the university library, as well as various formats of scientific cooperation regarding workshops, presentations, and updating curricula; c) development of opportunities for further cooperation with law schools in Europe and the USA in the scientific field on issues in various fields of law.

A separate part of the conference was dedicated to the tools of applying AI in working with students and forming specific skills and abilities in them. *Kathleen Elliott Vinson* (Suffolk University, USA) spoke, sharing her experience teaching the "Global Leadership" course and how it can help law students develop a global perspective and cross-cultural competence. She talked about the different modules of the course, including highlighting some exercises and assessments that can influence the teaching and scholarship of other teachers. *Rosa Kim* (Suffolk University, USA) and *Laurel Simmons* (University of Houston Law Center, USA) presented a report in which she noted

that creating meaningful global advocacy communities requires skills of purposefulness and particular creativity. This program shares innovative ideas to unite international and American students and scholars to interact and learn from each other. These ideas include sponsoring a series of virtual Global Gatherings of teachers and practitioners worldwide, creating a local International Bar Association, and participating in the Global Law Classroom course.

Christine Lofgren (Southwestern Law School, USA) also shared a presentation on the transformative power of generative artificial intelligence (GAI) for developing cross-cultural negotiation skills. Using GPT to find information about national negotiation styles is very useful. Such a construction can also be implemented in a multicultural classroom. The practical application of this model allows you to use chat to find answers when preparing for classes, especially on the subtleties of certain negotiations. Chat allows you to find information about the specifics of the negotiation process in certain countries. However, you need to prepare for negotiations carefully, considering the gender and nationality of people representing a particular country. You can also use chat to simulate certain negotiation forms and set tasks to identify parties from different countries and “complex” issues that need to be resolved.

John B. Thornton & Michelle Falkoff (Pritzker School of Law, Northwestern University, USA) reveal the possibilities of using artificial intelligence (AI) in the following areas of application: a) for reviewing huge volumes of documents for a practicing lawyer, attorney, or teacher; b) legal arguments and preparation for trial; c) for taking the bar exam to practice experience; d) finding definitions. When preparing for a written course, it is advisable to use chat to form written tasks of different levels of text on general and unique content. Using the chat format to create curricula for judicial debate courses and court hearings is also advisable. In this format, you can simulate a situation when a legal fact is made, and the defense and prosecution arguments on such an issue are presented. It is possible to find test questions for the bar exam, practice answering questions, and compile documents in the chat. In addition, it is interesting to have experience in both searching and forming definitions of basic concepts and terms. However, in the case of Ukrainian legislation, one should consider the constancy of legal structures and their connection exclusively with current norms.

Mimi Samuel & Laurel Oates (Seattle University School of Law, USA) noted that texts of ordinary and legal content differ pretty much from each other. The skills that students need to use when writing and editing texts in the format of formal legal writing and meet the requirements for this type of text can be developed by learning special words in the official legal dictionary and using them in practice. Chat can be used to create a request for more formal or informal content and then ask students to paraphrase and correct it. Besides, the ability to request content on different subjects makes it pos-



The delegation of Ukraine

sible to provide students with comprehensive opportunities for developing professional writing skills and drafting business legal documents. In this context, the teacher and students need to learn formal legal words and develop the appropriate vocabulary.

The next part of the conference was devoted to applying Across Cultures approaches to forming communication skills of practitioners from different countries, considering the characteristics and traditions of various countries and cultural groups. This is how the report was started by *Luisa Kulbitsky* (University of Bergamo, Italy) and *Natasha Costello* (University of Paris, Nanterre, France), who noted that in multinational classes and when teaching subjects related to the characteristics of each nation and country, it is vital to apply all possible knowledge and skills to create the most comfortable conditions for students, on the one hand, and to use knowledge to achieve the highest goals and results in learning, on the other. The main idea of the speech was to form students' vocabulary, understanding of national characteristics and temperament of both their classmates, and preparation for various subjects, where the tasks are based on the application of practical communication skills, writing legal texts for persons representing different nations and, accordingly, other states in the process of establishing business relations, contacts, and signing contracts. Students must know and apply their knowledge of the features of building business relations and working with clients of different nationalities, representing and protecting their interests.

Another conference area touched on the topic of Get Your Students Speaking — Development of oral communication skills. In this section, the presentation of *Lurene Contento* (Chicago-Kent College of Law, USA) was interesting where she drew attention to the fact that communication skills are extremely important for every lawyer and the standard of work of a lawyer



Participants of the conference

states that every lawyer must acquire and use communication skills. Therefore, training public speech skills can be realized starting with paraphrasing certain words, phrases, and texts. To do this, it is necessary to develop a unique legal dictionary and provide students with appropriate texts for work. In addition, the practice of students paraphrasing texts of current legislation and playing with the presentation of certain words in separate phrases and their descriptions also contributes to the development of student's abilities to free speech and oratory. The experience of using ordinary words in a legal context and explaining their new meaning and application paraphrasing not only legal norms but also the Constitution and the text of court decisions is noteworthy. In addition, it is advisable to select definitions and terms and try to paraphrase them and explain their meaning with other words and phrases. In the first lesson, it is advisable to conduct a practice interview among students to get to know each other and create a favorable mood in classes and interpersonal communication.

A separate topic was chosen for presentations on the topic of legal writing. The report by *Shakira D. Pleasant & Danielle McCain* (University of Illinois Chicago School of Law, USA) was very interesting and spoke about the ability of artificial intelligence to create developments that can be used by people with disabilities. Practice proves that chat can be used to develop model flows that people can work on both in the classroom and online using various gadgets. The teacher creates different types of content that require editing and replacing words with variants of a more formal legal dictionary, using specific legal terms and phrases in a particular place in the text and the corresponding official document. In addition, there is an opportunity to create a purely legal text and entrust it with paraphrasing to convey the main key ideas to the client, simplifying and explaining the text for a wider audience.

The practice of using artificial intelligence for people with disabilities, including those with limited abilities, by creating content for both classroom use and online processing by various gadgets. The experience is helpful for Ukraine, considering the many people with disabilities.

In turn, *Hilary Bell* (Hamad bin Khalifa University, Qatar) provided information about her experience and noted that when conducting classes with students, it is essential to create an atmosphere of trust in the classroom. Each student's learning results and success depend on how personal relationships and the degree of trust students have in the teacher will develop. A critical component is overcoming the barrier of fear of saying something wrong or doing something wrong as the teacher wants. In this case, a key step for the teacher is to support the student and encourage and stimulate him to achieve the best manifestation of his intelligence and capabilities. Using positive content, praising, and highly appreciating the abilities and achievements of students is the way to achieve the highest goal of learning and obtaining the best results and deep knowledge.

Another panel of the conference was aimed at disseminating the Use Data for Social Change experience. Thus, *Kiskella Addison* (Northeastern University School of Law, USA), in her presentation, drew attention to the possibility of involving students in social projects in certain areas of law. By collecting information on the number of citizens' appeals for the protection of their rights and actual court decisions where such rights were restored, the need to take more effective measures at the stage of pre-trial settlement of disputes and restoration of rights was identified.

The emphasis was placed on teaching students the skills to be attentive to data and use it rationally to achieve social results and develop approaches to using data and information in legal practice. In addition, attention was drawn to the need to verify the data used and use information only from verified sources and directly from primary sources. The main idea of her experience is as follows: 1. To involve students in collecting and analyzing data on real complaints about violations of rights and the availability of relevant court decisions on their restoration. 2. Teaching students the skills of collecting data and their rational use to achieve social results and develop approaches to data and information usage in legal practice. 3. Teaching students to use information from verified sources only and primary sources directly and to verify the data used.

Tom Haven (University of Potsdam, Germany) and *Kateřina Chudova* (Masaryk University, Language Center, Faculty of Law, Czech Republic) shared their experience in teaching legal English to students from Ukraine online and organizing interesting and useful practical courses for students using the Zoom platform. The authors developed original courses to train students with maximum involvement in the English-speaking environment and ex-

pand their vocabulary in the field of legal English. The tasks of the first course were to develop students' skills in both communicative and written exercises, as well as the creation of relevant legal documents in English. The second course included argumentation in the courtroom and preparation for court hearings, mediation and linguistic skills, as well as the use of paraphrasing, transforming complex legal constructs into simple and understandable forms, and performing such tasks vice versa. The author shared her experience of creating podcasts with students, organizing group work with the simultaneous involvement of different groups of students, and practicing communication and teamwork skills. Also interesting was the experience of introducing a separate certificate for each student with the content of specific actions that could be used to characterize a particular project.

Another panel was devoted to the practices of using new approaches to forming practical skills in students and forming social responsibility. *In her presentation, Johanna Fournier* (Swiss Institute of Comparative Law, Switzerland) identified the main idea of combining planned tasks from the curriculum for students with content from famous movies, which expands their opportunities to achieve better results and master various skills. For example, the movie's ideas about the magical law, the rules of its application, and the requirements for the performance of specific duties are closely related to the work of a lawyer, but there can be situations when not everything is regulated by law clearly. This approach allows you to learn how to make decisions in complex legal situations and use best practices without explicit legislative provisions. The ability to apply strategies to implement magical law norms teaches clarity of compliance, skills in making quick decisions in complex situations and finding ways to solve various issues, and expanding students' vocabulary and practice using legal vocabulary.

In turn, *Jonathan Gordon* (Case Western Reserve University School of Law, USA) noted that developing technologies creates opportunities for using texts by different authors from different countries and in different languages in scientific and research work. In the context of the multinational and multicultural development of business relations and contacts between students and practitioners, it is advisable to understand the specifics of applying certain approaches to the use of legal documents from different countries and in different languages. The practice of using such forms as Google Translate allows you to translate legal texts into different languages, however, it is desirable to apply knowledge of the features of certain legal structures in different languages.

Shelley A. Saltzman (Columbia University, USA) demonstrated the main idea of using specific cases as basic material for studying legal English, expanding vocabulary, practicing the use of complex legal language structures, and developing skills in using practical cases in different situations and solv-

ing specific problems. By using specific cases as an example, it is possible to involve students in developing communication skills, proving their point of view, teamwork, and constructing and using legal language phrases in particular law enforcement situations.

Thus, *Tiffany D. Atkins* (University of Kentucky College of Law, J. David Rosenberg, USA) indicated that the need for legal education by representatives of different states and nations requires the provision of such a level of lecture and practical material that would form students' skills in applying basic principles in various legal systems and legislation of other states. It is also vital that the task of education is to provide such a level of knowledge that would help students solve various problems in the field of protecting the family rights of citizens of different countries and master the peculiarities of this area in terms of restoring the rights of various subject groups that need protection and representation of their interests. Based on the needs of the family and individuals, which are actually grounded on the principles of respecting the fundamental human and civil rights and freedoms in the family sphere, teachers provide essential knowledge and train skills in applying legislation and practical cases on protecting the rights of individuals and restoring their rights.

The Charlie Martel, Lewis and Clark, and Ezra Ross Law School (University of California-Irvine, USA) noted that the experience of teachers who combine practical skills of modern jurisprudence, human rights practice and teaching is interesting. Using practical experience, the lecturer invites students to immerse themselves in the realities of refugee life and imagine themselves as lawyers for this category of persons. This approach to teaching makes it possible to teach students the practice of applying legislation in the realities of life and to feel like a professional who can help with their knowledge to such a level of application that would save a person's life and avoid his certain death through the correct interpretation and application of legal constructs. This is a serious choice and a level of responsibility that future practicing lawyers must be ready for, and therefore, learning to make choices in life and use knowledge to save people should begin in the classroom. The author noted that practical experience should be combined with a general understanding of the specifics of the lawyer's work, the content of this profession, and its place in the development of society and the state as a whole. A teacher cannot come to classes and teach only practical skills without explaining the content of their application, the need for their use in society, and the role of each lawyer in improving life and creating a favorable environment for themselves and other citizens. Thus, the role of a lawyer also consists in providing psychological support to their clients, sometimes even in resolving the issue of their life or death, which cannot be implemented without teaching not only practical skills but also the skills of legal awareness and the application of the law for the needs of a wide range of citizens and different segments of the population.

Also, during the work, the issues of the importance of psychological comfort, positive thinking of students, and a friendly attitude in the team were discussed separately. Thus, *Janet Dixon*, *School of Law* (Seattle University, Kimberly Holst, College of Law, USA), *Sandra Day O'Connor*, and *Lurene Contento* (Chicago-Kent College of Law, USA) emphasized that one of the main factors of success in law school is the combination of empathy and good results. The report draws attention to the experience of building good, close relationships between teachers and students, which subsequently creates good learning results. It also presents the practice used in multinational classes to participate in the student's lives, following the news in the countries where students come from and writing them letters of support. Thus, building friendly relationships with students is the key to achieving maximum learning results. The main challenges that need to be overcome are students' fear of doing something wrong, giving the wrong answer, overcoming their barriers and boundaries, and starting to communicate with other students. Creating a favorable and friendly atmosphere during training is a form of revealing students' potential, awakening the desire to show themselves and reveal themselves as professionals in the field of law.

One of the last but also essential panels was disseminating experience in using practical cases and developing skills in working with them during student training. *Craig T. Smith* (University of North Carolina School of Law, USA) shared his experience in organizing the development of practical skills in students through a role-playing game at a court hearing. Students are asked to substantiate the case and the content of the statements of witnesses and the accused. Their task is to find arguments, give a hint to the jury, and determine what decision the judge should make in the final order. During the simulation of a court hearing, students find ways to confirm a specific position regarding a person and the degree of his guilt or innocence based on specific evidence and arguments for the jury and the court. The creation of such a form of training provides an opportunity to work with students on both public speech skills and the ability to prove one's point of view, as well as on legal knowledge and the ability to apply practical cases in practice and defend one's client or accompany the state prosecution.

Thus, throughout the entire period of the conference, the participants exchanged experience in scientific cooperation and practical skills of modern teaching approaches, discussed the issues of legal education and science, the formation of practical skills in students regarding law enforcement, the ability to negotiate and the use of the appropriate level of legal English to increase the level and competitiveness of both legal science and graduates of the specialty.

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