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The Impact of The Philip C. Jessup International Law Moot Court Competition on Legal Education: An Analysis of Its Role in Shaping Future Lawyers

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Abstract

The Philip C. Jessup International Law Moot Court Competition plays a vital role in the educational path of law students, providing an opportunity to enhance theoretical knowledge and its practical implementation. The main aim of this article is to indicate the influence that Jessup has on future attorneys and lawyers, in terms of development of judicial argumentation, critical thinking and oral advocacy. The methodology covers a survey of participants, which reveals that participants of the Jessup competitions have noticed improvement in their academic life, career path, as well as personal perspectives. Moreover, it claims that particular courses, such as "Legal Writing and Oral Advocacy in International Law," need to be included into the curriculum of universities of Kazakhstan so that the students could meet global requirements for international lawyers. The results indicate the exact percentage of participants from both regional and international rounds, whose professional and academic life were influenced in positive way. This article argues that the Jessup competition not only benefits participants but also plays a vital role in bridging the gap between legal theory and practice, thereby contributing to the evolution of legal education in the world and Kazakhstan.

Key words: legal education, international law, oral advocacy, moot court competitions, critical thinking, public speaking.

Introduction

"The rule of law must be implemented," noted the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev (Jusupbekova, 2025). These words emphasize the fundamental role of the law in the formation and development of any legal state. Lawyers play a key part in the implementation of the rule of law. In the process of becoming a lawyer, not only theoretical knowledge is important, but also practice. Therefore, in the education of future lawyers, moot courts serve as a crucial element. According to the official website of Oxford University, "a moot court competition simulates a court hearing, in which participants analyze a problem, research the relevant law, prepare written submissions, and present oral argument. Moot problems are typically set in areas of law that are unsettled or that have been subject to recent developments. They usually involve

two grounds of appeal, argued by each side”. Moot courts are not only about enhancing students' theoretical and practical knowledge, but they also provide valuable networking opportunities. Additionally, universities can use moot courts as a way to promote themselves by organizing such events, showcasing their commitment to legal education and the development of future professionals. There are many types of moot courts. For example, the Philip C. Jessup International Law Moot Court Competition and the Willem C. Vis International Commercial Arbitration Moot (Scott & Soirila, 2021). This article, will focus on The Philip C. Jessup International Law Moot Court Competition (hereinafter – the Jessup), analyzing its impact in more depth. The Jessup is the most prestigious and largest moot court competition, which has been held every year since 1960. The competition simulates hypothetical disputes heard before the International Court of Justice. Participants prepare written memorials and orally present their arguments to a panel of judges. There are two main stages in the competition: regional and international rounds. Only the winners of the regional rounds are allowed to travel to Washington DC, where the White & Case international round takes place (International Law Students Association, n.d.). Starting from 2024, student teams from SDU University started to participate in the regional rounds of the Jessup Moot Court competition. Moreover, for the past 23 years, Maqsut Narikbayev University has consistently represented Kazakhstan in the international rounds of the competition in Washington DC.

Topics of the 2025 problem of the Jessup were especially challenging for participants from SDU University, particularly in the realm of maritime law, a field they had not previously gotten into specifics in, only superficially going through it. Despite the reputation of the moot courts, some have critiqued and questioned its usefulness, because it largely focused on the disconnectedness between law school moot court and the practice of law (Gates, 2013, 2; Kozinski, 1997). However, most studies present moot court in positive terms (Kammerer, 2018).

The purpose of this article is to provide a comprehensive analysis of the impact of the Jessup on the development of future lawyers. The article examines the role of the Jessup in developing analytical thinking, argumentation, and public speaking skills. We argue that the Jessup, despite criticism, is a valuable educational tool that contributes to the development of key competencies. We created a survey for the Jessup participants about the impact of this moot court and analyzed the result, which was positive. The survey has 17 questions, 15 of which are mandatory and 2 are optional. Given the complexity of the tasks facing Jessup participants, we recommend introducing the course "Legal writing and oral advocacy in international law moot courts" into the curricula, which will allow for targeted development of the necessary skills (Daulenov, 2014).

Literature Review

Moot court competitions have been a standard pedagogical tool in legal education and, in particular, at the undergraduate level (LF Niš, 2023; Arsenijević, 2024). They were first established at Harvard Law School in 1820 (Cornell Law School Legal Information Institute, 2020). Since then, they have become a worldwide tradition which allows students to practice court proceedings on imaginary cases (Bhumika, 2025). In contrast to mock trials, moot courts concern legal argumentation more than evidentiary investigation (Longstaff, 2022).

Students utilize different legal sources, such as statutes, treaties, case law, and academic literature, to compose written and oral submissions (Arsenijević, 2024; Tasić et al., 2023). Students are usually in groups of 2–5 representing parties to a case and are required to prepare written memorials and oral arguments against each other within tight time limits. The judges, in most cases, are practicing legal professionals and judge participants on both the merits of legal argument as well

as clarity of argument, persuasiveness, and real-time response to questioning (Tasić et al., 2023).

The Philip C. Jessup International Law Moot Court Competition (Jessup) is in a class by itself among global moot courts. Since it was launched in 1960, the Jessup specializes exclusively in international law and has developed into the world's largest moot court competition with registrants representing more than 700 law schools from more than 100 countries (International Law Students Association, n.d.). The Jessup requires participants to examine and argue advanced international conflicts in a manner demanding fundamental mastery of substantive law and procedure norms (Almond, 1998; Hughes, 1981). The Jessup has been praised as a means of promoting legal research competencies, oral argumentation, and analytical reasoning (Melbourne Law School, 2020; Raj, 2020), but also providing participants a distinctive arena in which to network and engage with others from different cultures.

In addition to its praise, however, some have challenged the applicability of moot courts to real-life legal practice and appellate court dynamics (Gates, 2013; Kozinski, 1997). Most scholars concur nevertheless that moot courts and the Jessup in general contribute to improved legal education by fostering key competencies such as argumentation, teamwork, and flexibility (Knerr & Sommerman, 2000; Snape & Watt, 2010). An area remains in the scholarship, however, pertaining to empirical assessment of the long-term effect of the Jessup on participants' academic, professional, and personal lives, particularly in the case of Kazakhstan and Central Asia. This research aims to fill the gap.

Methodology

This study employed a quantitative survey method targeting current and former Jessup participants worldwide, with particular focus on individuals from Kazakhstan. The primary aim was to assess the competition's impact on participants' academic performance, career trajectories, skill development, and personal growth.

The survey consisted of 17 questions: 15 mandatories and two optional. Questions covered participation details (years, rounds, roles), skill development (legal research, writing, advocacy, teamwork), academic impact, career outcomes, and personal effects. Participants were also invited to share qualitative reflections on the most valuable aspects of their Jessup experience.

Data were collected through an online questionnaire distributed via institutional and alumni networks. Responses were anonymized to ensure confidentiality. Descriptive statistics were used to analyze quantitative responses, while thematic coding was applied to optional qualitative comments to identify recurrent patterns and insights. The questionnaire included the following questions:

Mandatory:

1. In what year(s) did you participate in the Jessup Competition?
2. Which university did you represent in the Jessup Competition?
3. In which rounds did you participate: Regional Rounds, International Rounds, Both Regional and International Rounds?
4. What role(s) did you have on your Jessup team? (e.g., captain, oralist, researcher, etc.).
5. How would you rate your English language proficiency after participating in the Jessup Competition? Answer from 1 to 5.

6. How did participating in the Jessup Competition impact your academic performance in university? Significantly improved, slightly improved, no impact, slightly worsened, significantly worsened.

7. Which skills gained from the Jessup Competition have been most useful in your studies?:

Legal text analysis, Legal research, Legal writing, Oral advocacy, Teamwork.

8. Did the Jessup Competition enhance your understanding of international law?: Yes, No, Maybe.

9. Do you believe the Jessup Competition helped develop your critical thinking skills?: Yes, No, Maybe.

10. How has participating in the Jessup Competition impacted your career?: Significantly helped, Slightly helped, No impact, Prefer not to answer, I am a student.

11. Do you believe participating in the Jessup Competition gave you a competitive advantage in the job market?: Yes, No, Maybe.

12. Which skills gained from the Jessup Competition have been most useful in your career?:

Legal text analysis, Legal research, Legal writing, Oral advocacy, Teamwork.

13. Would you recommend participating in the Jessup Competition to students pursuing a career in legal arena?: Yes, No, Maybe.

14. How has participating in the Jessup Competition impacted your personal life?: Positively, Negatively, No impact.

15. Which personal qualities do you believe the Jessup Competition develops?: Self confidence, Discipline, Stress resilience, Teamwork skills.

Optional:

16. What do you consider the most valuable thing you gained from participating in the Jessup Competition? (not required).

17. Do you have any additional comments or remarks regarding the Jessup Competition? (not required).

Findings

33 respondents from a varied set of institutions such as the University of Belgrade, İstanbul University, Universidad del Istmo, KIMEP University, and Humboldt University of Berlin took the survey representing Jessup's global presence and stature.

57.6% of respondents competed in both regional and international rounds, while 30.3% competed in regional rounds exclusively and 12.1% competed in international rounds exclusively. The participants played different roles, which included oralists, researchers, captains, and advisors, highlighting the teamwork aspect of Jessup teams.

On a scale of five, 54.5% placed their skills for the English language on a level of five (highest), and the average rating was 4.48, reflecting considerable linguistic improvements. Academically also, 51.5% felt considerable improvement in their performance levels, with a paltry 12.1% perceiving a negative impact—most commonly attributed to time-management issues.

The most common skills mentioned were legal research (87.9%), oral argumentation (84.8%), legal writing (78.8%), and legal text analysis (72.7%) and 57.6% mentioned teamwork. Participants also mentioned better time management and networking as well as better critical thinking. Notably, all respondents (100%) agreed on greater comprehension of international law and 78.8% on building better critical thinking skills thanks to Jessup.

About 36.4% felt a real positive effect on their job prospects and 66.7% perceived Jessup involvement as bringing a competitive advantage in the job market. While a number of participants were indeed students, the statistics indicate that Jessup experience is recognized and appreciated by employers across a broad spectrum.

75.8% of respondents cited a positive effect on their own lives, most notably on resilience, managing stress, discipline, and self-esteem. Although 12.1% mentioned personal sacrifices in terms of less social or academic time, the greatest number underlined the transformative effect of the experience.

Participants consistently emphasized networking, exposure to an international audience, and belonging to a global legal community as the greatest strengths of their Jessup experience. Some participants attributed the competition to influencing their academic direction and encouraging advanced study of international law.

Results and discussion

What is The Philip C. Jessup International Law Moot Court Competition?

Students interested in public international law who wished to imitate proceedings before the International Court of Justice created the Jessup as an internal moot at Harvard Law School. This early endeavor provided as the groundwork for what would develop to be a big global event, according to Judge Richard R. Baxter.

In 1960 the organization of the first "International Law Moot" was initiated by Harvard, Yale, and Columbia law students, according to some sources, but the Association of Student International Law Societies (ASILS) was created in 1962, providing the competition more institutional backing.

That same year, it was held in honor of Philip C. Jessup, a well-known American scholar and ICJ judge (Hughes, 1981). Comparably to other global moot court competitions, the Jessup is specialized on cases related to international law and its large-scale influence. It involves participants from over 700 law schools of more than 100 countries annually, discussing complicated international law problems. Within a framework of the Jessup participants are expected to provide two papers that contain an analysis of a document prepared by professionals called "Compromis". Apart from that, each team orally performs with their arguments for 45 minutes before a panel of judges. Since its debut in 1960, the Jessup has been held annually (International Law Students Association, n.d.). It has now expanded to become the world's biggest international law competition. The Jessup Competition has significantly impacted students studying international law by enhancing their decision-making skills, furthering their legal education, and even contributing to the development of international law.

It has now expanded to become the world's biggest international law competition (Almond, 1998).

The Jessup competition, as previously said, tackles some of the most significant worldwide challenges. For instance, in 2025, competitors worked on the Case Concerning The Naegea Sea, which addressed a number of crucial international law issues.

These include: (1) the duties and rights of the international community in case when two different people claim to be the legitimate president of a state; (2) the issue of immunity when state officials accused of human rights violations; (3) The legal ramifications of receding coastlines for the maritime zones of coastal states; and (4) the debate of the compromise clause in a treaty creating a regional organization.

Participants were required to investigate complex legal issues as the case, which centers on the Naegea Sea conflict between the Union of Ambrosia and the Republic of Rovinia, brought to light the confluence of sovereignty, marine law, and human rights (International Law Students Association, n.d.). Another noteworthy finding is that the Applicant states' names always start with the letter "A," whereas the Respondent states' names start with the letter "R." This kind of minor elements give the cases' structure a distinctive touch. Well-known experts such as Benjamin Salas Kantor, Janina Barkholdt, and Niko Pavlopoulos usually prepare problems for the Jessup debates. For example, they created a scenario for the 2025 Jessup competition that challenged participants' legal knowledge while also asking them to critically think about real-life problems (International Law Students Association, n.d.).

The participants explored how climate change is affecting the environment, with a particular emphasis on exclusive economic zones, which is a topic that many of them had never studied before.

The International Law Students Association (ILSA) has already released the upcoming set of pertinent problems for the competitors to tackle in 2026.

(1) Who has the right to intervene in proceedings before the International Court of Justice? (2) What are the rights of indigenous peoples relating to rare earth minerals found in their land? (3) What are "the general principles of law recognized by civilized nations"? and (4) When is a state immune from the domestic jurisdiction of another state when it has caused economic harm to citizens of that state? are among them (International Law Students Association, n.d.). Although they cover so many nuances, these questions are not particularly challenging.

In any case, these recent challenges serve as more evidence that the Jessup Competition is a serious and engaging moot court that consistently adjusts to the most significant and urgent legal concerns. It provides an opportunity for students to interact with real-world problems that influence the direction of international relations and the law, not just a test of legal knowledge.

In addition to learning about the specific peculiarities of the law, participants each year develop a heightened awareness of the global concerns that will influence the legal environment of the future.

Furthermore, students who are continuously exposed to the most recent developments in international law are better prepared for employment in the legal field and get a better understanding of their role in solving the most important global concerns.

Impact of the moot courts on development of lawyers

Other ways to teach law that provides such a powerful combination of the knowledge and abilities needed to succeed as a profession simply does not exist, according to Tasić et al. (2023). Involvement of moot court in legal education helps students achieve objectives including developing a thorough understanding of the law and improving their public speaking abilities. (Arsenijević,

2024). Students' ability to communicate orally, analyze cases, and reason legally is much enhanced when appellate court procedures are simulated in moot courts (Knerr & Sommerman, 2000). Students gain important abilities of interpretation and performing through mootings, as well as the capacity to collaborate with others and adjust to changes. They emphasize how research and presenting abilities are interdependent, stating that compelling legal arguments need to be supported by pertinent data. As a result, mootings prepares participants to communicate their results both orally and in writing and teaches them how to explain complicated legal topics using simple words. Besides this, moot courts require a lot of teamwork, which is also crucial in legal field. It is related to the fact that collaborating in teams promotes collaborative thinking, idea sharing, and strategy formulation without compromising team members. Because it teaches students how to successfully negotiate, weigh arguments, and compromise, which plays a significant role in preparing for legal disputes (Snape & Watt, 2010).

The Jessup represents more than just a competition; it's a genuine avenue for both professional and personal development. Following the release of the "Compromis" in late September, teams started getting ready right away, while the regional rounds were held in mid-February. Teams learned how to collaborate, speak in front of an audience, and respond to inquiries right away over these months in addition to creating memorials. This whole procedure turned into an actual training (Raj, 2020). Jessup is an opportunity to network with professionals in the legal field, meet like-minded individuals, and share experiences with colleagues from other nations. Professor Mitchell from the University of Melbourne noted that "Jessup helps students develop their written and oral advocacy skills and get acquainted with current issues of international law." (Melbourne Law School, 2020). In addition, participation in Jessup teaches us to be persistent, stress-resistant and find compromises. As Rutgers alum Naveen Raj puts it, "Jessup taught me a new language for solving the global problems we face today." And Mark Luz reflects, "The Jessup is one of those incredibly rare experiences that transcends law school and impacts your life for decades thereafter. It will undoubtedly provide you with the skills necessary to become a great lawyer, but it is the Jessup competition's teaching of reason, civility, empathy, compromise and respect for others which will make you a better person and the world a better place." (International Law Students Association, n.d.). It is an experience that stays with participants for a long time, changing not only their approach to law but to life in general.

Some American critics, contend that the moot court does not fairly represent actual court procedures, despite the fact that it has proven to be an invaluable instrument in legal education. According to appellate judge Alex Kozinski who has criticized moot courts for not offering an accurate depiction of appellate court proceedings, for example, law schools should prepare students for real-world legal practice rather than depending on abstract simulations, according. (Snape & Watt, 2010; Kozinski, 1997). This criticism brings attention to the fact that results of a moot court case is decided by the performance of the teams that represent the applicant and the responder, in contrast to real court cases when one party usually prevails. In spite of these reservations, moot courts play a special function in promoting a thorough comprehension of legal matters and cultivating critical abilities that go beyond trial advocacy. As such, they shouldn't be expected to imitate the precise character of actual trials. The focus of moot courts is on legal debates and discussions, which is not a weakness but rather a reflection of its unique approach to legal education, even though mock trials are more concerned with mimicking actual court procedures. The range of approaches used in legal education is advantageous because it enables students to interact with legal ideas from many angles, guaranteeing a more comprehensive comprehension of the law. In the end, moot court plays a crucial role in forming future attorneys by providing them with the chance to

hone their practical and intellectual abilities in a controlled yet stimulating setting. (Arsenijević, 2024).

Discussion of the survey

Participants of the Jessup competitions between 2010 and 2025 who have answered questions of the survey, revealed a diverse spectrum of experiences over time. The results, which came from 33 respondents worldwide, offer useful information about how the competition affected its competitors. The University of Belgrade, İstanbul University, Universidad del Istmo, Tashkent State University of Law, American University of Iraq, KIMEP University, MNU, Westminster International University in Tashkent, Yaroslav Mudryi National Law University in Kharkiv, University of Antwerp, The British University in Egypt, Humboldt University of Berlin, University of Buenos Aires, University of Vienna, Instituto Tecnológico Autónomo de México, Faculty of Law Iustinianus Primus Skopje, Hebrew University of Jerusalem, Tbilisi State University, The Honorable Society of the Inner Temple, and numerous other esteemed institutions were represented among the respondents. This worldwide diversity highlights Jessup's influence and global reach in the field of legal education.

The tournament was very competitive, as evidenced by the fact that the majority of participants (57.6%) participated in both regional and international rounds. About 30.3% of competitors participated in regional stages, whereas 12.1% only competed in international rounds. With the majority of participants choosing to experience both regional and international rounds in their entirety, this dispersion illustrates the differing degrees of dedication and involvement.]

Within their teams, participants played a range of positions, including as advisors, captains, researchers, of counsel, and oralists. Since each member is essential to the preparation and delivery of arguments, this multiplicity of duties exemplifies the cooperation and teamwork needed to succeed in Jessup.

Legal research (87.9%), legal writing (78.8%), oral advocacy (84.8%), and legal text analysis (72.7%) are the most valuable skills acquired by Jessup participation. Additionally, 57.6% of participants acknowledged the importance of teamwork as a talent. In addition, a few of individuals indicated other abilities like time management, networking, critical thinking, and stress resilience. These results highlight the competition's versatility by providing competitors with a variety of professional and practical skills relevant to legal careers.

Notably, all of the participants (100%) said that taking part in Jessup improved their knowledge of international law, which is one of the competition's main objectives. Furthermore, 78.8% of respondents said that Jessup experience had enhanced their critical thinking abilities, whereas 21.2% were not sure. This implies that Jessup is fundamental to the development of the critical thinking and analytical skills required for a profession in international law.

36.4% of individuals said Jessup had a major positive impact on their job prospects, compared to 18.2% who said it had a minor effect. Nonetheless, as a reflection of their continuous professional development, 33.3% of respondents were students at the time of the survey. Only 3% disagreed with the 66.7% of individuals who felt that Jessup gave them a competitive advantage in the job market, compared to 30.3% who were undecided. This implies that companies value Jessup participants' abilities and dedication, and that the competition is well-regarded in the legal industry.

75.8% of respondents said that playing Jessup had a beneficial impact on their personal lives, while 12.1% said that it had a negative impact, especially on their ability to balance their personal

lives. Some individuals emphasized how challenging it is to put Jessup before other facets of life, such education, connections with others, and mental health. Despite these difficulties, a large number of participants highlighted the competition's impact on their resilience and personal development, calling the experience "life-changing."

Jessup participants thought that their cooperation abilities: (81.8%), discipline (81.8%), stress resilience (84.8%), and self-confidence (75.7%) were the most developed traits. A successful legal career requires these attributes, and Jessup undoubtedly helps to develop well-rounded legal practitioners. Furthermore, a number of participants identified time management, project management, and team management as important advantages of the competition.

According to the survey results, the experiences, relationships, and friendships formed were the most beneficial parts of taking part in Jessup. Numerous attendees praised the outstanding networking opportunities and the opportunity to interact with a global community of people who share their love for international law.] Others emphasized how the competition influenced their academic decisions and helped them identify their future professional pathways, especially with regard to pursuing graduate work in international law.

Overall, the survey's findings show that participants' academic and professional lives are significantly and permanently impacted by the Jessup competition. The vast majority of responders thought the experience was good and enriching, despite the fact that it might be difficult to balance personal life. Participants' jobs and personal development greatly benefit from the skills they acquire throughout Jessup, which range from legal research and writing to teamwork and stress resistance. Jessup continues to be one of the most prominent and influential competitions for aspiring legal professionals because of its exceptional capacity to link students with a worldwide network and give them hands-on, real-world legal experience.

Courses and disciplines like "Legal Writing and Oral Advocacy" and "Jessup International Law Moot Court Course" have previously been adopted by numerous universities overseas. These include academic establishments like the University of Maryland Francis King Carey School of Law and Florida State College. Students who take these courses gain the abilities needed for a prosperous career in international law.

Participation in the Jessup competition helped to clarify the actions that should be performed in Kazakhstan's educational system to train future attorneys, particularly in the area of international law, as highlighted by Daulenov (2014) in his paper. The absence of a course in the curriculum for the specializations of "International Law" and "Applied Law" that would actively enhance students' practical abilities is one of the primary issues.

"Legal Writing and Oral Advocacy in International Law/International Law Moot Courts" or simply "Legal Writing and Oral Advocacy" are thought to be great examples of such courses.

Numerous universities have already successfully adopted this course, and years of successful practice have attested to its efficacy.

The inclusion of such a course in Kazakhstani institutions' curricula will equip students with the abilities they need to succeed professionally in the global marketplace (Daulenov, 2014).

It is critical that Kazakhstani institutions implement courses in the future that prepare students for actual legal practice in order to enhance their ability to write legal documents and provide oral presentations in court.

Conclusion

Students can develop into well-rounded legal professionals by taking part in the moot courts like Philip C. Jessup International Law Moot Court Competition, which provides a unique and priceless experience. The competition is a major step in preparing future attorneys for the demands of international legal practice, from the development of critical legal skills like legal research, writing, and oral advocacy to the personal development of resilience, self-confidence, and teamwork. The survey's findings show that the competition has a long-lasting effect on participants' academic and professional lives, giving them the tools they need to thrive in the legal industry and enabling them to network with like-minded people throughout the world.

Nonetheless, there are glaring shortcomings in the current legal school system, especially in Kazakhstan, where there is insufficient emphasis on practical skills like oral argument and legal writing. It is imperative that Kazakhstani colleges incorporate specialized courses like "Legal Writing and Oral Advocacy in International Law," which have been effectively implemented by other universities, into their curricula. This will improve future legal professionals' competitiveness on the global stage in addition to raising the standard of education.

Kazakhstani universities can close the gap between theoretical knowledge and practical legal practice by adopting curricular modifications and adding new practical courses. In the end, this will lead to a new generation of attorneys who are knowledgeable about international law and have the abilities needed to succeed in the intricate global legal system of today.

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Филипп С. Джессап халықаралық құқық бойынша мут корт жарысының құқықтық білім беру жүйесіндегі әсері: Болашақ заңгерлерді қалыптастырудағы рөлі

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Андатпа

Филипп Джессап атындағы халықаралық құқық мут корт жарысы заң факультеті студенттерінің білім жолында маңызды рөл атқарады, себебі ол теориялық білімді жетілдіріп қана қоймай, оны іс жүзінде жүзеге асыруға мүмкіндік береді. Мақаланың негізгі мақсаты - Джессоптың сыни тұрғыдан ойлауды және ауызша адвокатураны дамыту тұрғысынан болашақ адвокаттар мен заңгерлерге көрсеткен әсерін көрсету. Әдістеме жарыс қатысушылары өткен сауалнама негізінде жазылған. Бұл сауалнамаға сүйенер болсақ, Джессоп жарысы қатысушыларының академиялық өміріне, мансап жолына, сондай-ақ жеке көзқарастарына оң әсер көрсеткен екен. Сонымен қатар, онда "Халықаралық Құқықтағы Құқықтық Жазу және Ауызша Адвокатура" сияқты курстардың студенттердің халықаралық заңгерлерге қойылатын жаһандық талаптарға сай болуы үшін Қазақстан университеттерінің оқу жоспарына енгізілу мәселесі қозғалған. Нәтижелер кәсіби және академиялық өміріне оң әсер еткен аймақтық және халықаралық турларға қатысушылардың нақты пайызын көрсетеді. Бұл мақалада Джессоп конкурсы қатысушыларға пайда әкеліп қана қоймай, сонымен қатар құқықтық теория мен практика арасындағы алшақтықты жоюда маңызды рөл атқару арқылы, Қазақстандағы және дүниедегі құқықтық білімнің дамуына ықпал етеді.

Кілт сөздер: құқықтық білім, халықаралық құқық, ауызша адвокатура, даулы сот жарыстары, сыни тұрғыдан ойлау, көпшілік алдында сөйлеу.

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Влияние международного юридического конкурса имени Филиппа С. Джессапа на юридическое образование: анализ его роли в формировании будущих юристов

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Аннотация

Международный судебный конкурс имени Филипа Джессапа по международному праву играет жизненно важную роль в образовательном процессе студентов-юристов, предоставляя возможность углубить теоретические знания и применить их на практике. Основная цель этой статьи - показать влияние, которое Джессап оказывает на будущих юристов с точки зрения развития судебной аргументации, критического мышления и устной адвокации. Методология включает опрос прошлых участников, который показывает, что участники соревнований Джессапа заметили улучшения в своей академической жизни, карьере, а также в личных перспективах. Более того, в статье утверждается, что конкретные курсы, такие как "Юридическая письменная и устная защита интересов в области международного права", должны быть включены в учебные программы университетов Казахстана, чтобы студенты могли соответствовать глобальным требованиям, предъявляемым к юристам-международникам. Результаты демонстрируют процент участников как регионального, так и международного туров, на чью профессиональную и академическую жизнь это оказало положительное влияние. В статье утверждается, что конкурс имени Джессапа не только приносит пользу участникам, но и играет жизненно важную роль в преодолении разрыва между юридической теорией и практикой, тем самым способствуя развитию юридического образования как в мире, так и в Казахстане.

Ключевые слова: юридическое образование, международное право, устная адвокатура, судебные состязания, критическое мышление, публичные выступления.

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