

# СУЧАСНІ ОСВІТНІ ТЕХНОЛОГІЇ ТА МЕТОДИ ПРОФЕСІЙНОГО РОЗВИТКУ ПУБЛІЧНИХ СЛУЖБОВЦІВ

матеріали науково-практичної конференції  
за міжнародною участю

(Київ, 28 квітня 2026 року)

**Матеріали науково-практичної конференції за міжнародною участю  
«Сучасні освітні технології та методи професійного розвитку публічних  
службовців»**

*Схвалено Навчально-методичною радою  
Вищої школи публічного управління  
(протокол № 05/26 від 27 травня 2026 року)*

**Сучасні освітні технології та методи професійного розвитку публічних службовців**  
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У збірнику представлено матеріали науково-практичної конференції за міжнародною участю «Сучасні освітні технології та методи професійного розвитку публічних службовців». Приділено увагу актуальним підходам до формування професійних компетентностей публічних службовців, зарубіжному досвіду у цій сфері, використанню інструментів штучного інтелекту, розвитку цифрової грамотності, адаптивного лідерства, інклюзивності та безперервності професійного навчання у сфері публічного управління. Призначені для наукових, науково-педагогічних працівників, практиків публічного управління, а також усіх, кого цікавлять питання навчання публічних службовців.

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За зміст і якість поданих матеріалів відповідають автори.*

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## **AI-DRIVEN LEARNING ECOSYSTEMS AND WORKFORCE ADAPTATION IN PUBLIC SECTOR**

The growing integration of artificial intelligence (AI) into professional learning environments is significantly transforming approaches to workforce development, particularly within public sector institutions. Among the most impactful innovations are AI-driven personalized learning systems, which enable the adaptation of educational content to individual needs, competencies and learning trajectories. These systems rely on advanced algorithms capable of adjusting instructional pathways in real time, thereby improving both engagement and knowledge retention. Recent studies emphasize that such adaptive learning environments enhance not only efficiency but also long-term skill acquisition, making them highly relevant for complex organizational settings [1].

Complementing personalized learning, the application of learning analytics provides additional opportunities for optimizing training processes. By collecting and analyzing data on learner behavior, performance and interaction patterns, organizations can identify skill gaps and refine training strategies accordingly. In public sector contexts, where workforce development must align with institutional goals and regulatory frameworks, data-driven insights support more targeted and evidence-based decision-making in human resource management [2]. Furthermore, immersive technologies such as virtual and augmented reality (VR/AR) expand the scope of experiential learning by enabling the simulation of complex or high-risk scenarios. These tools are particularly valuable for training in areas such as crisis management, urban planning and public safety, where real-world replication is often impractical [3]. Another rapidly evolving domain is the use of generative AI tools, including intelligent chatbots and virtual assistants, which increasingly support continuous and self-directed learning. These systems can provide real-time explanations, personalized feedback and contextual guidance, thereby enhancing accessibility and flexibility of professional education. Empirical research demonstrates that such tools contribute to improved learning outcomes, particularly in digital and blended environments [4]. At the same time, their implementation requires careful consideration of limitations, including potential inaccuracies, overreliance on automated systems and concerns related to data privacy. As a result, generative AI should be integrated as a complementary instrument that supports, rather than replaces, human-centered learning processes [5].

The expansion of AI-enabled learning technologies directly influences the competency requirements of public sector employees. As routine tasks become increasingly automated,

the role of human workers shifts toward analytical, supervisory and decision-making functions. This transformation necessitates the development of new skill sets, including data literacy, the ability to interpret algorithmic outputs and a basic understanding of machine learning principles. Without systematic training initiatives, public institutions risk facing a mismatch between technological capabilities and workforce readiness, which may hinder the effectiveness of digital transformation efforts. In this context, the adaptive capacity of employees becomes a critical factor. Adaptability is not limited to technical proficiency but also includes the ability to navigate organizational change, collaborate with AI systems and engage in continuous learning. The introduction of AI technologies often generates uncertainty and resistance among employees, particularly when associated with concerns about job displacement or lack of transparency. Therefore, capacity-building strategies must extend beyond technical instruction to include communication, participation and organizational learning mechanisms [6].

From an organizational perspective, the successful implementation of AI depends on structured change management processes. Public sector institutions operate under specific constraints, including accountability, legal compliance and the need to ensure equitable service delivery. These factors increase the complexity of technological adoption and require a holistic approach that integrates training, leadership engagement and institutional support. Evidence from public service applications indicates that when employees are actively involved in the implementation process and clearly understand the benefits of AI tools, resistance decreases and acceptance improves. For instance, AI-based chatbots in citizen service systems can enhance efficiency when positioned as tools that handle repetitive inquiries, allowing human staff to focus on more complex and value-added tasks. In parallel with organizational challenges, the ethical implications of AI deployment remain a central concern. AI systems are inherently dependent on data, which may contain historical biases reflecting existing social inequalities. If such biases are not properly addressed, they can be reproduced or even amplified in automated decision-making processes. This raises significant risks in areas such as recruitment, public service provision and policy evaluation. Ensuring fairness, accountability and transparency therefore becomes an essential component of AI governance in the public sector [7].

One of the key challenges lies in the limited interpretability of complex AI models, often described as “black boxes.” This lack of transparency complicates the ability of both public employees and citizens to understand how decisions are generated. To address these issues, organizations must implement comprehensive governance frameworks that include data auditing, algorithmic monitoring and clearly defined responsibility structures. Interdisciplinary collaboration between technical experts, policymakers and ethicists is also crucial for developing balanced and inclusive AI systems. Moreover, maintaining human oversight in decision-making processes is essential to safeguard public trust and ensure compliance with democratic principles. Overall, the integration of AI into public sector workforce development represents a multifaceted transformation that extends beyond technological innovation. AI-driven learning ecosystems, supported by personalized training, learning analytics, immersive technologies and generative tools, create new opportunities for enhancing competencies and adaptability. However, these opportunities can only be fully realized through the alignment of technological solutions with organizational strategies, ethical standards and human-centered approaches [8].

So based on the above, AI should be understood as a strategic instrument for strengthening institutional resilience and adaptive capacity rather than as an isolated technological solution. The effectiveness of AI implementation in the public sector depends on the ability to combine advanced learning technologies with comprehensive training programs, inclusive change management and robust ethical governance. Future research in this direction should focus on developing measurable indicators of skill transformation, evaluating long-term impacts of AI-driven training and identifying best practices for sustainable integration. These efforts will contribute to the formation of more responsive, capable and future-oriented public institutions.

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## РОЗВИТОК АДАПТИВНОГО ЛІДЕРСТВА У СИСТЕМІ ПРОФЕСІЙНОГО РОЗВИТКУ ПУБЛІЧНИХ СЛУЖБОВЦІВ В УМОВАХ НЕВИЗНАЧЕНОСТІ

Сучасна публічна служба України функціонує в умовах тривалої невизначеності, що поєднує воєнні загрози, потребу у відновленні громад, цифрову трансформацію, європейську інтеграцію, кадрові втрати та зростання очікувань громадян щодо якості публічних послуг. За таких умов професійна компетентність публічного службовця не може обмежуватися знанням процедур: відповідно до Закону України «Про державну службу» вона передбачає здатність застосовувати знання, уміння, навички, а також моральні та професійні якості для належного виконання завдань, навчання, професійного та особистісного розвитку [1]. Саме тому розвиток адаптивного лідерства доцільно розглядати як пріоритетний напрям модернізації професійного навчання публічних службовців.

Адаптивне лідерство визначається як здатність публічного службовця мобілізувати