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PEDAGOGICAL MANAGEMENT IN THE TRAINING OF CIVIL SERVANTS

ПЕДАГОГІЧНИЙ МЕНЕДЖМЕНТ У ПІДГОТОВЦІ ДЕРЖАВНИХ СЛУЖБОВЦІВ

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Abstract. *The purpose of the article is to identify and study the factors that form the content of training sessions, which are inextricably linked with the considered system of goals and are determined by social and personal needs, the need for training and advanced training of civil servants.*

It is substantiated that training civil servants solely for the sake of training does not make sense, as a significant amount of public funds is spent on this endeavor. From training, one should expect specific results that are associated with increasing the efficiency of civil servants, and therefore, and government bodies as a whole. It is proven that, with this approach, education can become the basis for the formation of a new statehood of Ukraine, cultural and spiritual revival, the formation of a democratic society and market relations, since the authority of the state largely depends on the degree of professional training of a new type of civil servant, the level of his professionalism and the formation of moral qualities.

It is noted that the training and advanced training of civil servants are carried out within the framework of a multi-level structure, according to successive educational, professional, and technical programs.

Keywords: *professional training of civil servants, training, retraining and advanced training, educational and professional programs, effectiveness of professional activities of civil servants, labor competence.*

Introduction.

Pedagogical management (theory, methodology, and technology of effective management of the educational process) has its own specifics and laws inherent only to it. This specificity is expressed, first of all, in the originality of the subject, product,



tool, and result of the manager's work.

The subject of the work of the manager of the educational process is the activity of the managed subject; the product of the work is information. The result of the work of the manager of the educational and cognitive process and the related work of the manager of the educational and educational process is the degree of study, upbringing and development of the object (second subject) of management - students.

From the standpoint of pedagogical management, the activities of heads and teachers of educational institutions as managers of academic and educational processes are presented as an uninterrupted chain of resolving constant contradictions between formalism and creativity in each managerial act, in each managerial influence on subordinates (students).

Main text.

The problem of the effectiveness of teachers' management of the educational and cognitive processes of students can be solved only if each teacher has high competence and appropriate professional skills. The competence of a teacher in a management subject is characterized by their readiness to perform professional functions, the harmonious unity of social attitudes, and their psychological and pedagogical training. The primary characteristic of his professional personality is his knowledge of the subject, erudition, and pedagogical (methodical) skills. This assumes:

- the ability to solve the problems of education, upbringing and development in their dialectical relationship and unity;
- the ability to take into account the age and psychological characteristics of students, as well as the level of their awareness, and on this basis to provide an individual and differentiated approach;
- the ability to build relationships with students on a humane, democratic basis;
- the ability not to get lost in the most difficult and unexpected questions;
- the ability to combine theory and practice in teaching a subject;
- the ability to competently use the skills of advanced pedagogical science and practice in one's work;
- the ability to master the language perfectly;



- the ability to think critically, to demonstrate to the listeners the organic unity of words, beliefs and deeds;
- a clear public position;
- the ability to diversify one's classes, to avoid stereotypes in their organization.

The professional skill of a teacher is characterized by the level of professional skills and abilities in managing learning, education, and personal development. It is especially worth noting the importance of the methods of managing learning (and, accordingly, education, because the educational process is one) chosen by the teacher. The effectiveness of the educational process directly depends not only on the teacher's choice of methods of working with educational information and methods of bringing it to the listeners. There is no doubt that any improvement or innovation does not tolerate backwardness and a template, because it is impossible to adapt a living, developing organism to established, rigid forms. On the contrary, forms must be brought into line with changing goals and objectives. The above entirely applies to pedagogical management and must really, rather than formally, contribute to the high quality of teaching and education of students, their comprehensive, harmonious and free development. However, as practice shows, any renewal begins first of all with changes in formal characteristics. With the normal development of social relations, this usually results in changes in essence: the goals and content of the activity are specified - they become real, the assessment of the results of the activity becomes more objective and reliable. The main indicators of the effectiveness of the functioning of the "leader-teacher, teacher-student" system are the following:

- 1) optimality (necessity and sufficiency) of the efforts, means and time spent to achieve the set goals, determined by the expediency of the tasks set and solved in the course of this activity;
- 2) rationality of the methods and techniques of the activity of the subject and the object (the second subject) in its organic unity, in its interconnection and interdependence;
- 3) specificity as the correspondence of all operations (actions) to the nature of the purposefulness of the activity of the management subject, determined by its



- program setting and the system of managerial (organizational) influences;
- 4) perspective as the exclusion of the possibility of an insignificant (zero) result of the activity carried out, which is impossible with the correct organizational activity of the management subject;
 - 5) relevance of the activity as the full correspondence of all actions and operations to the set goals and objectives;
 - 6) activity and independence of students in the educational and cognitive process as the main goal and indicator of the effectiveness of the teacher's educational activities as a whole.

The specificity of the subject, tools and results of the work of heads and teachers of educational institutions also determines the definition of specific goals of their administrative (managerial) activities. The following are defined as the main goals:

- effective and systematic use of forces, means, and time of all employees of the educational institution and students;
- determination of the compliance of the activities of managers of the educational process of educational institutions with specific goals and real plans for the socio-economic and spiritual development of society;
- completeness, comparability, interconnection, specificity and reality of the defined goals and their subordination to the main goal - education, training and development of a person as a free, responsible and creative personality, the formation of his readiness for work, an active life position, a scientific worldview.
- achieving the intended goals of management requires a clear understanding of its tasks.

The main tasks of pedagogical management as an operating system are defined as follows. These tasks:

- reflect the periodicity and sequence of both individual actions of the performer and the entire activity as a whole;
- provide for the methodology and rules for performing individual types of work for a specific period of time;
- determine the requirements for the quality of the result of the activity and the



effectiveness of the methods of achieving the intended goals, taking into account the optimality of the efforts, means, and time spent;

- establish the requirements for the composition and qualifications of performers identified for a specific activity (in accordance with their functional responsibilities);
- determine the amount of necessary information and its main sources from the standpoint of the optimality condition (necessity and sufficiency);
- determine and provide for the basic rules for monitoring and evaluating the results of the performers' activities.

Management of the cognitive and self-educational process is impossible without clear planning, organization and control of this process as a whole.

In planning, the target component of the educational process as a system is implemented. It determines the successful implementation of the tasks facing management and is inextricably linked with the rationalization of the structure and content of process management as a whole. The planning stage involves scientific understanding, analysis of the theory and practice of planning the educational process in educational institutions.

The essence of planning is to determine the main types of activities and measures with the identification of specific performers and deadlines.

The goal of planning in educational institutions is to develop unity of action between the administrative and pedagogical staff, on the one hand, and the student staff, on the other.

In general, the main tasks of planning in educational institutions are to ensure the implementation of decisions of state bodies on the education and training of students, to identify the main, key issues in the activities of the teaching staff, to determine specific measures, deadlines for their implementation and responsible executors, to scientifically substantiate the regulation of the activities of individual executors, and to foster responsibility among staff members.

Planning is a criterion principle of management and involves the creation of clear programs that must contain the volume of subject knowledge, operational knowledge



and skills with an indication of the type of mental activity at the level of which they must be formed (memory, thinking, etc.), the system and the level of formation of the properties that they must possess (automation, flexibility, stability, etc.), a system of progressive changes in the intellectual and general development of the personality.

It should be noted that management is always purposeful in nature. In some cases, its goal is to maintain the management process in a given mode. In other cases, management consists in changing the state of the managed process. For managing the learning process, both approaches are valid, because the task of learning is not only the development of new skills, but also the preservation of already formed ones.

For successful planning, it is necessary to establish the initial state of the managed system and determine the amount of specific knowledge and skills that the managed system possesses.

A serious problem is the choice of means of information transmission. For technical systems, the physical nature of the signals by which information is transmitted is, in principle, indifferent. In the educational process, communication channels with various types of mental activity are used. Studies have shown that the most effective is the sensory channel of information transmission. Multisensory input of information provides a high probability of memorization; this must be taken into account when developing a program for managing educational activities.

Let's consider the next component of pedagogical management - control (self-control) over the course and result of the educational process. In order to manage not formally, but really the educational process and the activities of the educational institution as a whole, to make correct, scientifically based decisions, the subject of management needs a variety of factual data about various aspects of this process. The management process is impossible without information about the course and intermediate results, without constant feedback. The sources of information can be different: some information comes to the manager purposefully, some spontaneously. However, the most important is the information obtained as a result of targeted observations, as a result of a well-thought-out control system, in which goals, objectives and content are in the first place, and forms (or its types) - in the second.



The lack of necessary information paralyzes the management process. However, an excess of information about small, secondary details also prevents the adoption of correct decisions.

One of the serious problems is the organization of control over educational activities. It has been proven that mechanical control only over the final result cannot meet the goals and objectives of the managed learning process. The act of control should be at the same time an act of additional learning, a moment of training. Today, pedagogical science cannot yet offer a universal method of control over the learning process. We can only say with confidence that with the existing practice of learning, individual control is the most adequate for the process of assimilation of educational material. Teaching one teacher to one student would be an ideal condition for taking into account the individual characteristics of the person being taught and would help solve the problem of choosing adequate corrective means of influencing him. Unfortunately, such an approach is impossible today due to its unprofitability.

In general, admission to the civil service in Ukraine and promotion within it should also be organically linked to the continuous training of civil servants. Therefore, it is advisable to propose such a mechanism for promotion that combines the qualification and educational requirements for civil servants with their continuous training, allows clarifying and significantly improving the regulatory requirements for appointment and admission to the civil service, as well as ensuring appropriate professional training before taking up a position (Figure 1).

In the scheme for ensuring continuous education of civil servants in Ukraine in connection with the qualification requirements for admission to service and promotion: DSPA- Doctor of Science in Public Administration or in a specialty aimed at professional activity in public administration; KSPA - Candidate of Science in Public Administration or in a specialty aimed at professional activity in public administration; MSPA - Master of Public Administration; HEas- higher education in any specialty (educational and qualification level: master); HESap - higher education in a specialty aimed at professional activity in public administration (educational and qualification level: master, bachelor); HEasb - higher education in any specialty (educational and qualification level: bachelor,



junior bachelor); PPAT1 - training in the professional program of advanced training of civil servants of positions categories A; PPAT2 - training in the professional program of advanced training of civil servants of positions categories B; PPAT3 – training according to the professional program for improving the skills of civil servants of position categories C [2].

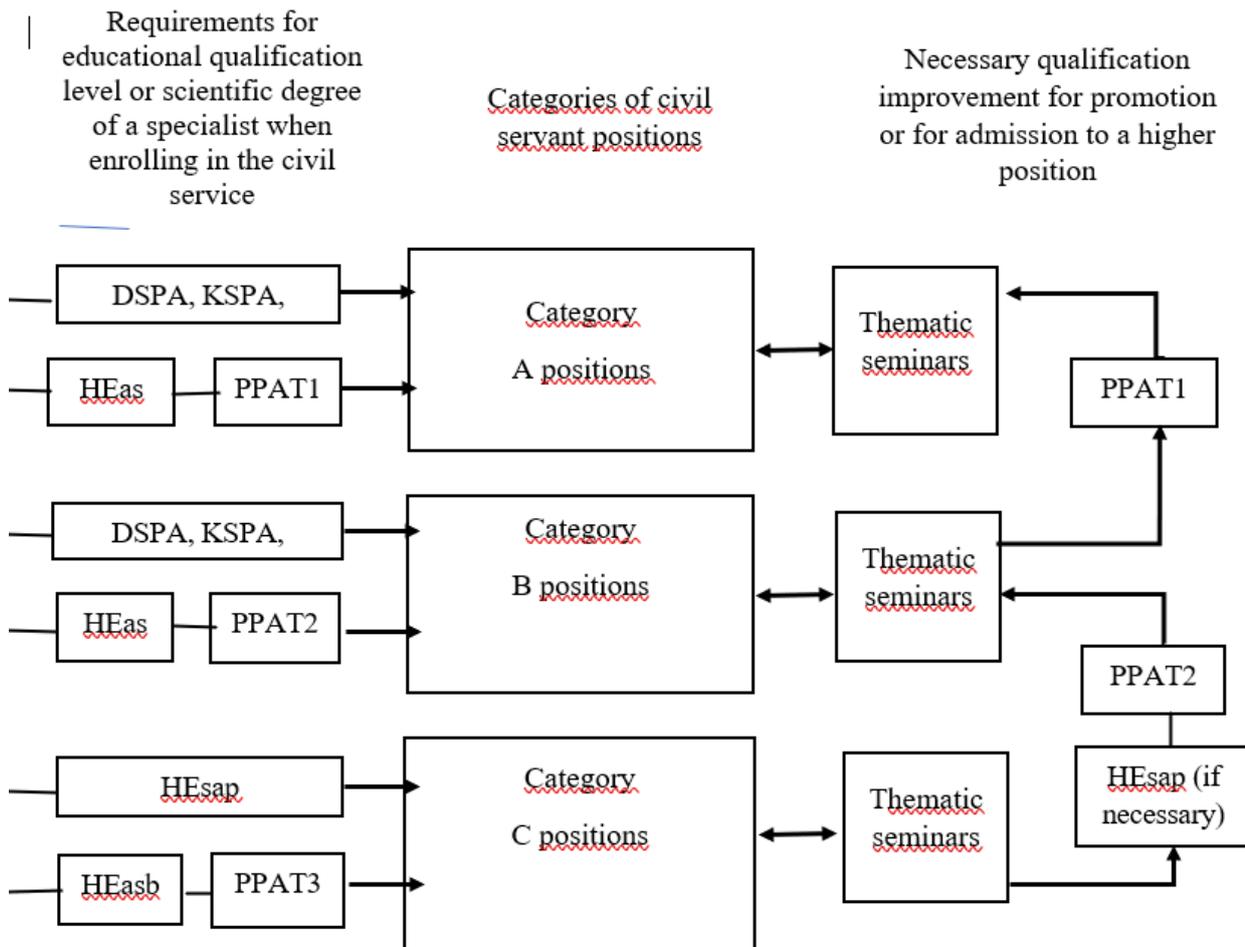


Figure 1 - Scheme for ensuring continuous training of civil servants.

Source: [1]

Much in the formation of the system of training of civil servants, especially in ensuring its continuity and mandatory nature, depends on a change in the attitude towards it both on the part of managers and employees of state authorities and local self-government bodies.

A separate problem is the responsibility of civil servants for their training and improving their professional level. It will take some time for the system of selection,



promotion, testing, and periodic certification to work at full capacity. Therefore, levers are needed that form the personal responsibility of a civil servant for his or her own professional development.

Obviously, the first significant steps in this direction should be taken by the system of personnel training, since there is no need to wait for training in the future coordinate system of future generations. If goals are already emerging, they must be deployed in technological processes.

Over time, the tasks of civil servants change more dynamically and their number increases. The accelerating pace of development of society requires an adequate response from the state to this process. There are two ways to adapt to the dynamics of this process. The first is extensive, which is carried out by building up the apparatus. Otherwise, it is called the bureaucratization of organizational systems. This is exactly the path that was chosen during the initial phase of the spontaneous formation of statehood in the first years in our country. Then the problems, and therefore the tasks for their solution, even due to objective reasons, could not be clearly formulated, structured and aggregated. The growth of their number significantly outpaced the formation of the mechanism of the state-building process. It was this “snowball” of problems that grew, the structures of state leadership and management were built up, which were based on weak knowledge (subjective factor) of the principles of state-building, the laws of organizing political and market relations, etc. The lack of knowledge and the bureaucratization of large organizational systems led to a “parade of ambitions” - to the struggle for power as an intrinsic value. This, in turn, led to the waste of human (intellectual), political (crisis of leadership), financial and other types of capital - what is commonly called national wealth in the broad sense of the word. Today we already clearly understand that the extensive factors of managerial activity are a historical dead end.

The second path is intensive. It defines the modern historical era of civilization development. We are involved in the process of post-industrial development, the content of which is largely determined by the growth of the dynamic spiral. If in past eras people had the opportunity to adapt to the conditions of a changing world for entire



generations, then the modern world is a kaleidoscope of revolutionary shifts in the field of science, production, culture, education, etc. And the human community itself is constantly in a state of reformation and modernization. The volume of rapidly changing information is growing. In this unstable and unbalanced world, a special role belongs to the main organizing and stabilizing factor of society's development - the power-political bodies of the state apparatus. It is quite natural that the requirements for the technological organization of their activities, the ability to streamline various processes and types of activities, and the quality of services provided by them will continue to grow. And therefore, we are talking about the fact that not only the old technocratic, bureaucratic mechanisms of governing society are no longer working, but also any apparatus activities that have been preserved for many years. It is already clear that if the state apparatus does not have time to respond to the challenges of the environment, and does not learn to go at least one step forward, then everyone will suffer.

Thus, in order to successfully perform the “conductor” and other vital functions for society in modern conditions, the civil service system must learn to increase flexibility in adapting to the growing flow of new, increasingly complex tasks.

The intensive path does not involve expanding the apparatus along with expanding the range of tasks, but regrouping the combined forces and intelligence on the basis of increasing creativity. This is the main aspect of the reorientation of the civil service system, its de-bureaucratization.

The second important aspect of the development of new horizons of state activity is that the development of democratization of society postulates the need to reduce centralization and unify the methods of development and decision-making, because the diversity of the social environment where state administration bodies operate is increasing. In other words, social and temporal multifactoriality, multiformness is increasing. If a democratic state is an institution for the production of services for the population, then the population itself has long since grown out of the shackles of equalizing uniformity, and therefore, its interests and legitimate requirements for territorial diversity go far beyond rigid schemes. This diversity requires self-organization, self-government in all forms of the territorial community of people.



Regional administration and local self-government with their diverse interests is a new field, a new, larger landscape of civil service activities, services in local self-government bodies. Activities that are unimaginable without a creative approach, in which there can no longer be a one-dimensional linear order.

Analytical skills, systemic interrelation of diverse factors - these qualities are already urgently needed by a civil servant for the worthy performance of his functions, for self-realization, including his life goals.

One of the main questions today is formulated as follows: are civil servants ready to realize modern requirements today, and therefore, to put forward a certain list of requirements for themselves?

Speaking about the prospects of statehood, it should be noted that we are far from the first in a number of countries that are carrying out modernization. And in such a position it is not always profitable to reinvent our national wheel. Having started political reform, we thereby began to move towards European standards of living actively.

Depending on the position held and the performance of certain state functions, each civil servant and each state body will eventually face the need for a systematic approach to analyzing the processes in which they are involved. In addition, the modern process of preparing and making a decision is already unthinkable without knowledge of the laws of order formation, a deep factor analysis of the impact of the environment on the system. A simple search for solution options, or worse, a random one, based on the so-called "elementary common sense", on a simple belief in one's own past experience, without clearly predicted consequences, can lead to a waste of huge resources.

This understanding, first of all, should be implemented through various forms of training and retraining of civil servants. It is through the system of training and retraining of civil servants that the conviction in the need for a systematic approach to the implementation of the goals and objectives facing society and the state, and therefore, one's own, should mature.

To form this quality, a systemic vision of the problems should be organically



woven into any format of training a civil servant. This involves identifying key, methodological positions, defining a kind of coordinate system in the training of specialists in the field of civil service.

Professional training of civil servants is in line with the requirements proposed for the higher education system. A number of documents adopted in Ukraine (the Law of Ukraine “On Higher Education”, “National Doctrine of Education”, etc.) clearly reflect changes in the paradigm of the education system [1; 3]. Knowledge should become a tool for the development of a person, a specialist, and not an end in itself.

It is known that the most complete self-realization of an individual in the system of priorities chosen by him comes close to understanding the meaning of life. That is, an active individual is forced to act, on the one hand, vertically, for example, in the sphere of production of his own career (business, scientific, political, state, even artistic, etc., which determines the rating of a specialist in the environment of his own kind). Naturally, this task is based on the constant enrichment of knowledge and the acquisition of skills of both a general and professional nature. Therefore, on the other hand, an individual must also act in a horizontal plane, the coordinates of which are the increase in the volume of knowledge. This is all the more important to note, as the development of transformational processes increasingly enters a market-competitive environment, where personal qualities play a major role. Not loyalty to management, but competitiveness gradually begins to determine the successful activities of a civil servant. World experience shows that professionalism is not only a standard, clearly defined set of knowledge, skills, abilities, but also a flexible system of timely replenishment and development of all these components. The new historical era, a consequence of the scientific and technological revolution, has significantly altered the world's perception. Developed, trained intellect, the ability to work competently with any information, professionalism in mastering one's business - these are the main characteristics of a person prepared for life in the information society. Its necessary quality is a high level of information culture. At the same time, growing volumes of information should not be mandatory for memorization. Growing information is merely a type of demonstration material that confirms the existence of one or another



regularity. Clear orientation in a sea of information, the ability to quickly process, structure, systematize it, identify essential, dynamically developing connections, and competently attract the necessary information support for one's work - this is an incomplete list of professional attitudes towards growing volumes of knowledge.

This is especially important for professional public managers, as each area of public service is a subsystem of a vast system called the state. The activity of the state apparatus, oriented towards democracy, consists in providing services to the population. The requirements of citizens are not only growing in volume, but also changing qualitatively. That is, the state apparatus must form its activities as an open system, responding promptly to continuous changes in the surrounding social environment.

Thus, the professional training of a civil servant should not end with obtaining a higher professional education. That is why in the future it is necessary to sharply increase the emphasis on improving the qualifications of civil servants, remembering that in education it is not so much the result that is important, but the process of mastering new knowledge and skills.

Focusing on professional activity within the system of advanced training for civil servants, it is worth noting that this is a continuously evolving activity, resulting in the implementation of the set of state requirements for enhancing the quality of the civil service at the individual level. The internal focus on the need for systematic acquisition of new knowledge, skills and abilities associated with the gradual complication of one's own activities is realized.

Not only a "linear" increase in the capabilities of the advanced training system of civil servants is needed, but also its qualitative transformation. First of all, along the lines of communication and division of the concepts: "stationary" and "distance" training for advanced training.

Particularly relevant is the development of issues related to the practical application of the system theory. In public administration, the essence of the system approach is most fully revealed through several interrelated aspects, which in totality and unity constitute a system approach, namely:



- ✓ system-historical, which answers the questions: how, in what way did the public administration system arise, what stages did it go through in its development, what are its historical values, customs and prospects;
- ✓ system-target, which determines, as well as specifies the goals of the entire public administration system, subsystems and their components by decomposing the goals of the entire system;
- ✓ system-functional, which determines the set of functions, what functions the system performs;
- ✓ system-structural, which reveals the internal organization of the system, the way the components that form it interact, and the connections between them;
- ✓ system-elementary, which reveals relatively elementary components of the public administration system;
- ✓ system-integrative, which reveals the mechanisms, factors of preservation, improvement and development of the system;
- ✓ system-communication, which reveals the interconnection of this system with others both horizontally and vertically;
- ✓ system-management, which determines the content of strategic and tactical management decisions based on the identification and consideration of external and internal changes that affect the achievement of goals and the effectiveness of the system [1].

At the first stage of the formation of a modern system of training of civil servants in Ukraine, it is essential to lay the necessary organizational foundations of this system, that is, to typify and logically substantiate the system of goals of different levels, primarily short-term stationary training, during which the solution of at least the following tasks will be ensured at the personal level:

- working out at least a minimum list of the most general professional needs in training;
- creating a “map” of the most important professional problems and “individual routes” for their solution, which is necessary for further independent replenishment and acquisition of knowledge.



The last task is critical to emphasize, because the system of professional training is based mostly on independent training. Such logic should be reflected in regulatory documents on the civil service.

Conclusions.

Thus, an invariable part of the system of professional training of civil servants, undoubtedly, should be rationally planned. This means not only a clear definition and delimitation of the compositional levels of perception and correction of knowledge (which in itself is the basis for providing appropriate professional skills), but also determining for each student the directions and depth of the distance of individual routes, focused on meeting the additional qualification needs of a particular employee. And this, in turn, is impossible without taking into account the psychological characteristics of each student.

The most advanced forms of training can be called: training by the method of joint acquisition of knowledge, training by the method of comparison, training by the method of systems thinking, training by the method of competition and training by the method of eliminating mistrust. The use of advanced methods and forms of training requires competent pedagogical management in specialized educational institutions for training civil servants, which involves, among other things, ensuring the indissoluble unity of the motivational, cognitive, and behavioral components of professional training.

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Анотація. Метою статті є виявлення та дослідження чинників формування змісту навчальних занять, що нерозривно пов'язані з розглянутою системою цілей і обумовлені соціальними й особистими потребами, необхідністю підготовки й підвищення кваліфікації державних службовців.

Обґрунтовано, що навчання державних службовців заради просто навчання не має сенсу, адже на це витрачається багато державних коштів. Від навчання слід очікувати певних результатів, що пов'язані з підвищенням ефективності діяльності державних службовців, відтак, і органів влади в цілому. Доведено, що, при такому підході, освіта може стати основою утворення нової державності України, культурного й духовного відродження, становлення демократичного суспільства й ринкових відносин, оскільки від ступеня професійної підготовки державного службовця нового типу, рівня його професіоналізму й сформованості моральних якостей багато в чому залежить авторитет держави.

Зазначено, що підготовка й підвищення кваліфікації державних службовців здійснюється в рамках багаторівневої структури по спадкоємних освітньо-професійних та професійних програмах.

Ключові слова: професійне навчання державних службовців, підготовка, перепідготовка та підвищення кваліфікації, освітньо-професійні та професійні програми, ефективність професійної діяльності державних службовців, компетентність праці.

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