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CONCERNING THE LEGAL EDUCATION IN THE REPUBLIC OF POLAND

The last decade has also seen significant growth with respect to the public interest initiatives in connection with the legal education. This proves extremely beneficial for all the interested parties, as law students and interns tend to comprise excellent material for the provision of social assistance. They possess the right type of knowledge and are not yet fully engaged in their professional activities. Properly supervised and organized, they are able to replace the State in several of its social duties. In exchange, they acquire a unique type of experience, a wide range of practice and teamwork opportunities. They learn sensitivity and alertness with regard to the people and their problems and, thus, become more conscious citizens. The latter is particularly important, as Poland is still a country in transition, requiring much social awareness and activity [1, p. 27].

The 2018 Law on Higher Education and Science is based on the following principles:

1) It is the responsibility of public authorities to provide the best possible conditions for the freedom of scientific research and artistic creation, freedom of teaching and autonomy of the academic community; 2) Every scholar takes responsibility for the quality and reliability of the research conducted and for the education of the young generation; 3) HEIs and other research institutions carry out a mission of special importance to the state and nation: they make a crucial contribution to the innovativeness of the economy and contribute to the development of culture and the development of moral standards for public life; 4) In this context, the mission of higher education and science is to provide education and conduct research of highest quality, shape civic attitudes and contribute to societal development and the creation of an innovation-based economy [2].

According to the Peer Review of Poland's Higher Education and Science

System, that is made by the EU the following recommendations on higher education and science landscape reform have been formulated. *I) Create a more diversified HEI landscape:* 1) Develop a robust binary system of HE by establishing a modern university of applied sciences sector that should enrol a significant proportion of HE students within a decade (around 20%); 2) Carefully investigate the development trajectories and cost-sharing models of dual universities in different socio-economic contexts, such as the leading Dual University DHBW, and particularly the DHGE in Thüringen in eastern Germany. 3) Strengthen and concentrate Polish research by introducing a Polish variant of a competitive excellence initiative in selected research-intensive universities (around 10); 4) If the government decides to select flagships, towards the end of the first excellence funding cycle it should select the best-performing universities (around three) as flagship universities with significant additional multi-year funding; 5) Consider a reduced or capped role for flagship universities in first-cycle education; 6) Support and maintain this diversified HE system through mission-differentiated governance, funding, human resource management, and institutional evaluation and programme accreditation criteria. *II) Reduce the number of public HEIs through consolidation:* 1) An MNiSW-coordinated consolidation process should be initiated based on voluntary mergers which are supported financially within a framework of clear and motivated goals for the future system; 2) The primary consolidation target should be those large cities which are home to 79 public HEIs; 3) To ensure sustainable regional provision of HE, conduct an assessment of current and planned capacity against anticipated student numbers and identify gaps in staff and infrastructure. *III) Incorporate the best-performing research institutes and PAN units into research-intensive universities, and ensure that doctoral degree awarding powers are invested in universities:* 1) The A+ and A evaluated public research institutes should be incorporated into research-intensive universities. The mode of incorporation and the most suitable host university should be considered on a case-by-case basis and care taken to ensure that the close industry connections continue to be enhanced; 2) The A+ and A evaluated PAN research institutes should also be incorporated into research-intensive universities. The mode of incorporation and the most suitable host university should be considered on a case-by-case basis; 3) Ensure that doctoral degree-awarding powers are invested in universities [3, p. 73-75].

Polish legal education is currently undergoing some vital changes. Multiple, detached initiatives signal a shift in the proper direction and the system itself definitely harbors the potential for much more in-depth reform. However, as indicated at the beginning, the missing part seems to be a balanced reflection and a coherent idea, as to the training's future. What the Polish legal education now desperately needs is a thorough and detailed plan for the next twenty years and a clear set of primary goals to be achieved in the long run [1, p. 27].

The main tasks of university-type HEIs include: 1) providing first-, second- and long-cycle programmes; 2) providing non-degree postgraduate programmes and other types of training; 3) conducting research activities, delivering research services and transferring knowledge and technology to the economy; 4) training doctoral students; 5) training and promoting university staff; 6) providing conditions for full participation of people with disabilities in higher education; 7) educating students to develop their sense of responsibility for the Polish state and national tradition, and for fostering the principles of democracy and respecting human rights; 8) providing conditions for the development of students' physical culture; 9) disseminating and multiplying achievements of science and culture, incl. collecting and sharing library, information and archive resources, and undertaking activities that benefit local and regional communities [2].

As we can admit, legal education in Poland is still under big transformations. In our opinion, under the influence of the European Union it is possible to develop the national system of legal education according to the modern needs and requirements.

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«HASTA LA VISTA, BABY» OR TERMINATOR PROTECTING HUMAN RIGHTS THROUGH ARTIFICIAL INTELLIGENCE

...to the honorable and sweet community of UN ILFP 2019

The term “Artificial Intelligence” (AI) can be considered as a product of ICT development and not all people have enough knowledge about its full meaning. In very simple words, people attempt to explain AI as a kind of