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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE TRANSFORMATION OF LEGAL EDUCATION: A COMPARATIVE ANALYSIS AND STRATEGIC DIRECTIONS

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Modern legal practice is undergoing a fundamental transformation under the influence of artificial intelligence (AI) technologies, which automate routine tasks, enhance analytics, and create new models for delivering legal services. This technological revolution generates an acute gap between the labor market's demands for lawyer competencies and the outdated approaches to their training within traditional educational systems. This problem is particularly relevant for Ukraine, where the modernization processes in legal education fail to keep pace with global technological changes. This creates a risk of non-competitiveness for domestic specialists and hinders the country's digital transformation. The inertia of the educational system in response to AI challenges can lead to the training of lawyers whose skills are already partially irrelevant upon graduation, which necessitates immediate scientific reflection and the development of effective reform strategies.

*The **purpose** of this article is to conduct a comprehensive analysis of the impact of artificial intelligence on legal education, to carry out a comparative study of its transformation strategies in the USA, European countries, and Ukraine, and to develop a scientifically grounded, adapted model for modernizing the lawyer training system in Ukraine that meets current technological requirements.*

*To achieve this purpose, a complex of general scientific and special cognitive **methods** was employed. The comparative legal method was used to contrast the models of legal education reform in the USA, Europe, and Ukraine. The formal-logical method allowed for the analysis of legal acts and strategic documents regulating educational activities. System analysis helped to view legal education as a complex system interconnected with the labor market and the technological environment. The synthesis method was used to generalize the obtained data and formulate a cohesive hybrid reform model. Institutional analysis was applied to study the role of professional associations (ABA), supranational bodies (Council of Europe), and state institutions in the transformation process.*

*As a **result**, the study revealed that two main models of legal education transformation have emerged globally in response to AI challenges. The first is the American, market-oriented model, characterized by the rapid implementation of practical courses in Legal Tech, computational law, and entrepreneurship in leading universities with active support from professional associations. The second is the European, regulation-oriented model, where the emphasis is on developing ethical and legal frameworks for AI use, which is reflected in educational programs aimed at training lawyers capable of working under new, complex technological regulations. The analysis of the situation in Ukraine revealed a significant lag: key strategic documents on legal education reform were developed before the generative AI "boom" and do not contain specific provisions for technology integration. Initiatives are sporadic, "bottom-up", and not part of a systemic state policy.*

*In **conclusion**, simply copying Western models is ineffective for Ukraine. Instead, a hybrid, forward-looking model for transforming legal education is proposed, consisting of two components: 1) The introduction of a mandatory core module, "Digital Legal Literacy", for junior students, covering the basics of Legal Tech, AI ethics, digital evidence, and cybersecurity. 2) The creation of flexible interdisciplinary certificate programs for senior students in partnership with universities, IT clusters, and law firms, focused on specific market needs ("AI for Public Administration", "Legal Tech for Litigation"). This model will enable the provision of a mass basic level of technological competence and flexibly train specialized professionals, thereby enhancing the competitiveness of Ukrainian lawyers.*

Keywords: *artificial intelligence, legal education, transformation, Legal Tech, digital competencies, curriculum, reform, future lawyer, comparative analysis, modernization.*

ВПЛИВ ШТУЧНОГО ІНТЕЛЕКТУ НА ТРАНСФОРМАЦІЮ ЮРИДИЧНОЇ ОСВІТИ: ПОРІВНЯЛЬНИЙ АНАЛІЗ ТА СТРАТЕГІЧНІ НАПРЯМИ

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Сучасна юридична практика переживає фундаментальну трансформацію під впливом технологій штучного інтелекту (ШІ), що автоматизують рутинні завдання, вдосконалюють аналітику та створюють нові моделі надання юридичних послуг. Ця технологічна революція породжує гострий розрив між вимогами ринку праці до компетенцій юристів та застарілими підходами до їх підготовки в межах традиційних освітніх систем. Особливо актуальною ця ***проблема*** *є для України, де процеси модернізації юридичної освіти не встигають за глобальними технологічними змінами, що створює ризик неконкурентоспроможності вітчизняних фахівців та гальмує цифрову трансформацію держави. Інертність освітньої системи у відповідь на виклики ШІ може призвести до підготовки юристів, чиї навички будуть частково нерелевантними вже на момент випуску, що вимагає негайного наукового осмислення та розробки дієвих стратегій реформування.*

Мета *статті полягає у проведенні комплексного аналізу впливу штучного інтелекту на юридичну освіту, здійсненні порівняльного дослідження стратегій її трансформації в США, країнах Європи та Україні, а також у розробці науково обґрунтованої, адаптованої моделі модернізації системи підготовки юристів в Україні, яка б відповідала сучасним технологічним вимогам.*

Для досягнення поставленої мети було використано комплекс загальнонаукових та спеціальних ***методів*** *пізнання. Порівняльно-правовий метод застосовувався для зіставлення моделей реформування юридичної освіти в США, Європі та Україні. Формально-логічний метод дозволив проаналізувати зміст нормативно-правових актів та стратегічних документів, що регулюють освітню діяльність. Системний аналіз допоміг розглянути юридичну освіту як складну систему у її взаємозв'язку із ринком праці та технологічним середовищем. Метод синтезу був використаний для узагальнення отриманих даних та формування цілісної гібридної моделі реформування. Інституційний аналіз застосовувався для вивчення ролі професійних асоціацій (ABA), наднаціональних органів (Рада Європи) та державних інституцій у процесі трансформації.*

В ***результаті*** *дослідження виявлено, що у відповідь на виклики ШІ у світі сформувалися дві основні моделі трансформації юридичної освіти. Перша – американська, ринково-орієнтована, що характеризується швидким впровадженням практичних курсів з Legal Tech, обчислювального права та підприємництва в провідних університетах за активної підтримки професійних асоціацій. Друга європейська, регуляторно-орієнтована, де акцент робиться на розробці етичних та правових рамок використання, що знаходить відображення в освітніх програмах, спрямованих на підготовку юристів, здатних працювати в умовах нового складного регулювання. Аналіз стану справ в Україні виявив суттєве відставання: ключові стратегічні документи з реформування юридичної освіти були розроблені до «буму» генеративного ШІ і не містять конкретних положень щодо інтеграції технологій. Ініціативи носять точковий, «низовий» характер і не є частиною системної державної політики.*

У ***висновку****, просте копіювання західних моделей є неефективним для України. Натомість пропонується гібридна випереджувальна модель трансформації юридичної освіти, що складається з двох компонентів: 1) Впровадження обов'язкового базового модуля «Цифрова правова грамотність» для студентів молодших курсів, що охоплює основи Legal Tech, етику ШІ, роботу з цифровими доказами та кібербезпеку. 2) Створення гнучких міждисциплінарних сертифікатних програм на старших курсах у партнерстві університетів, IT-кластерів та юридичних фірм, орієнтованих на специфічні потреби ринку («AI для публічного адміністрування», «Legal Tech для судового процесу»). Ця модель дозволить забезпечити масовий базовий рівень технологічної компетенції та гнучко готувати спеціалізованих фахівців, сприяючи конкурентоспроможності українських юристів.*

Ключові слова: *штучний інтелект, юридична освіта, трансформація, Legal Tech, цифрові компетенції, навчальна програма, реформа, юрист майбутнього, порівняльний аналіз, модернізація.*

Introduction. The Fourth Industrial Revolution, catalyzed by artificial intelligence (AI), is fundamentally changing the landscape of professional activities. The legal profession, long considered one of the most conservative and resistant to technological change, has found itself at the epicenter of this transformation. AI-based tools, particularly large language models (LLMs), are now capable of performing tasks that were previously the exclusive domain of junior lawyers and paralegals: analyzing large volumes of documents (e-discovery), reviewing contracts for risks, and drafting initial versions of lawsuits and legal memoranda. Companies like OpenAI and products like ChatGPT have demonstrated the vast capabilities of generative AI, spurring law firms and corporate legal departments to actively adopt technology to increase efficiency and reduce costs.

This new reality creates an acute practical problem: a fundamental gap is emerging between the skills provided by classical legal education and the competencies demanded by the modern, technologically saturated labor market. The traditional educational model, focused on studying doctrine, precedents, and procedural rules, is proving insufficient for preparing a specialist capable of working effectively in a digital environment. The lawyer of the future must not only know the law but also understand the working principles of the technologies they use, be able to critically evaluate the results of AI's work, manage risks (such as model "hallucinations" or confidential information leaks), and participate in developing legal regulations for these very technologies.

The connection of this problem with important scientific and practical tasks is multifaceted. On a practical level, ignoring the need for educational reform will lead to a decrease in the competitiveness of Ukrainian lawyers in the global market and slow down the digital transformation of the state, which requires specialists capable of creating and implementing effective "digital" legislation. On a scientific level, the task arises of rethinking the very paradigm of legal education, researching new pedagogical approaches, and developing scientifically grounded models of curricula that would integrate legal knowledge with technological and ethical competencies. Thus, adapting legal education to the era of AI is not just a matter of modernization but a strategic task, the solution of which will determine the future of the legal profession and the quality of justice in Ukraine.

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Analysis of recent research and publications. The issue of technology's impact on the legal profession and education is not entirely new, but the explosive development of generative AI in recent years has given it unprecedented urgency and relevance. At the international level, professional and academic institutions play a leading role in analyzing the problem. The American Bar Association (ABA), through its Task Force on Law and Artificial Intelligence, regularly conducts research, surveys, and publishes reports analyzing the level of AI adoption in US law schools. In particular, their 2024 data shows that more than half of American law schools already offer courses related to AI, demonstrating a high pace of adaptation (ABA, 2024).

In Europe, the discourse is largely shaped by regulatory initiatives. The Council of Europe, by developing the world's first Framework Convention on Artificial Intelligence, Human Rights, Democracy and the Rule of Law, sets high ethical standards that must inevitably be reflected in educational programs (Council of Europe, 2024). The Council of Bars and Law Societies of Europe (CCBE) is also actively developing guidelines for lawyers on the use of AI, emphasizing the principles of transparency and human control (CCBE, 2020).

In the academic community, leading universities act as both research centers and testing grounds for innovation. Institutions like Stanford Law School and Georgetown University Law Center are pioneers in developing courses on Computational Law and Legal Informatics, where students not only study technology but also participate in creating real LegalTech products (Georgetown Law, 2025; Stanford Law School, 2025). Some scholars, analyzing the technical aspects of large language models, stress the need to develop students' critical thinking and skepticism towards AI-generated results, proposing to limit their use in the initial stages of learning to build fundamental skills (Villasenor, 2024).

In the Ukrainian scientific discourse, the topic of AI's impact on law is also present. A number of scientists have studied the general aspects of the digitalization of justice and the use of AI in specific branches of law (IJIS Institute, 2022). However, most of these publications were created before the widespread adoption of generative AI and are mainly theoretical. At the same time, an analysis of key strategic documents that should define the directions for reforming legal education in Ukraine, particularly the Draft Concept for the Development of Legal Education, showed that they do not contain specific provisions on the integration of AI and digital competencies into curricula (Committee on Education, Science and Innovations of the Verkhovna Rada of Ukraine, 2020).

Thus, the previously unresolved part of the general problem to which this article is dedicated is the absence of a comprehensive model for transforming legal education that is adapted to Ukrainian realities. The existing gap between theoretical discussions, isolated initiatives by practitioners, and the complete absence of a technological component in official educational policy needs to be filled by developing a concrete, scientifically grounded, and realistic strategy for implementation.

Purpose and objectives of the scientific research. The purpose of this research is to develop a scientifically grounded, hybrid model for modernizing the lawyer training system in Ukraine, which would systematically integrate technological competencies in response to the challenges associated with the spread of artificial intelligence.

To achieve this purpose, the following objectives were set:

- to analyze the key areas of influence of artificial intelligence on the content and nature of the legal profession;
- to conduct a comparative analysis of the models for transforming legal education that are emerging in the USA and European countries;
- to assess the current state and readiness level of the legal education system in Ukraine for integrating technological innovations by analyzing strategic documents and initiatives;
- to identify the key competencies necessary for a modern lawyer to work effectively in a technologically saturated environment;
- to formulate and substantiate a concrete, phased model for reforming curricula for Ukrainian law schools, taking into account international experience and national specifics.

Scientific methods used. The methodological basis of the research was a comprehensive approach that combines general scientific and special methods of cognition. The central method was the comparative legal method, used to compare the institutional and content-based approaches to reforming legal education in the USA (market-oriented approach) and Europe (regulation-oriented approach) with the current situation in Ukraine.

Institutional analysis allowed for the study of the role of key players in this process: professional associations (ABA), supranational bodies (Council of Europe), regulators (SRA in the UK), and ministries. The formal-logical method was applied to analyze the texts of regulations, draft concepts, and educational development strategies, which helped to identify the presence or absence of provisions related to the technological training of lawyers. Through system analysis, legal education was considered as a complex dynamic system influenced by external factors-technological progress and labor market demands.

The methods of analysis and synthesis were used to decompose the problem into its components, study international experience, and subsequently construct a holistic, original reform model for Ukraine on this basis.

1. Global trends and two vectors of transformation

The analysis of international experience allows us to identify two main vectors for adapting legal education to the AI era, which can be conditionally called American and European.

The American Model: A Response to Market Demand. This model is characterized by pragmatism and close cooperation between universities, technology companies, and law firms. Leading law schools, such as Stanford, Georgetown, and Suffolk, act as innovation hubs. The courses they offer can be divided into three groups. The first, "Legal Technology and Informatics", aims to provide students with practical skills in working with existing tools (e-discovery, document automation, project management) and an understanding of new business models (Dolin, 2012). The second, "AI and Law", focuses on theoretical and ethical aspects: liability for AI errors, algorithmic bias, and the impact on human rights (UCLA Law, 2025). The third and most advanced, "Computational Law", teaches students to "think in code" and participate in creating systems where legal norms are represented in a machine-readable format (MIT, 2025).

The American Bar Association (ABA) plays a key coordinating role, monitoring the situation and sha-

ping standards through surveys and reports (Cross, 2025). This approach is flexible, fast, and maximally market-oriented.

The European Model: Focus on Regulation and Ethics. The European vector of transformation is largely determined by the priority of protecting fundamental rights. The initiatives of the Council of Europe, particularly the development of the Framework Convention on AI, and the approach of the European Union, reflected in the AI Act, create a complex regulatory framework (Council of Europe, 2024). Accordingly, legal education in Europe is increasingly focused on training specialists capable of navigating this new body of legislation. Leading European universities, such as Bucerius Law School in Germany, are also developing centers for legal technology, but a significant emphasis is placed on the compliance of technology with the principles of the rule of law, non-discrimination, and transparency (Summer Schools in Europe, 2025). The Council of Bars and Law Societies of Europe (CCBE) in its recommendations constantly emphasizes the "human-in-the-loop" principle, which also influences the formation of educational programs (CCBE, 2020).

Separately, it is worth noting the approach of the United Kingdom, where the regulator (Solicitors Regulation Authority, SRA) has already approved the first law firm based entirely on AI. This sets a powerful precedent and a signal to the education system: graduates must be prepared not just to use, but to supervise the work of AI and bear professional responsibility for it (Cross, 2025).

2. The Ukrainian context: A gap between need and policy

Against the backdrop of dynamic processes in the USA and Europe, the situation in Ukraine appears alarming. An analysis of key documents that should define the vector for the development of legal education demonstrates a complete disregard for the technological factor. The 2020 Draft Concept for the Development of Legal Education, although containing progressive ideas regarding a unified state qualifying exam and standards, makes no mention of digital competencies, Legal Tech, or artificial intelligence (Committee on Education, Science and Innovations of the Verkhovna Rada of Ukraine, 2020). The development strategies of leading legal research institutions were also drafted before the generative AI "boom" and do not contain relevant provisions.

This creates a paradoxical situation. On the one hand, practicing lawyers and leading firms are actively interested in technology, as evidenced by events organized, for example, by the Ukrainian Bar Association (UBA) (Zakon i Biznes, 2025). That is, there is a "bottom-up" initiative driven by market necessity.

On the other hand, the higher education system, which should be proactive, remains inert due to the lack of a strategic vision and political will from the "top-down." This gap is the main threat to the future of the Ukrainian legal profession. It is impossible to build a digital state and a competitive economy with lawyers trained according to 20th-century standards.

3. The Proposal

A hybrid, forward-looking model for Ukraine simply copying the American or European model would be ineffective and unrealistic for Ukraine. The American model requires significant investment and close integration with a developed technology market, which does not exist in Ukraine on a comparable scale. The European model is less flexible and could slow down the implementation of innovations due to excessive regulation.

Instead, the most rational path is to develop a hybrid, forward-looking model that combines the best elements of both approaches and is adapted to Ukrainian realities. This model should consist of two levels.

First Level: A Mandatory Core Module "Digital Legal Literacy". This module should be integrated into the curriculum for all law students in their 1st-2nd years. Its goal is not to turn a lawyer into a programmer, but to provide them with the fundamental knowledge and skills for survival and prosperity in the digital world. The content of the module should include:

- Basics of Legal Tech: An overview of modern technological solutions for legal practice (management systems, e-discovery, contract analytics).
- Introduction to AI and its Ethics: Principles of how major types of AI work, the concepts of "hallucinations", algorithmic bias, and issues of confidentiality and liability.
- Working with Digital Evidence: Rules for collecting, preserving, and evaluating evidence obtained from digital sources.
- Cybersecurity Basics for Lawyers: Protecting client confidentiality and personal data in digital communications.

The introduction of such a mandatory module will ensure a unified standard of basic technological competence for all graduates, regardless of their future specialization.

Second Level: Flexible Interdisciplinary Certificate Programs. In their senior years, students should have the opportunity to obtain an advanced specialization by choosing one or more certificate programs.

These programs should be developed in close partnership between universities, IT companies, leading law firms, and government bodies.

They must be flexible and quickly updated according to market demands. Examples of such programs:

- "Technology for Public Administration and Justice": Training specialists for the digital transformation of the state, implementation of the "E-Court" and "rules as code" systems.
- "Artificial Intelligence and Corporate Law": In-depth study of the use of AI for due diligence, compliance, and contract management.
- "Legal Regulation of the IT Sphere and Artificial Intelligence": Training lawyers for work in IT companies and for developing new legislation.
- "Legal Tech and Access to Justice": Developing technological solutions to provide legal aid to vulnerable populations.

Such a two-level structure will, on the one hand, ensure a mass increase in digital literacy and, on the other hand, flexibly train elite, highly specialized professionals who will become drivers of innovation. This will allow Ukraine not just to catch up, but to form its own unique educational proposition.

Conclusions. The conducted research leads to the conclusion that the impact of artificial intelligence on the legal profession is not a temporary trend but a fundamental shift that requires an immediate and systemic response from legal education. While leading countries are actively seeking and implementing models of adaptation, forming market-oriented (USA) and regulation-oriented (Europe) approaches, the legal education system in Ukraine demonstrates a dangerous inertia, creating a strategic gap between the training of specialists and the demands of modernity.

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The key result of the research is the substantiation that mechanically copying foreign experience is counterproductive. Instead, an original hybrid, forward-looking model of reform is proposed, based on a two-level approach: the introduction of a mandatory core module "Digital Legal Literacy" for all students and the creation of flexible interdisciplinary certificate programs for advanced specialization. This model is realistic for implementation in Ukrainian conditions, as it allows for the rational allocation of resources, providing mass basic training and targeted training of highly specialized personnel in cooperation with the market. The implementation of this proposal will not only reduce the lag but also turn the challenge of AI into a unique opportunity for the Ukrainian legal system.

Prospects for further exploration in this area are broad and multifaceted. Firstly, there is an urgent task of developing detailed syllabi, methodological materials, and evaluation criteria for the proposed core module and certificate programs. Secondly, the impact of AI on specific legal professions (judge, prosecutor, advocate, notary) requires separate in-depth research and the development of relevant professional development programs. Thirdly, an important direction is the analysis of the legislative and organizational changes necessary for the effective implementation of educational reform, including updating higher education standards and accreditation requirements.

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