

SCIENTIFIC AND METHODOLOGICAL SUPPORTING OF FUTURE ENGINEER-TEACHERS' VOCATIONAL-LEGAL TRAINING CONTENT

This article presents a theoretical background to the necessity of changes in the content of students' legal training during the higher engineering and pedagogical education in accordance with the problem of supporting the proper performance of specialists' professional functions.

The analysis of documents which regulate the content of future engineer-teachers' vocational-legal training suggests the necessity and possibility of amendments introduction to the present academic disciplines content which could contain potential questions that reveal the vocational-legal problems of engineering and teaching. In general, it is found that the present teaching materials for future engineer-teachers' training do not satisfy requirements to create the future specialist's vocational-legal competence. The author has developed training courses, the content of which is directly aimed to support the future engineer-teachers' readiness to perform professional duties on a legal basis. The content of the developed and advanced jurisprudential disciplines training programs considers characteristics of future engineer-teachers' professional activity.

The possibilities of educational work with students to promote the content of their vocational-legal training are analyzed and identified. The potential of students' research activities, curricular practical training and students' independent work on formation their vocational-legal competence is identified here too.

The technological process support of future engineer-teachers' vocational-legal training is required for further research.

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