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TRAINING OF FUTURE CIVIL SERVANTS ON THE BASIS OF COMPETENCE APPROACH

The article clarifies the essence of the concepts «competence», «competence», identifies the features of the competence approach and levels of professional competence: beginner, beginner, professional and expert. The vectors of orientation of a competent person in the field of public service are characterized, namely: individual, general and specialized competencies. It is proved that the professional training of public servants is divided into two levels: pre-management training, actually management training. The peculiarities of the educational and professional training program for future public servants at the first (bachelor's) level of specialty 281 «Public Administration» are analyzed. The results of the survey of students on the introduction of various forms of training are presented.

Key words: *competence; competence; competence approach; public servants; educational-professional program; public administration.*

Постановка
проблеми

Given the current trends in education, higher education is in a state of restructuring in accordance with the new challenges of European and world space, changing educational goals and content of higher education, introducing new vocational training technologies, new approaches and criteria for evaluating professionals, including civil servants. The professional activity of civil servants makes certain demands on the individual, his professionally important qualities, knowledge, skills, which confirms the relevance and importance of applying a competency-based approach in the training of future civil servants.

Аналіз
останніх
досліджень
і публікацій

Various aspects of the competence approach in the training of public servants are covered in the works of the

following scientists: N. Honcharuk, N. Lipovska, T. Lukina, O. Martsenyuk, O. Melnikova, T. Nedashkivska, I. Ninyuk, V. Oluyko, S. Seryogin, V. Soroko, S. Khadzhiradeva, O. Khrushchev and others.

Мета

The purpose of the article is to theoretically substantiate the importance of training future civil servants on the basis of a competency-based approach.

The purpose of the article is realized through a number of interrelated tasks, namely: analysis of normative documents and scientific views on the features of the competence approach; analyze the specifics of training future civil servants.

Виклад
основного
матеріалу

The analysis of normative documents and scientific literature

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shows that the issue of the competence approach still remains debatable. This necessitates the interpretation and dilution of such concepts as: «competence», «competencies».

Thus, in modern dictionaries and reference books, the concept of «competence» is interpreted as: the acquisition of competence and knowledge that allow you to judge something [13, p. 196]; possession of knowledge that allows you to think about something, to express meaningful, authoritative opinions [14, p. 311]; psychological and social quality, which means strength and confidence, the source of which is a sense of self-success and usefulness; contributes to the awareness of the individual's own ability to interact effectively with the environment [12, p. 114]; the system of aggregate powers, rights and responsibilities of the body or official established by law, regulations of this body or other provisions [2]; competence, awareness in a particular field [3]; possession of competence, knowledge that allows you to judge something, knowledge and skills that are necessary for a person in a particular field of activity, his awareness, awareness, breadth of intelligence, professional training [9, p. 150].

V. Berek explains competence as the future manager's special education, broad general and special erudition, his constant improvement of his scientific and professional training, systematic thinking (practical intelligence, speed of entering the problem, ability to anticipate different solutions, ingenuity), presence of organizational qualities (ability to select, deploy staff, plan work, provide clear control) [1, p. 247].

N. Kolominsky interprets competence as the ability to operate with scientific knowledge, factual material and use sources of information [5, p. 26].

V. Maslov in the study of the competence of the head considers it as a system of theoretical and methodological, regulatory provisions, scientific knowledge, as well as organizational and methodological, technological skills that are objectively necessary for individuals to perform job responsibilities, as well as relevant moral and psychological qualities. The researcher notes that an important theoretical and technological issue is to determine the scientific basis for the systematization of knowledge and skills that make up the content of competence. According to V. Maslov, the formation of the basic basis of the model of job competence is based on a structure that corresponds to the content of the individual, the functions it performs, allows to systematize the theoretical provisions and practical skills needed to perform specific functions [7, p. 63-66].

In contrast to competence, the term «competencies» is associated with the activity process. Competence is interpreted as: awareness, experience in any field; qualification, authority; range of powers, rights of any institution, person [14, p. 311]; good knowledge of something; range of powers of a particular organization, institution or person [8, p. 296]; the scope of powers of any body or official; range of issues in which the person has knowledge, experience [9, p. 151].

In the encyclopedic literature, the concept of «competencies» is considered as a component of the concept of «competence», because the result of the acquisition of competence is competence, which in contrast to competence involves a personal characteristic,

attitude to the subject of activity. Competences can be identified as real requirements for the acquisition of a set of knowledge, methods of activity, experience of attitudes in a particular field of knowledge, personality traits that operate in society [4, p. 409].

E. Bogdanov, Z. Tyumaseva, N. Shcherbak consider competencies as: a range of issues in which a certain person has experience, good awareness; the scope of authority of any body or person. V. Polonsky notes that competencies is a range of powers and rights that a law, charter or contract represents to a certain person or organization in resolving relevant issues; a set of certain knowledge, skills and abilities in which a person must be aware and practically experienced.

Thus, A. Petrov defines competencies as the possession at a sufficiently high level of their own professional activity in a particular field; ability to design their further professional development; ability to communicate professionally; ability to bear professional responsibility for the results of their work [10, p. 10].

Thus, we consider competencies as a range of powers, rights of any person or organization, and competence – the possession of knowledge, skills, abilities, professional and personal qualities that allow to express meaningful, authoritative opinions and act in accordance with job competencies.

O. Lyashenko notes that according to the level of ability to perform professional activity, it is expedient to distinguish four levels of professional competence: beginner, beginner, professional and expert. A specialist who has mastered a certain amount of knowledge necessary to perform a professional activity has undeveloped abilities to perform it, but does not yet have work experience – a beginner. A beginner is a beginner who has gained little practical experience, but is not yet able to evaluate their own actions and be responsible for them. Professional – has sufficient knowledge and experience to perform tasks in a certain type of activity, has developed abilities for this activity, but his value orientations are not yet sufficiently developed to predict the consequences and risks of actions taken. The expert is able to assess a certain type of subject activity on the basis of value orientations developed in the process of their own professional activity and transformation of experience [6, p. 269].

In our opinion, the competence of a public servant is a set of knowledge, skills, abilities, professionally important qualities that must be possessed by persons holding a certain position in a public authority, public institution, organization in terms of compliance with the position.

S. Selivanov emphasizes that the process of acquiring competencies of public servants has an integrated nature, which combines the following groups: personal competencies, which are inherent in nature and education; personal competencies acquired during training; competencies that are formed in the process of professional activity, gaining life experience. The researcher has developed a three-vector typology that determines the direction of a competent person in the field of public service, namely: individual, general and specialized competencies.

Individual competencies include personal and psychological, which include individual qualities that are formed on the basis of personal talents and abilities of the individual, his psychological qualities, personal attitude

to the environment, the system of moral values, the individual's ability to perform certain activities. General professional and managerial (labor) competencies are related to managerial activities and provide for professional responsibilities (knowledge and skills) that should be possessed by public servants. Contribute to maintaining a positive atmosphere at work, ie encourage efficient and productive work. Specialized professional competencies provide certain sectoral / professional qualities in the field of public administration in the relevant area of functional orientation, ie knowledge, ability to perform the necessary functions and job responsibilities in the public service, education in public administration, etc. [11, p. 153].

After analyzing the different views of scientists, we summarize that the training of public servants can be divided into two levels:

1) pre-management training (provides in the basis of educational (theoretical) nature and determines the formation of individual personal-psychological and partly general professional and managerial competencies);

2) the actual management training (occurs during professional activities in the public service and is complemented by practical experience, arising under the influence of all factors that actually manifest themselves in the management environment as a whole, as well as determines the formation of specialized professional competencies).

It should be emphasized that each of the presented levels of training (pre-management, actually management) is mandatory in becoming a public servant as a professional who has a knowledge base, is able to solve problems and situations of any complexity, and has the necessary professionally important personality traits. Let's describe in more detail the pre-management level of training of public servants.

Professional training of future public servants in Ukraine is carried out in higher education by educational degrees «bachelor», «master». Training takes place within the Standard of Higher Education of Ukraine of the first (bachelor's) level of higher education degree «bachelor» field of knowledge 28 Public administration and administration, specialty 281 Public administration and administration, approved and put into effect by the order of the Ministry of Education and Science of Ukraine from 29.10.2018 № 1172. Standard of higher education of Ukraine of the second (master's) level of higher education of the degree «master» branch of knowledge 28 Public administration and administration, specialty 281 Public administration and administration approved by the order of the Ministry of Education and Science of Ukraine from 04.08.2020.

The current national Standard for the first (bachelor's) level of higher education provides for training for 3 years and 10 months, for the second (master's) level – 1.5 years. Consider the training program for future civil servants of the first (bachelor's) level.

Training programs for modern civil servants are aimed at the formation of three main competences, namely: integrated, general and special (professional). Integral competence in the Standard of the first (bachelor) level defines the ability to solve complex specialized tasks and practical problems in the field of public administration and administration or in the learning process, which involves the application of theories and scientific methods in the

field and is characterized by complexity and uncertainty. The group of general competencies is specified and generalized by 13 competences, which are aimed at the development of a comprehensively developed personality. 11 competences were included in the group of special (professional, subject), which specify in more detail the features of public administration and administration.

We present the practical experience of professional training of future public servants in the State Institution «South Ukrainian National Pedagogical University named after KD Ushinsky» at the first (bachelor's) level.

The goals and program learning outcomes of OPP «Public Administration» are formed in accordance with the requirements of the Standard and reflect the trends in the specialty in the labor market. Stakeholders were also involved in the discussion and adjustment, namely: employers, representatives of local and student government, academia, etc. As a result of the discussion, the educational and professional program «Public Administration» was approved.

Analyzing the approved OPP training, we see that the program provides 240 ECTS credits, the purpose of which is to train professionals with professional competencies sufficient for effective performance of professional duties in government and local government, management of state and municipal enterprises, institutions and organizations, governing bodies of public associations. The purpose of the program is revealed in more detail by the program learning outcomes, which determine the content of educational components.

Training of future civil servants takes place within the mandatory and selective blocks. 180 ECTS credits have been allocated for the compulsory unit, 16 of which are allocated for practical training, 5 – for certification. During the whole period of study at the bachelor's degree «Public Administration» 4 practices are provided, among which: educational (introductory practice), industrial practice (2 year) «Organization of public authorities», industrial practice (3 year) «Mechanisms of public education management» and undergraduate practice.

The sample unit is 60 ECTS credits. Applicants are offered a list of elective courses, from which they can choose any, but not exceeding the maximum possible number of credits.

All abstracts, term papers and qualification papers are checked for violation of the rules of academic integrity, which is determined and regulated by the «Regulations on academic integrity of participants in the educational process».

Training sessions are held in various forms, using modern innovative technologies. In order to find out what forms of training are most often conducted during the training of future civil servants, we conducted a pilot survey in which students in the 2nd and 3rd years of study took part. According to the results of the survey, we see that practical classes are conducted in the following forms: ACS – 23%, business game – 22%, training – 21%. 11% of respondents mentioned such a form as a round table; 10% – seminars; 9% – discussions; 3% – their version (press conference, solving practical problems) and only 1% mentioned such an option as a workshop. In our opinion, this is due to the peculiarities of this type of training and the specifics of training future public servants, as not all educational components and their content meet

the conditions of the workshop. Also, all respondents noted that the lectures are held at a high level, filled with relevant, up-to-date information and accompanied by slides.

So, given the fact that students without work experience, we consider it appropriate to use mini-classes, practical situations, exercises that will contribute to the formation of not only theoretical knowledge but also practical skills.

Висновки

The analysis of the scientific literature makes it possible to state that the issue of competence and competencies is debatable. We consider competencies as a range of powers, rights of any person or organization, and competence – the possession of knowledge, skills, abilities, professional and personal qualities that allow to express meaningful, authoritative opinions and act in accordance with job competencies.

It is established that the educational and professional program «Public Administration» takes into account the current requirements for the training of future civil servants.

It is proved that the use of the competence approach in the training of future civil servants contributes to the formation of professional competence; improving the content and choice of tactics for their preparation for professional activity, taking into account the relevant forms, methods and means of training.

The competence of a public servant is a set of knowledge, skills, abilities, professionally important qualities that must be possessed by persons holding a certain position in a public authority, public institution, organization in terms of compliance with the position.

We see prospects for further research in the study of professionally important personal qualities of future public servants.

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