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ENHANCING SOFT SKILLS IN SPECIALTY 293 “INTERNATIONAL LAW” THROUGH DIGITAL TOOLS: A THEORETICAL AND PRACTICAL PERSPECTIVE

Annotation. This research explores the integration of digital tools to enhance soft skills among students specializing in "International Law" (Specialty 293). The author addresses the gap between traditional legal training and the demands of a digitalized global "infosphere," emphasizing the shift toward competency-based education. The research employs a qualitative and descriptive methodological approach focused on the pedagogical integration of Information and Communication Technologies (ICT) in legal education. The methodology consists of the following components: theoretical Analysis: A systematic review of current literature regarding competency-oriented training and the digitalization of the legal profession; functional categorization: Systematic classification of digital tools based on their functional impact on specific soft skills, such as communication, collaboration, and information management; case study and pedagogical modeling: Development of a practical "Syllabus Module" and a "Digital Case Study" (The General's Dilemma) to demonstrate the applied use of digital tools in a simulated professional environment; comparative impact assessment: A SWOT-style analysis of the positive impacts ("Force Multipliers") versus the negative risks ("Digital Pitfalls") of technology on student development; strategic synthesis: Formulating evidence-based recommendations for curriculum architecture and assessment rubrics to ensure a "human-AI balance" in legal training. The article analyzes various functional categories of digital means— including interactive simulations, specialized legal databases like HUDOC and Westlaw, and AI-powered assistants— evaluating their impact on communication, critical thinking, and collaborative drafting. Furthermore, the study provides a practical framework through a "Crime and Punishment" syllabus module, outlining specific digital integration phases and assessment criteria. The findings conclude that while digital tools act as "force multipliers" for professional efficiency, a balanced "human-in-the-loop" approach is essential to maintain ethical judgment and emotional intelligence in international legal practice. Research Novelty includes the following directions: interdisciplinary framework: the study establishes a unique conceptual link between the development of "soft skills" (communication, emotional intelligence) and specific legal-tech competencies, moving beyond general ICT use to specialized international law applications; taxonomy of Digital Tools for Law: the research provides a novel categorization of digital tools (Interactive Simulations, Specialized Databases like HUDOC/Curia, and AI Assistants) based specifically on their functional impact on international legal practice; methodological Integration: unlike traditional models, this work proposes a "Digital Tool Integration Map" specifically for Specialty 293, aligning specific pedagogical phases (Preparation, Research, Drafting, Interaction) with dedicated software solutions; dual-Impact Analysis: The research introduces a critical assessment of the "Force Multipliers" vs. "Digital Pitfalls," providing a balanced perspective on how AI can both enhance stylistic precision and potentially lead to the "atrophy of deep concentration" in legal analysis; application of AI in ESP: The article explores the novel use of AI "co-pilots" (like Spellbook and CoCounsel) not just for translation, but as tools for developing syntactic complexity and professional "Legal English" within a criminal law context.

Key Words and Phrases: International Law, soft skills, digital tools, legal education, digital literacy, communicative competence, Virtual Moot Court, specialized legal databases, AI assistants, blended learning, Specialty 293.

Introduction

The modernization of legal education requires a shift from purely doctrinal knowledge toward a competency-based approach. In the field of specialty 293 "International Law," professionals must navigate cross-border legal systems, multilateral negotiations, and diverse cultural contexts. While "hard" legal knowledge remains the foundation, the increasing complexity of global interactions demands a

high level of soft skills— such as communication, emotional intelligence, and critical thinking – augmented by digital competencies.

Research Problem Statement

Traditionally, soft skills in law were developed through physical moot courts and face-to-face internships. However, the digitalization of the legal profession, accelerated by global challenges such as the

COVID-19 pandemic and remote work trends, has created a gap between traditional training methods and the requirements of the modern "infosphere". The core problem lies in determining which digital tools are most effective for developing soft skills specific to international legal practice without compromising the quality of professional training.

Literature Analysis

Current research emphasizes the transformative role of Information and Communication Technologies (ICT) in higher education.

– *Competency-Oriented Training:* Batsurovska (2021) and others highlight that digital tools are not merely delivery systems but environments for forming professional competencies [1].

– *Legal Communication:* Scholars like Izarova et al. (2024) explore how mediated digital communication (author-to-editor or lawyer-to-client) requires new forms of transparency and clarity.

– *Specialized Training:* In the context of international relations and law, Khrystiuk (2022) points out that ICT-based learning supports multifaceted, mobile, and situation-oriented development [3].

The Purpose of Research

The objective of this research is to analyze the effectiveness of specific digital tools in fostering soft skills among students of specialty 293 "International Law." It aims to provide a theoretical framework and practical recommendations for integrating these tools into the curriculum to prepare graduates for a digitalized global legal market.

Research Outcomes

Digital tools contribute to soft skill enhancement in several key areas for international lawyers:

– *Communication and Negotiation:* Platforms like Zoom, Microsoft Teams, and specialized online mediation tools allow students to practice virtual negotiations, which are now standard in international practice [7; 9].

– *Digital Literacy and Information Management:* The ability to search, analyze, and interpret complex international legal documents using digital databases (e.g., Westlaw, LexisNexis) develops critical analysis skills.

– *Collaboration:* Cloud-based platforms (e.g., SmartCAT for legal translation, Google Workspace for drafting) foster teamwork and project management in a shared digital space.

– *Assessment and Feedback:* E-portfolios and online testing provide more objective, continuous feedback on a student's progress in soft skill development [7].

To summarize the most effective digital means for shaping foreign language communicative competence specifically for law students, here are the top tools categorized by their functional impact:

1. *Interactive Simulation & Virtual Environments:*

– *Virtual Moot Courts (Zoom/Microsoft Teams):* These are the gold standard for developing professional oral advocacy. They force students to use legal terminology in real-time, high-pressure environments, simulating international arbitration or human court proceedings [8; 9].

– *Case-Study Software:* Tools that allow students to navigate branching legal scenarios, requiring them to read, interpret, and respond to legal prompts in a foreign language to "win" a case.

2. *Specialized Legal Databases & Corpus Tools:*

– *HUDOC (ECHR) & Curia (EU Court of Justice):* Using these databases is essential for Authentic Learning. Students develop competence by analyzing original judgments, ensuring they learn the specific collocations and phrasing used by international judges.

– *Justis One & Westlaw:* These platforms provide "Knowledge Maps" and legal research tools that help students understand the hierarchy of legal authorities while expanding their technical vocabulary.

3. *AI-Powered Writing and Translation Assistants:*

– *Deep L & Grammarly (Premium):* While basic, for law students, these tools are used to analyze Syntactic

Complexity. They help students refine the "legal style" of their writing, moving from general English to the precise, formal tone required for international contracts [5].

– *Spell book & Co Counsel*: These AI "co-pilots" help students identify missing clauses or legal risks in English-language contracts, fostering critical reading skills alongside language acquisition [9].

4. Collaborative Drafting & Management Platforms:

– *Google Workspace & Microsoft 365*: Vital for Collaborative Competence. Students draft legal memoranda simultaneously, requiring them to use "chat" and "comment" functions to negotiate legal language and structure with peers.

– *Trello/Asana*: Used to simulate project management in international law firms, teaching students the language of deadlines, task delegation, and professional accountability [11].

5. Gamification and Lexical Training:

– *Quizlet & Kahoot*: Highly effective for the "drilling" phase of legal vocabulary (e.g., Latin maxims or specialized terminology like *force majeure* or *non-refoulement*).

– *Anki*: Uses spaced repetition algorithms to ensure long-term retention of complex legal definitions.

Strategic Recommendation

The most effective approach is Blended Learning, where these tools are integrated into a Learning Management System (LMS) like Moodle. This allows for a "Flipped Classroom" model: students master vocabulary and research via digital tools independently, leaving classroom time for high-level communicative activities like debates and negotiations. His syllabus module is designed for students of specialty 293 "International Law" to master legal English through the lens of criminal law while utilizing the digital tools previously discussed [9].

Module Title: Crime and Punishment in International Law.

Course: Foreign Language of the Specialty Duration: 2 Weeks (4 Practical Sessions + Independent Digital Work) (Tab. 1).

1. Learning Objectives:

– *Lexical*: Master terminology related to the classification of crimes (felonies, misdemeanors), international crimes (genocide, war crimes), and sentencing (deterrence, retribution).

– *Communicative*: Develop the ability to argue for/against specific punishments in a virtual legal forum.

– *Digital*: Use AI tools for legal drafting and specialized databases for case research [8].

Table 1. Digital Tool Integration Map

Phase	Activity	Digital Tool
Preparation	Vocabulary drilling: "Legal Classifications of Crimes"	Quizlet / Anki
Research	Analyzing ICC (International Criminal Court) precedents	HUDOC / ICC Case Law Database
Drafting	Writing a Legal Memorandum on a chosen crime	Grammarly / Spellbook AI
Interaction	Virtual Moot Court: "The Sentencing of a War Criminal"	Zoom / MS Teams

2. Weekly Breakdown

Week 1: The Anatomy of a Crime

Classroom: Discussion on *Actus Reus* and *Mens Rea*.

Digital Task: Students use Quizlet to master the "International Crimes" set.

Practical Exercise: Using the ICC Database, find a specific case of a "Crime Against Humanity." Summarize the facts in English using DeepL only as a reference for synonyms, focusing on professional phrasing.

Week 2: Punishment and Global Justice

Classroom: Debate on the effectiveness of the death penalty vs. life imprisonment in international law.

Digital Task: Collaborative drafting of a "Sentencing Recommendation" in Google Docs. Students must use Grammarly to ensure the tone is objective and formal [9].

Final Assessment: A 15-minute Virtual Moot Court (via Zoom) where students act as Prosecutors and Defense Attorneys debating a sentence for a simulated war crime.

3. Practical Task Example: "The Digital Prosecutor"

Task: Open a shared Trello board. Each student is assigned a "Crime" card. They must:

1. Attach a link to a real international treaty defining that crime (e.g., The Rome Statute).

2. Record a 1-minute video summary (using Flip or Zoom) explaining the required punishment for that crime in English.

3. Peer-review one other student's summary for lexical accuracy [13].

4. Assessment Criteria

– Accuracy (25%): Correct use of "Crime and Punishment" terminology.

– Fluency (25%): Ability to maintain a legal argument during the virtual debate.

– Digital Literacy (25%): Effective use of databases and AI-assisted drafting tools.

– Critical Thinking (25%): Quality of legal reasoning regarding sentencing principles [14].

The integration of digital tools is not without challenges. There is a "digital inequality" that may limit access to premium legal software for some students. Furthermore, there is a risk that "formal equivalence" in digital communication may overlook the symbolic or procedural nuances of international law. Discussion also centers on the "third mission" of universities to adapt these tools to societal needs, ensuring that

technology serves humanistic principles like inclusion and equal access.

Here is a curated list of essential vocabulary and Latin maxims for the "Crime and Punishment" module, specifically tailored for Specialty 293 "International Law".

I. Latin Maxims (The Pillars of Criminal Law).

These are fundamental to international legal discourse and often appear in ICJ or ICC proceedings:

1. Nullum crimen, nulla poena sine lege: No crime, no punishment without a law (The principle of legality).

2. Actus non facit reum nisi mens sit rea: An act does not make a person guilty unless the mind is also guilty.

3. Ne bis in idem: Not twice for the same thing (Protection against double jeopardy).

4. Dolus specialis: Special intent (Crucial for proving the crime of Genocide).

5. In dubio pro reo: When in doubt, rule in favor of the accused [9; 12].

II. Classification of Crimes:

– Felony: A serious crime (e.g., murder, arson) usually punishable by more than one year in prison.

– Misdemeanor: A less serious offense (e.g., petty theft, traffic violations).

– Indictable Offense: A crime severe enough to require a formal written charge (indictment).

– Core International Crimes.

– Genocide: Acts committed with intent to destroy a national, ethnical, racial, or religious group.

– War Crimes: Grave breaches of the Geneva Conventions (e.g., torture, attacking civilians).

– Crimes Against Humanity: Widespread or systematic attacks directed against any civilian population [14; 15].

III. The Elements of a Crime:

– Actus Reus: The physical act or omission that comprises the crime.

– Mens Rea: The mental element (intent, recklessness, or negligence).

– Causation: The link between the defendant's conduct and the resulting harm.

– Mitigating Circumstances: Factors that might lessen the severity of the punishment (e.g., duress, clean record).

– Aggravating Circumstances: Factors that increase the severity (e.g., extreme cruelty, use of a weapon) [10; 13].

IV. Punishment and Sentencing:

– Retribution: Punishment inflicted as vengeance ("An eye for an eye").

– Deterrence: Discouraging others from committing the same crime (General vs. Specific deterrence).

– Rehabilitation: Transforming an offender into a law-abiding citizen through therapy or training.

– Incapacitation: Preventing a crime by removing the offender from society (imprisonment).

– Life Imprisonment: A sentence that keeps the offender in prison for the rest of their natural life [7; 10].

– Commutation of Sentence: The reduction of a legal penalty by a head of state or governor.

V. Procedural Terms for International Law:

– Extradition: The formal process where one state surrenders an individual to another state for prosecution.

– Universal Jurisdiction: The principle that allows states to claim jurisdiction over an accused person regardless of where the crime was committed.

– Prosecution: The legal party responsible for presenting the case against an individual.

– Acquittal: A judgment that a person is not guilty of the crime with which they have been charged [3; 12].

Digital Implementation Tip: To maximize retention, students should input these terms into Quizlet using a "flipped" method: instead of simple translations, they should match the Latin Maxim to its Modern Legal Definition in English.

This case study is designed for a Virtual Moot Court or a collaborative analysis task. It focuses on the intersection of domestic criminal law and international obligations.

Case Study: The General's Dilemma

The Scenario: General Al-Zahir, a high-ranking military official from the state of Valoria, is currently visiting your country for a diplomatic summit. A human rights NGO has filed an urgent petition with your national

court, alleging that Al-Zahir ordered a "systematic cleansing" of a border village three years ago. The NGO claims this constitutes a Crime Against Humanity.

Al-Zahir's defense team argues *Nullum crimen, nulla poena sine lege*, claiming that at the time of the incident, Valoria had not ratified the Rome Statute and the acts were legal under Valorian domestic law [15].

The Facts:

1. Actus Reus: Satellite imagery shows the destruction of 400 civilian homes under Al-Zahir's direct command.

2. Mens Rea: Leaked emails suggest Al-Zahir acted with *Dolus specialis*, specifically targeting the village due to its ethnic composition.

3. The Arrest: The NGO demands his immediate Extradition to the International Criminal Court (ICC) or prosecution under Universal Jurisdiction.

4. Mitigating Circumstance: Al-Zahir claims he was under "Superior Orders" from his President and faced execution if he refused [9].

Student Tasks (Digital Integration)

1. The Research (HUDOC/ICC Database): Find one precedent where the "Superior Orders" defense was rejected. Write a 3-sentence summary in the shared Google Doc.

2. The Argument (AI-Assisted Drafting): Prosecution: Draft a 200-word "Indictment" focusing on the Aggravating Circumstances of the attack.

3. Defense: Draft a "Motion to Dismiss" based on the principle of *Ne bis in idem* (assuming he was already "cleared" by a puppet court in Valoria).

4. Self-Correction: Use Grammarly to ensure all Latin Maxims are used in the correct grammatical context [1; 8].

5. The Sentencing (Interactive Poll): Use Mentimeter or Kahoot to vote: If found guilty, should the punishment focus on Retribution (Life Imprisonment) or Deterrence? [7]

Discussion Questions (Vocabulary Focus):

– Does the lack of domestic law in Valoria satisfy the defense of *Nullum crimen*,

nulla poena sine lege in an international forum?

– How does Dolus specialis change the classification of this crime from a simple "Felony" to "Genocide"?

– Is Extradition legally possible if the defendant faces the death penalty in the requesting state?

– This Grading Rubric is designed to evaluate both linguistic proficiency and the application of digital tools within the context of Specialty 293 "International Law."

– Grading Rubric: Digital Case Analysis & Moot Court (Tab. 2).

Table 2. Soft Skills assessment Criteria

Criteria	Excellent (90-100%)	Good (75-89%)	Satisfactory (60-74%)	Needs Improvement (<60%)
Legal Vocabulary & Maxims	Masterful use of terms like <i>Dolus specialis</i> and <i>Universal Jurisdiction</i> . No errors in context or meaning.	Correct use of most technical terms. Minor errors that do not hinder legal meaning.	Basic terminology used correctly, but relies on general English instead of legal "Legalese."	Frequent misuse of legal terms or incorrect application of Latin maxims.
Legal Reasoning	Clear link between <i>Actus Reus</i> and <i>Mens Rea</i> . Arguments are grounded in international precedents (ICC/ICJ).	Logical arguments presented with clear points, though some legal nuances may be overlooked.	Arguments are present but lack strong evidence or references to international statutes.	Reasoning is circular or fails to address the core legal problem of the case.
Digital Competence	Seamless use of HUDOC/ICC databases for research. Document is perfectly polished via Grammarly/AI tools .	Effective use of research tools. AI tools used to correct major errors but style remains slightly inconsistent.	Limited evidence of database research. Digital tools used only for basic spell-checking.	Failed to use specialized databases or required digital platforms for the task.

Communicative Fluency	Professional, formal tone suitable for a "Digital Prosecutor/Defense." High level of persuasive rhetoric.	Generally fluent and professional. Some hesitation or informal phrasing in the virtual debate.	Understandable, but lacks the formal register required for International Law.	Communication is broken, making it difficult to follow the legal argument.
Collaborative Drafting	Proactive contribution to the Google Doc/Trello . Constructive peer-feedback provided digitally.	Consistent contribution to shared documents. Follows the group's direction well.	Minimal contributions to the digital workspace. Does only the bare minimum.	Did not participate in the collaborative digital phase of the project.

Final Implementation Steps

To finalize this module, you can export this rubric into your LMS (Moodle/Canvas) so students can see exactly how their digital interactions and legal arguments will be measured.

Final Exam: Crime and Punishment in International Law

Part 1: Multiple Choice (Legal Terminology & Logic)

Select the most appropriate answer.

1. Which principle is violated if a person is punished for an act that was not a crime at the time it was committed?

- A) Ne bis in idem
- B) Nullum crimen, nulla poena sine lege
- C) Dolus specialis
- D) In dubio pro reo

2. In the context of the Rome Statute, "systematic attacks against a civilian population" are classified as:

- A) Misdemeanors
- B) War Crimes
- C) Crimes Against Humanity
- D) Felonies

3. A defendant argues they should receive a lighter sentence because they acted under extreme pressure. This is an example of:

- A) An aggravating circumstance
- B) A mitigating circumstance

C) Actus reus

D) Universal jurisdiction

4. The mental element or "guilty mind" required to prove a crime is known as:

- A) Mens rea
- B) Habeas corpus
- C) Pro bono
- D) Jus cogens [11]

Part 2: Short Legal Analysis (Database Application)

Using your access to the ICC Case Law Database or HUDOC, answer the following:

Scenario: A state refuses to hand over a suspect, claiming they have already tried the individual in a local administrative court for "disturbing the peace."

Question: Explain, in 3–4 sentences, why the principle of Ne bis in idem might *not* apply if the international community classifies the act as a "War Crime." Mention one digital resource you would use to find a supporting precedent [6].

Part 3: Essay Prompt (Communicative Competence)

Write a short formal response (250–300 words). Use Grammarly or a similar tool to ensure the professional "Legal English" register.

Topic: "Retribution vs. Rehabilitation in International Criminal Justice."

Prompt: Argue whether the International Criminal Court should focus on Retribution (harsh punishment to satisfy justice) or Rehabilitation (reforming the offender) when sentencing individuals for core international crimes.

Requirements: You must use at least three Latin maxims and four terms from the Punishment and Sentencing vocabulary list provided in this module [2].

Part 4: Digital Literacy Self-Assessment

Reflect on the tools used during this course:

Which digital tool (HUDOC, DeepL, or Spellbook AI) was most effective in helping you draft your legal arguments, and why?

The implementation of these digital tasks within the "Crime and Punishment" module systematically develops a core cluster of soft skills essential for an international lawyer. Here is a summary of the skills shaped:

1. Digital Literacy & Technical Agility

Students move beyond basic computer use to master specialized legal tech. By navigating the ICC and HUDOC databases, they develop "information fluency"— the ability to find, filter, and verify legal precedents in a vast digital landscape [3].

2. Intercultural Communication & Negotiation

Since the module focuses on "International Law," students learn to communicate across legal traditions. Virtual Moot Courts (via Zoom/Teams) force them to

practice digital etiquette and persuasive speaking, adapting their tone for a global, often multicultural, professional audience.

3. Critical Thinking & Analytical Reasoning

The "General's Dilemma" case study requires students to synthesize complex facts and apply abstract Latin maxims to real-world scenarios. They learn to identify legal loopholes and evaluate the strength of evidence (*Actus Reus* vs. *Mens Rea*), which is the heart of legal logic [9].

4. Collaborative Problem-Solving

Through shared platforms like Google Docs and Trello, students practice asynchronous teamwork. They must negotiate phrasing, provide constructive peer feedback, and manage a collective project timeline, mirroring the workflow of a modern international law firm.

5. Professional Ethics & Integrity

Using AI tools (Grammarly, Spellbook) teaches students the boundaries of technological assistance. They learn to use AI for refinement while maintaining original legal thought, fostering an understanding of academic and professional integrity in the digital age.

6. Adaptability & Emotional Intelligence

The high-pressure environment of a timed virtual debate develops resilience. Students must react to opposing arguments in real-time, managing their emotions and maintaining a professional "legal persona" even when challenged (Tab. 3).

Table 3. Summary Table for Curriculum Mapping

Task Category	Primary Soft Skill Shaped
Virtual Moot Courts	Oral Advocacy & Persuasion
Collaborative Drafting	Teamwork & Conflict Resolution
Database Research	Information Literacy & Attention to Detail
Case Analysis	Critical Thinking & Ethical Judgment

Discussions. In the context of Specialty 293 "International Law," digital tools act as a

double-edged sword. While they provide the infrastructure for global practice, they also

introduce specific challenges to traditional legal training.

Positive Impact: The "Force Multipliers"

- Global Accessibility and Inclusion: Digital tools break geographical barriers. A student in a rural area can participate in a Virtual Moot Court with peers from The Hague, fostering intercultural communication and global networking that was previously impossible.

- Precision in Professional Communication: Tools like Grammarly and Spellbook AI help non-native speakers master the "Legal English" register. This builds confidence and ensures that a student's soft skill of persuasion is not hindered by grammatical barriers [8].

- Data-Driven Critical Thinking:

Using databases like HUDOC or Westlaw transforms research from a mechanical task into a strategic one. Students learn to analyze patterns in judicial behavior, enhancing their analytical reasoning.

- Collaboration in Virtual Teams: Platforms like Trello and Google Workspace mirror the "Big Law" environment. Students develop project management and asynchronous teamwork skills, learning to coordinate legal strategies across different time zones [12; 15].

Negative Impact: The "Digital Pitfalls"

- Atrophy of "Deep" Concentration: The instant nature of digital tools can lead to "surface learning." Students may rely on AI to summarize complex treaties (like the Rome Statute), leading to a decline in attention to detail and the ability to perform deep cognitive legal analysis.

- Loss of Non-Verbal Nuance: In international negotiations, much is communicated through body language and tone. Over-reliance on written digital communication (email/Slack) can weaken a student's emotional intelligence (EQ) and their ability to read "between the lines" in high-stakes diplomatic settings.

- The "Crutch" Effect (AI Over-Dependence): If students use AI to generate legal arguments rather than refine them, their originality and ethical judgment are compromised. This creates a risk where the student becomes a "prompt engineer" rather than a legal strategist [10; 11].

- Digital Fatigue and Isolation: Excessive screen time during "Foreign Language of the Specialty" courses can lead to decreased engagement. The lack of physical presence can diminish the social bonding and spontaneous debate that are crucial for developing a "legal personality." (Tab. 4).

Table 4. Soft Skills Summary

Soft Skill	Positive Impact	Negative Impact
Communication	Mastery of formal digital "Legalese"	Loss of physical/non-verbal cues
Critical Thinking	Ability to analyze vast legal data	Risk of superficial "copy-paste" logic
Teamwork	Proficiency in global remote collaboration	Potential for social isolation/fragmentation
Ethics	Transparency in drafting/tracking	Temptation for unauthorized AI reliance

Conclusions and Recommendations.

Based on the comprehensive analysis of integrating digital tools into the training of Specialty 293 "International Law" students, the following conclusions and

recommendations summarize the strategic approach to enhancing soft skills.

Digital tools are indispensable for the modern international lawyer. They do not replace soft skills but act as a "force multiplier," enabling more efficient

communication, research, and collaboration across borders.

Conclusions

1. *Digital-Soft Skill Synergy*: Digital tools are no longer optional "add-ons" but are central to the formation of professional competencies. They act as a bridge between theoretical knowledge of International Law and the practical demands of the global digital legal market.

2. *Transformation of Communication*: The shift toward virtual moot courts and collaborative drafting platforms (Google Workspace, MS Teams) has redefined "communicative competence." It now includes the ability to maintain professional "Legal English" standards and diplomatic etiquette in a mediated, digital environment.

3. *Enhanced Analytical Precision*: Specialized databases (HUDOC, ICC) and AI assistants (Grammarly, Spellbook) have elevated the standard for critical thinking. Students are now required to demonstrate higher levels of accuracy and the ability to synthesize vast amounts of cross-border legal data.

4. *The Human-AI Balance*: While digital tools provide efficiency, the "human" element of soft skills— such as ethical judgment, emotional intelligence, and non-verbal persuasion— remains irreplaceable. The risk of AI over-dependence highlights the need for a "pedagogy of integrity." [9]

Recommendations

1. Curriculum Architecture

Implement "Blended Learning": Shift from traditional lectures to a flipped-classroom model. Use LMS platforms (Moodle) for vocabulary and technical research (the "Crime and Punishment" module), reserving classroom time for high-stakes digital simulations and debates.

Embed Technical Literacy: Formally integrate training on international legal databases into the "Foreign Language of the Specialty" syllabus to ensure students don't just learn language, but the digital tools of the trade [6].

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2. Pedagogical Strategies

Prioritize Simulation-Based Learning:

Use Virtual Moot Courts as a mandatory assessment tool. This forces students to practice real-time oral advocacy and adaptability under pressure.

Regulated AI Integration: Encourage the use of AI (like Grammarly) for stylistic refinement, but require "Human-in-the-Loop" validation. Students should be assessed on their ability to critique and correct AI-generated legal content.

3. Assessment and Feedback

Adopt Multi-Dimensional Rubrics: Use the provided rubric to grade not just the final legal output, but the *process* of digital collaboration, research depth, and the ethical use of technology.

Utilize E-Portfolios: Encourage students to compile a digital portfolio of their drafted memos and recorded moot court performances to demonstrate their soft-skill growth to future international employers [2].

4. Institutional Support

Faculty "Upskilling": Universities must provide continuous training for legal educators on the latest LegalTech trends to ensure they can mentor students in digital ethics and professional presence.

Bridging the Digital Divide: Ensure that all students have equal access to premium legal databases and high-speed connectivity to prevent "competency gaps" based on socio-economic factors.

5. Curriculum Integration: Higher education institutions should move beyond using ICT for content delivery and instead embed digital collaborative tools into practical "International Law" modules.

6. Professional Development: Faculty must receive training not just on technology usage, but on how to mentor students in *digital* soft skills (e.g., virtual ethics and online professional presence).

7. Use of Original Documents: Students should engage with original international documents in digital environments to bridge the gap between theory and actual practice.

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